Reflect:

1. Think about (or look at) teaching materials you’ve used. How are grammar and vocabulary activities labelled? Are they always kept separate or are they sometimes combined?

2. What are the advantages to students of learning grammar and vocabulary in clearly separated activities?

3. What are the advantages to students of combining work on grammar and vocabulary?

4. What effects do combining work on grammar and vocabulary topics have – on lesson planning, on syllabus design, on testing and assessment?

5. Do you think that combining grammar and vocabulary teaching is more appropriate for certain groups of students – lower/higher levels, different ages, exam students, etc.? Why?

Discuss:

If you have someone to discuss with, compare your answers. If any are different, think about why.

Explore:

1. List three features of language where grammar and vocabulary clearly overlap.

2. Identify three specific grammatical features and note down vocabulary items (words or phrases) which could be taught along with that feature.
3 Do you agree with either of the following comments? Why? / Why not?

‘Students expect to learn grammar as a set of rules and vocabulary as lists of words. They get confused if you start mixing them up.’

‘You can’t learn to communicate just by dropping words into grammatical slots. The relationship between words and structures is more complex than that.’

4a In the following sentences, is the time reference indicated by the tense of the verb or by other words in the sentence? Underline the word or words which indicate the time.

i. Ben turns 18 this year.
ii. He’s starting university in the autumn.
iii. They agreed to send us the report by the end of next week.
iv. By now it was completely dark outside.
v. In years to come, she might regret this decision.

4b What time reference do the words and phrases below typically indicate: past, present, or future? Which are used to talk about the relationship between two times?

<table>
<thead>
<tr>
<th>about to</th>
<th>already</th>
<th>as yet</th>
<th>at the moment</th>
<th>currently</th>
<th>due to</th>
<th>no longer</th>
<th>previously</th>
<th>used to</th>
</tr>
</thead>
</table>

5a Match the grammatical functions on the left with the vocabulary items that might be used to express them on the right.

<table>
<thead>
<tr>
<th>Functions</th>
<th>Vocabulary items</th>
</tr>
</thead>
<tbody>
<tr>
<td>comparing things</td>
<td>probably, conceivably, no doubt, potentially, possibly, presumably, perhaps, be impossible, be bound to</td>
</tr>
<tr>
<td>indicating possibility</td>
<td>according to, acknowledge, complain, refuse, threaten, announcement, decision, in response to</td>
</tr>
<tr>
<td>reporting</td>
<td>providing, provided that, as long as, whether or not, unless, no matter what, if necessary</td>
</tr>
<tr>
<td>expressing condition</td>
<td>alike, much the same, similar to, identical, equal, quite the opposite, contradictory, contrasting</td>
</tr>
</tbody>
</table>

5b Which grammatical forms or structures would traditionally be associated with the functions above?

Find other blogposts and worksheets at www.collinselt.com/cobuildenglishgrammar