



# The Teaching of Structural Words and Sentence Patterns

STAGE TWO



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#### INTRODUCTION

THIS book sets out more teaching items of the kind described in the Introduction to Stage One. It provides suggestions for presenting these various items, and for oral drills.

It is not possible to state precisely the classes or standards for which these teaching items will be appropriate, nor the time needed for mastering them. These are questions to which an answer is possible only when the numbers of hours per week available for English, the country in which English is being learnt, and other points are known. With six or seven hours a week available, with good teaching, and with classes of reasonable size (up to thirty, perhaps), the items in this book might be presented by the teacher and learnt by the pupil in one year.

The order in which the teaching items are arranged is unlikely to be identical with the order of these items in the textbooks that are used in schools. It is likely, however, that most of these teaching items will occur in the first and second 'Readers', or very early in the third 'Reader'. It is possible that a few items in some second 'Readers' are not dealt with in this book. Such items will be dealt with in Stage Three.

A cumulative Index for Stage One and Stage Two is printed at the end of this book. Teachers using this book (both teachers in training and teachers in service) should have Stage One and refer to it from time to time. It often happens that the presentation of a new teaching item makes possible the recall and practice of an item presented earlier. Such opportunities are valuable, and in Stage Two there are frequent references to Stage One. The cumulative

index enables teachers to trace earlier presentations of structural words quickly and easily.

This index gives, besides the structural words, the most important non-structural words, especially the 'heavy-duty' verbs such as come, go, pull, push, put, take. There is a separate index for 'content words' of minor importance. This may help teachers who wish to check whether a certain word is likely or unlikely to be 'known' by his pupils ('known' here meaning only 'having been used occasionally').

'Content words' are not of great importance. In this book the vocabulary used, except for the structural words and the most frequently occurring 'heavy duty' words, has been, on the whole, restricted to what we may call a 'classroom vocabulary'. There are frequent references to pens, pencils, books, doors, windows, and to activities that are reasonably possible in the classroom.

This does not mean that teachers should confine themselves to such a limited vocabulary. The textbooks used will provide a much wider vocabulary, and as pupils become familiar with it the teacher may use it, when appropriate, for the items he is presenting from this book.

It has been said that a foreign language can be learnt efficiently by mastering its structures and patterns, and that a mastery of these is all that the learner needs. He can acquire the non-structural part of the language later, and without any help except that of a good dictionary. There is some truth in this, but language learning will be a dull process for our pupils if we deprive them of anything interesting to talk, read and write about. The 'content words' that you will use (to supplement the vocabulary used in this book) may be related to the environment of your pupils. If they live in a country where apples are

unknown and mangoes common, they will prefer to talk about mangoes and not about apples. If, as is true of children in some parts of Africa, your pupils have never seen a tram or a railway train, but are quite familiar with buses, lorries, and airliners, you will talk about travel by road or by air instead of travel by rail or by tram.

As in Stage One, any answers that are enclosed in parentheses are to be given by pupils. If answers to questions are not in parentheses, they are to be given by the teacher as part of the presentation of new material.

It is important that pupils should take an ever-increasing share of oral work. They must do much more than answer questions put to them by the teacher. They must themselves, when they are ready to do so, make statements and requests, and ask questions to be answered by their classmates. When are pupils 'ready' to do this? They are ready when they have heard numerous presentations of the new material from the teacher, and when a preliminary question, or a request for activity and statements, shows that they are able to reproduce the new material correctly and fluently. If there is hesitation and error, the teacher must stop his questioning and give a further presentation of his material.

We cannot, of course, expect correctness and fluency at once from all members of a class. If the majority of the class has mastered a new teaching point, that majority must not be held back while the minority is given special coaching. A pupil who answers wrongly should not be allowed to sit down. The teacher goes on to other pupils, perhaps half a dozen, who give correct answers. He then returns to the pupil who answered wrongly (or failed to give any answer) and who has remained standing, and gives him another chance. This time, after hearing the

correct answer six times from his fellow-pupils, he is less likely to fail. (Six hearings of what is correct are better than a scolding and a grammatical explanation of the error.)

The list of phonemes that appears in Stage One is reprinted here, together with the notes on them. In this book, the short horizontal stroke used to indicate a midlevel pitch has not been used. Many of the sentences used in Stage Two are much longer than the longest sentences of Stage One. There is a greater variety of pitch level and the use of a symbol for mid-level pitch would be misleading. Only high-level (") and low-level (\_) pitch, with the two arrows for rise and fall in pitch, are used here. It is important to use the kind of intonation marked in the material in this book. The oral presentation of new material can be made much easier for the listener if the key words are made prominent by the appropriate high-level pitch or by a rise or fall of pitch

level pitch or by a rise or fall of pitch.

The Tables that follow this Introduction summarize the material in the sections indicated. They also provide a quick reference to the structures presented in this book.

#### SOUNDS AND SPELLINGS

#### PHONEMIC SYMBOLS

#### 1. THE CONSONANTS

Phonemic symbol	Examples				
P	pen	pen	top	top	
ь	bag	bag	rub	rvp	
t	ten	ten	wet	wet	
d	desk	des!	head	hed	
k	сар	kap	back	bak	
g	get	get	bag	bag	
m	mouth	mauθ	come	k∧m	
n	nose	nouz	nine	nain	
ŋ	sing	siŋ	English	'iŋgli∫	
Í	leg	leg	well	wel	
f	face	feis	knife	naif	
v	very	'veri	five	faiv	
θ	thin`	∂in	mouth	mauθ	
ð	these	ðiːz	mpther	,m∨g9*	
s	six	siks	face	feis.	
z	nose	nouz	his	hiz	
l	shoe	∫uː	fish	fi∫	
3	pleasure	¹pleʒə*	measure	'meʒə*	
r	right	rait	very	'veri	
h	hat	hat	head	hed	
tʃ	chair	t∫eə*	teach	tiːt∫	
ds	jump	d3/mp	John	d 30n	
w	window	'windou	we	wi:	
j l	yes	jes	you	juː	

#### 2. VOWELS AND DIPHTHONGS

Phonemic symbol	Examples				
iː	green	grizn	three	θri:	
i	sit	sit	this	ðis	
e	desk	desk	leg	leg	
a	hat	hat	back	bak	
aː	glass	glass	father	'faːðə*	
0	box	boks	clock	klok	
o:	ball	boil	draw	drox	
u	book	buk	put	put	
u:	moon	mu:n	two	tu:	
A	sun	SAN	come	kAm	
ə:	word	wə: d	first	fə: st	
Э	again	əˈge(i)n	under	'Andə*	
eì	day	dei	name	neim	
ou	nose	nouz	go	gou	
ai	five	faiv	high	hai	
au	mouth	mauθ	down	daun	
oi	boy	boi	noise	noiz	
iə	here	hiə*	near	niə*	
eə	chair	tʃeə*	where	weə*	
еu	poor	puə*	fewer	fjuə*	

#### NOTES

1. THE symbols set out in these Tables can be used for a simplified transcription of English. Its advantages are set out in Appendix A of Daniel Jones's An Outline of English Phonetics (8th edition, 1956).

Many teachers and students of English are likely to be more familiar with the transcription used in Daniel Jones's English Pronouncing Dictionary, in The Advanced Learner's Dictionary of Current English, and in numerous textbooks on English phonetics. Others may have become accustomed to the narrow transcription used by I. C. Ward in her The Phonetics of English (Heffer, 1929). A table of equivalences for the vowel symbols in the three systems (marked 'Simplified', 'E.P.D.', and 'Ward') is given below. Consonant symbols are identical in all three systems.

Slant bars // are used to enclose symbols denoting phonemes and sequences of phonemes when these occur in contexts for which ordinary spelling is used. Slant bars are not used when symbols for phonemes or sequences of phonemes occur in columns (as in the Tables) or when a phonemic transcription is separated clearly from its equivalent in ordinary spelling.

Simplified		E.P.D.	Ward
iz	(as in seat)	i:	i
i	(as in sit)	i.	ı
е	(as in set)	e	ε
a	(as in sat)	æ	æ
a:	(as in father)	a:	α
0	(as in hot)	<b>ɔ</b>	D.
o:	(as in hall)	<b>)</b> :	Σ
u	(as in full)	ű	ซ

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u:	(as in fool)	u:	u
əː	(as in word)	ə:	3
ei	(as in d <i>a</i> y)	ei	eı
ou	(as in boat)	ou	oυ
ai	(as in buy)	ai	aı
au	(as in <b>c</b> ow)	au	au
oi	(as in boy)	ic	10
iə	(as in idea)	iə	19
еə	(as in chair)	εə	<b>63</b>
иə	(as in poor)	uə	ซอ

2. Stress is shown, where necessary, by the use of the marks ' and . The mark ' indicates a primary stress. The mark is placed before the stressed syllable or word: under /'Andə/, again /ə'ge(i)n/. The mark , indicates a secondary stress: examination /ig,zami'neijn/. In this word there is a primary stress on the penultimate syllable and a secondary stress on the second syllable.

The asterisk (as in /weə\*/) indicates the possibility of r-linking:

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Where was, it? weə 'woz it? Where is it? weər 'iz it?
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The r-sound can be used when the word that immediately follows begins with a vowel sound.

If a symbol is printed in parenthesis, this indicates an alternative pronunciation. Thus again, transcribed as /ə'ge(i)n/, indicates that the word may be pronounced either as /ə'gein/ (rhyming with chain), or as /ə'gen/ (rhyming with ten). The transcription /'pous(t)mən/ (for postman) indicates that /'poustmən/ may be heard in slow or careful speech and that /'pousmən/ is commonly heard at ordinary speed.

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#### The Tone Symbols

Several systems have been devised to indicate pitch level and change of pitch. In this book a very simple system is used.

The symbols used in this book are:

The short horizontal stroke \_ to indicate a high-level pitch, and the short horizontal stroke \_ to indicate a low-level pitch.

The symbol  $\hat{\gamma}$  indicates a fall from a high-level pitch to a low-level pitch. The symbol f indicates a rise from a low-level pitch to a high-level pitch.

Here are examples, with notes.

1. \_I'm touching the wall.

The words Pm are on a low-level pitch. The words touching the are on a high-level pitch. There is a fall in pitch on the word wall.

#### 2. Am I touching the Joor?

The words am I are on a high-level pitch. Because there is a stress on the first syllable of touching, the words touching the are uttered on a lower pitch. The voice then drops to low-level pitch at the start of the word door and rises during the utterance of this word.

Conventional punctuation marks are usually considered adequate in phonemic transcriptions without tone symbols. They are not always adequate, however, in tonetic transcriptions. If, in a statement or question, there is more than one intonation phrase, the boundary may not be indicated by a comma. In the question

Am I touching the /wall or the \door?

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the only conventional mark of punctuation is the question mark at the end. There is no mark after wall to indicate that with this word one intonation phrase ends.

To indicate tonetic boundaries of this sort a single vertical stroke or bar is used.

Am I touching the Jwall or the Idoor?

Other examples of the use of this bar to indicate tonetic boundaries are:

Is this a Jpen | or a \pencil?

The first intonation phrase ends on pen.

The Igreen book | is in my right hand. The Iblack book | is in my left hand.

In these two statements attention is called to the adjectives. This is done by the use of a rising tone on green and black and a falling tone on right and left. In each statement the first intonation phrase ends on book.

#### Abbreviations (Used in Patterns)

VP	Verb Pattern
S	Subject
V	Finite Verb
Ù	Non-finite Verb1
D.O.	Direct Object
I.O.	Indirect Object
A.P.	Adverbial Particle <sup>3</sup>
(Pro)noun	Noun or Pronoun

<sup>&#</sup>x27;i.e. the present and past participles and the infinitive.

i.e. one of the short preposition-like adverbs such as on, off, in, out, up, down, back, away.

TABLE No. 1
Summary of Material in § 1

The	book pen ball chalk	on	my your his Tom's Mary's	desk	is	brown. blue. green. red.	
====	letters		top bottom	of the		small capital	letters.
The	words	at the	left right	black- board	are	English French word Arabic	

TABLE No. 2
Summary of Material in § 2

The boy	behind		Tom me	
	in front of		you us is Phili	is Philip.
		Tom's my	right	is rimp.
	on	your our	left	

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TABLE No. 3
Summary of Material in § 3

Who is the	boy man with		a ladder? a hat on his head? a book in his hand?
	woman girl	with	long hair? blue eyes? a baby in her arms?

TABLE No: 4
Summary of Material in §§'4-7

The b	oook	I put or	my John's your	desk	is	red. large. heavy.	
The	pęn chalk pencil book ball flower	John Paul he she	gave	Mary Helen is me		long. short. red. blue. brown.	

TABLE No. 5
Summary of Material in §§ 8-12

What is	the colour of		this flower?
	is		that book?
What colour	are	these flowers those books?	
What subjects	do you study	in this school?	
Which lessons	are you having	today?	
What kind of	book flower bird	is	this?
	man	]	Mr X?

TABLE No. 6
Summary of Material in §§ 13-16

There are	some none	on the desk in the garden		
Are there	any			
There is	some none	in that	bottle	
Is there	any		box	

Note: In Tables where statements and questions are combined (as in Table No. 6) punctuation marks are omitted.

ΓABLE No. 7
Summary of Material in § 18

	Two		the	em	ļ	
	Three Both All Some None	of	my your his their Tom's	books pens pencils	are	red blue on the desk in this drawer on the floor
Are	any		Mary's			

TABLE No. 8
Summary of Material in §§ 19–20

 Two Three Both All	of	you them us		аге	sitting standing	
 Some None any		these those	boys girls		swimming	

TABLE No. 9
Summary of Material in § 21

	Some All None	of	the this that my	milk water ink sand salt sugar	is	in the	bottle cup glass
Is	any		your				

### TABLE No. 10 Summary of Material in §§ 22–27

(Adverbial Phrases of time with on and at)

at	six (seven, etc.) o'clock a quarter past (to) eight (nine, etc.) half past six (seven, etc.)				
on .	Sunday (Monday, etc.)	morning afternoon evening night			
	the first (second, etc.) of May (June, etc.) April (May, etc.) the first (second, etc.)				