



# GRAMMAR FOR DUMMIES



# GRAMMAR WORKSHOP GOALS

- Brief review of grammar
- When students learn what grammar
- How students learn grammar

# GRADES BREAKDOWN

- Elementary school “**shogakko**” (6-12)
  - Subjects, nouns/objects, ‘Be’ verb
- Junior high school “**chugakko**” (12-15)
  - Verb tenses, auxillary verbs, passive voice, progressive tense
- High school “**koukou**” (15 – 18)
  - Conditionals, comparatives, indirect / direct objects, debate, conversation classes

# SUBJECTS (SHUGO)

- The **subject** of a sentence is the noun, pronoun or noun phrase that precedes and governs the main verb.
- The actor in a sentence. Connected to verb
  - Example **She** is a Canadian. **My book** is the best
  - Students learn a few subjects early on – I, you, she, he, this, my \_\_\_\_\_
- Example activities
  - Fiill in the blanks (text book exercises)
  - Recognition quiz
  - Newspaper fill in the blanks

'agreement' – the agreement between a verb and the subject  
Is not something found in Japanese. First learn this halfway through 1<sup>st</sup> grade junior  
highschool

Verbs ending in 's', '.es' and 'ies'

# ARTICLES

- Articles - A, AN, and THE are called **articles**.
- \*\*\* No true Japanese equivalent. Closest being 'Wa' and 'Ga'
- Students are usually given the proper articles in examples and models.  
Mistakes usually seen in student writing
  - First learn 'a' in grade 3 'whats this' chapter (pg. 30)
  - More in depth study of subjects "the" and "a" in 1st grade Junior highschool (Unit 1)



# ARTICLES DEFINITION AND USE RULE

- “An **article** is a word used to modify a noun, which is a person, place, object, or idea. Technically, an **article** is an adjective, which is any word that modifies a noun”
- THE = definite article. A or AN = indefinite articles

Simplified: It's a word that attaches to nouns

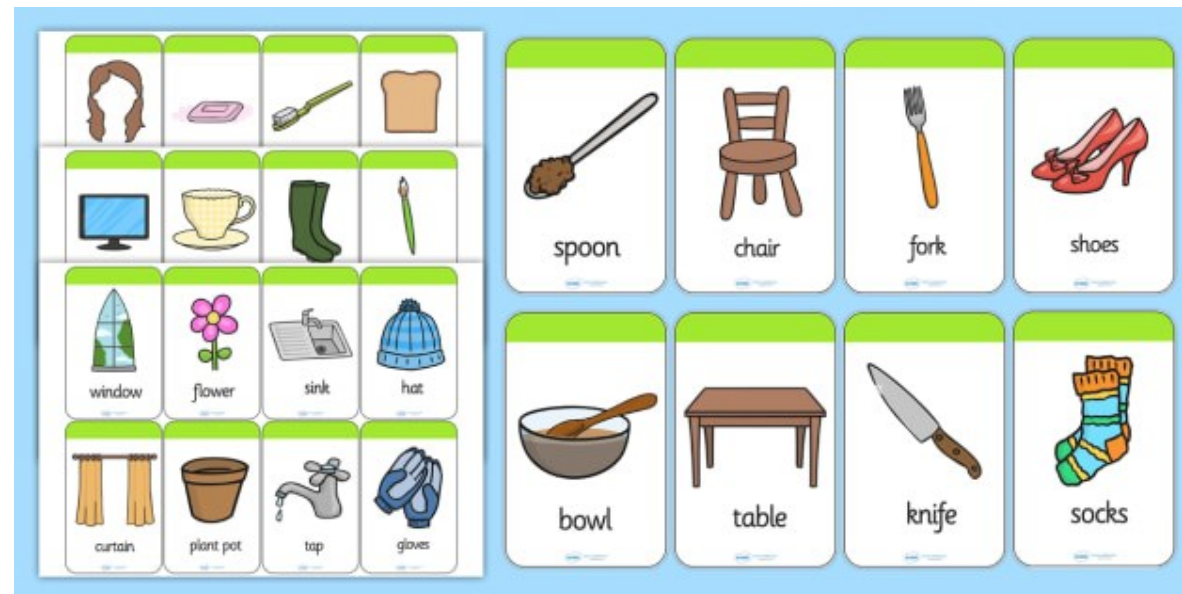
- EXAMPLE PROBLEM: Using ‘the’ or ‘a’ in the places lesson

	General	Specific
Singular	A/AN 'That is a dog'	THE 'That is the dog ... I saw yesterday'
Plural	/ Teachers are coming to Gifu today	THE The teachers (that we will meet) are coming to Gifu today



# ARTICLES PROGRESSION

- Start out easy. First practice using 'a' → using 'a' and 'an' → using 'a' and 'the'
- Example activity:
  - Match card game with articles



# OBJECTS/NOUNS (MONO)

- Objects – What the verb is acting on. The object of a verb is created, affected or altered by the action of a verb, or appreciated or sensed by the subject of the verb.
- e.g. He ate the sub
- I played tennis
- I got a bad feeling about this
- Learning object/nouns from the very first English lesson. Big part of elementary classes is simply learning objects/nouns
- Grade 5/6 elementary school: Months, days of the week, fruits, colors, animals, foods, sports, jobs, subjects, shapes, places, numbers
- Grade 3/4: days of the week, colors, alphabet



# EXAMPLE ACTIVITIES

- Missing card game
- Karuta
- Fruit basket

# NOUNS (MEISHI)

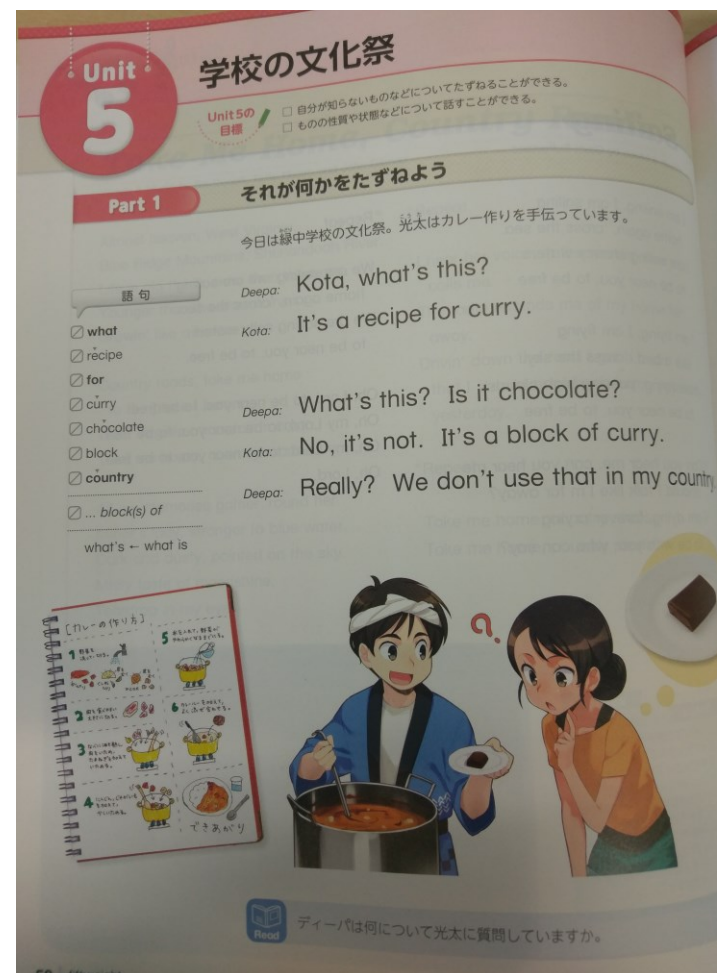
- people, places, or things ( *common noun* ) or words that refer to them
- Simplified:A person place or thing
- Types of nouns;Which noun is different?
  - Teacher, dog, America, school, cup
  - Letter, stamp, post office, cashier, envelope
  - jam, stamp, table,, horse, pencil. people

# TYPES OF NOUNS

- Common
  - a common noun is a noun that refers to people or things in general, e.g. *boy, country, bridge, city, birth, day, happiness*
- Proper
  - a proper noun is a name that identifies a particular person, place, or thing
- Compound –
  - a **noun** that is made up of two or more words
- Abstract –
  - a noun which refers to ideas, qualities, and conditions
- Collective –
  - Collective nouns refer to groups of people or things, e.g. *audience, family, government, team, jury*
- Countable/uncountable nouns

# EXAMPLE ACTIVITIES

- Read and repeat/translate
  - w/ partners, solo,
  - As a class, either going through each student or playing a game that has the students all stand and sit only when they answer correctly.
  - Shiratori



# VERBS (DOUSHI)

- State verbs - **State verbs** are **verbs** that express a **state** rather than an action. They usually relate to thoughts, emotions, relationships, senses etc. (has, feels, is, love, sympathize)
  - Some of the earliest verbs they learn in elementary class. I am \_\_\_\_\_, This is a \_\_\_\_\_
- Action verbs - An **action verb** is a **verb** that expresses physical or mental **action (walk, think, tell)**
  - **First learn the verb 'to go' in last year of elementary school**
- Auxillary verbs - a verb used in forming the tenses, moods, and voices of other verbs ( could, may, might must)
  - grade 5 elementary school: Can, Would
  - 2<sup>nd</sup> grade junior school

# PRESENT VERBS (GENKO DOUSHI)

- Present Simple Please make a sentence for your designated tense
  - Subject + base form (s/es)
  - Elementary school
  - Learn many more verbs in 1<sup>st</sup> grade junior high school
- present continuous
  - Subject + (be verb) + verb (ing)
  - 1st grade junior high school
- present perfect
  - Subject + (have verb) + 'past participle'
  - 3<sup>rd</sup> grade junior high school
- present perfect continuous
  - Subject + (have verb) + been + verb (ing)
  - 3<sup>rd</sup> grade junior highschool

# PRESENT VERB USAGE QUIZ

- We use 'present simple' in the following situations:
  - A) Habitual or routine actions
  - B) Permanent situations and facts
  - C) Present stories
  - D) Commentaries
  - E) All of the above

# VERB QUIZ

- Which of these is NOT a situation which uses present continuous:
  - A) to talk about an action that is in progress at the time of speaking
  - B) to talk about an action that occurred at no specific time. A general experience we have completed in our life
  - C) to talk about something that is not occurring at this exact time but in this current time period (this week, this month, recently) we are doing
  - D) to describe frequent/regular actions e.g. I am always reading Japanese books



# VERB QUIZ

- I've been in Japan since 2016. How would you say that using present perfect [Subject + (have verb) + 'past participle'] and present perfect continuous [Subject + (have verb) + been + verb (ing)] using the verb 'to live'
- What is the difference between those two sentences using the verb 'to live'

# PAST VERBS (KAKO NO DOUSHI)

- Past simple
  - Verb + 'd' or 'ed'
  - Irregular verbs
  - 1<sup>st</sup> grade junior highschool (last chapter)
- past continuous
  - Subject + was/were + (verb)ing
  - 2<sup>nd</sup> grade junior highschool
- past perfect
  - Subject + had + past participle
  - 3<sup>rd</sup> grade junior highschool
- past perfect continuous
  - Subject + had + been + (verb)ing

# PAST VERB USAGE QUIZ

- Which of the following situations is appropriate to use past continuous:
  - A) a past action that never stopped and is still happening
  - B) an action that started in the past and continued on until now. We are uncertain if it is still continuing or not
  - C) for past actions that were interrupted
  - D) an action that is occurring at this current time

# VERB QUIZ

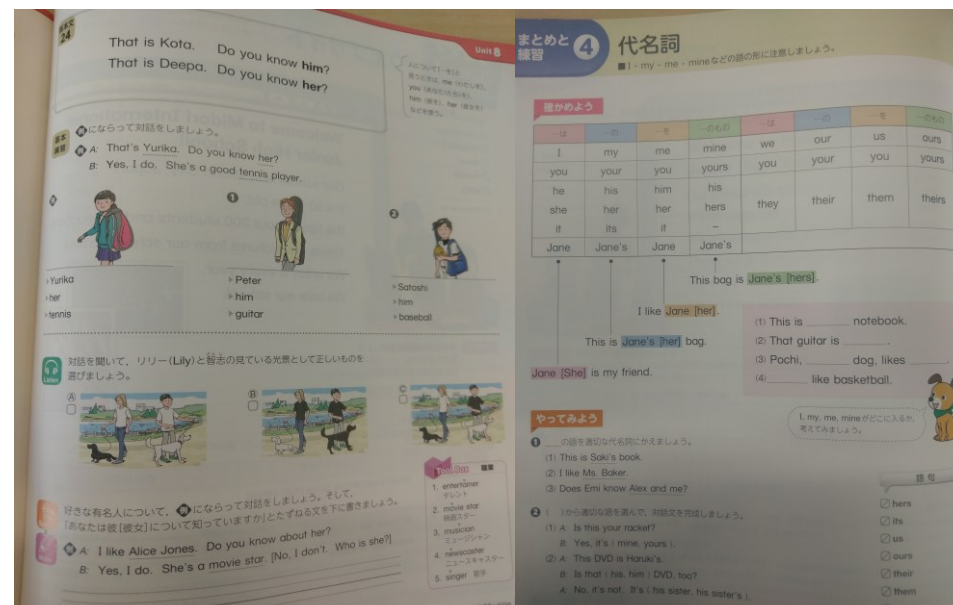
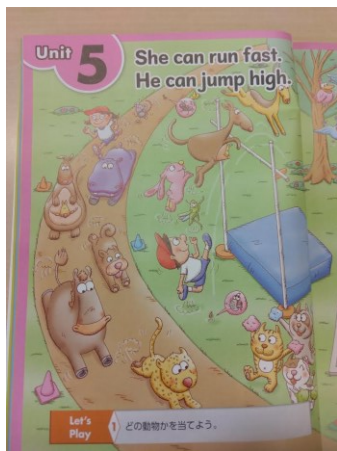
- We use the past perfect to:
  - A) indicate something that happened in the past and is still continuing
  - B) explain that something in the past ended before another past even we are describing
  - C) indicate past events that may or may not have finished
  - D) to talk about past events that were so lovely, they could be considered perfect

# FUTURE VERBS (SHOURAI NO DOUSHI)

- Future Simple
  - 2<sup>nd</sup> grade junior high school
- 'Be going' + base form verb
  - 2<sup>nd</sup> grade junior high school

# PRONOUNS (DAIMEISHI)

- a word that can function as a noun phrase used by itself and that refers either to the participants in the discourse (e.g. *I, you,*) or to someone or something mentioned elsewhere in the discourse (e.g. *she, it, this*)
  - Start out in elementary school using *I and You.*
  - 5<sup>th</sup> grade elementary school – 1<sup>st</sup> time using *he/she* and ‘*this is \_\_\_*’ (



# ADVERB (FUKUSHI)

- a word or phrase that modifies the meaning of an adjective, verb, or other adverb,
- Types:
  - Manner: quickly, well (unit 6 grade 1), lazily, neatly
  - Place: inside, outside, above, everywhere
  - Time: Recently, lately, soon etc.
  - Degree: really, so, not much, barely, enough
  - Frequency: Sometimes, always, usually (unit 5 grade 1)
- MIME GAME

# ADJECTIVE (KEIYOUSHI)

- a word that describes or clarifies a noun.
- “Wow grandma, what big teeth you have.”
- Adjectives can describe what something is made of, how old it is, its color, its shape or size.
- OK sensei I want a wooden, blue, new, big bat! (does that sound right?)
- Order: (Quantity – quality -) size – age- shape- colour- material – **noun**
  - Grade 3 elementary – learn using a 3hint style of presentation
  - Make an adjective string using one from each category



# HOW TO CORRECT STUDENTS

- Don't always give the answer right away
- Make students learn from their mistakes
- Don't put them on the spot
- You don't have to be the 'gatekeeper of knowledge'
- Use humour – stress that mistakes are okay
- Correction strategies:
  - Circle/point to error but don't correct for them
  - Re write with a blank instead of the error
  - Give another example (preferably similar)
  - Using other students to help

# THINGS TO AVOID WHEN MARKING STUDENT WRITING

- Vague comments like “I’m not sure about this” or “bad”
- Overly critical or negative comments, especially if there is no alternative or constructive value to it.
- Difficult words. Just because you’re not talking to them face to face, doesn’t mean we can stop using appropriate words for their skill level
- Always correcting the mistakes and not giving opportunity for reflection or critical thinking about the mistake they made.
- Only marking the grammar. Also encourage students to write as much as they’re capable of. Ask them to tell you more about certain subjects
- Sounding disinterested in their writing