ACTIVITIES TO GO

Grammar in spoken text

Written By

DEWI PUSPITASARI

Dewi Qorinal In, Inggil Tiara Octaviana, Luluk Mas'udah, Saifullah Rafid, Salika Nahja Hidayah, Umi Nada Nadifah, Witsqa Atika Indallah

In Collaboration with:

Ajeng Novianti, Dewi Meilasari, Dini Ma rifatul Wahidah, Emi Rohmah, ErikaYulia, Fathimah Tuzzahro, Fetty Awaliyah, Fetty Fadilah, Fiki Nailil Mursyida, Halda Shania Sigfrieda, Harini, Ilham Tegar Prahara, Khusnul Alimah, Luluk Mas'udah, M. S. Andi Iswantoro, Maya Masita, Muhammad Zamirkarim, Nur Alimah, Nur Hikmah, Rizki Maulida Khasanah, Rohmatin Tsaniyah, Satrio Arifiyanto, Shaela Khasinah, Sichatul Mufti, Silvi Arina Risqi, Ulfa Reniati, Yulianita Listya Dewi, Yusril Asyar Mahendra,

,

Why should teachers & students learn features of spoken text?

There is a tendency to learn English speaking skill based on the traditional grammar, implying that a speaker speaks unnaturally, as s/he imitates a writing-based standard in his/her spoken English. However, as the current trends emphasize communicative language teaching and authenticity, hence spoken grammar answer the demand. The researchers and scholars are awareto the urgent of naturalness in spoken communication, thus there is a shifting paradigm in the teaching of natural communication. This is why the need to learn features of grammar in spoken text arises as what Hilliards (2014) stated that by learning about characteristics of spoken grammar empowers students overall fluency and face to face conversation.

This book is a compilation of students' idea to introduce features of grammar in spoken text. It is not only a resume of theory - it offers to the readers varieties of activities that can be implemented in the learning process. With their best effort, I am proudly present this book to all readers and learners in the country.

Happy learning every one.

Caring and sharing for the better education.

Cheers,

Dewi Puspitasari.

Activities for Teaching Spoken Grammar

Activity 1 - 5

Spoken English Activity for Ellipsis

Activity 1

What's been omitted?

In this activity, the teacher divides students into groups consist of 3-4 students in a group. Then, the teacher gives sentences or questions that belong to ellipsis in a worksheet. After that asks students to find the words that have been omitted. For example:

Instruction: find the omitted words and write them in parentheses.

A : Wanna dance?	A : Yours?
B : No.	B : Yes.
Answer key:	
A: (Do you) wanna (want to) dance?	
B : No, (I don't)	
A: (Is this) yours?	
B : Yes, (it is).	



Activity 2

Ellipsis game

In this activity, the teacher divides students into groups, the teacher writes a long question or sentence on the board. Then teacher goes around the room, giving the team point for who can make an ellipsis from the sentence or question that is given by the teacher . For example:

The teacher writes on the board : Do you want a cup of coffee?

Team 1 : "want a cup of coffee?"

Then, for team 1 they get a point.

Practice:

- 1. Do you need any help?
- 2. Are you ready yet?
- 3. I am so sorry to keep you waiting.
- 4. Do you think English is difficult?
- 5. Have you finished your essay yet?

Answer Key

Activity 2

- 1. (Do you) need any help?
- 2. (Are) you ready yet?
- 3. (I am) so sorry to keep you waiting.
- 4. (Do) you think English is difficult?
- 5. (Have) you finished your essay yet?

Spoken English activity for phrasal chunks

Phrasal chunks crossword

First, teacher can prepare the crossword about phrasal chunks before she/he enters the class. Then, asks students to fill the crossword. For example:



Clue:

- 1. To connect ideas.
- 2. To modify an amount.
- 3. When you can not be very specific. Answer Key

B	Y	Τ	H	E	W	A	Y	
						B		
						Ι		
			S	0	R	Τ	0	F

Cr: made by salika.

Activity 3

Spoken English Activity For Heads And Tails

Heads and tails worksheet

In this activity, the teacher gives students some sentences that do not contain heads or tails, then asks them to rewrite the sentences with heads or tails. For example:

Instruction : rewrite the sentences or questions below with heads or tails.

- 1. Our teacher is beautiful.
- 2. Isn't your brother a football player?
- 3. My dad and his friend went to Bali.
- 4. I'd like the blue one.
- 5. Is the boy in the corner your boy friend?

Answer key: (possible answers)

- 1. Our teacher is beautiful, Mrs. Dewi is.
- 2. Your brother, isn't he a football player?
- 3. My dad and his friend, they went to Bali.
- 4. I'd like that one, the blue one.
- 5. The boy in the corner, is he your boy friend?

Activity 4

Spoken English Activity for Fillers and Backchannels

Fillers and backchannels in video clips

In this activity, the teacher can play a short video clip and give students a script in which the fillers and backchannels have been omitted and ask them to fill in the missing words as they watch the video. The teacher may ask student to do a **role play** after watching the video. For example:

(cr. https://youtu.be?-UX0X45sYe4)

Instruction : fill the missing words.

Jeany : Do you have any hobbies?

Jack : Yes, I have several.

Jeany : _____ please tell me more about your hobbies.

Jack : _____ I do like collect things.

Jeany : _____ what do you like to collect?

Jack : I like to collect stamps.

Key answer :

Jeany : do you have any hobbies?

Jack : Yes, I have several.

Jeany : **really..** please tell me more about your hobby.

Jack : well .. I do like collect things.

Jeany : **really..** what do you like to collect? Jack : I like to collect stamps.

Activity 5

Multiple Spoken Grammar Features Activity

The teacher can give the students task to do a transcription. Then, ask them to identify the features of spoken text. For example:

(cr. English US Course)

(Spoken grammar features in bold, with categories in parentheses after each speaker's turn)

- S : Yingli, I wanna show you the pictures from the park, Ryan.. come on... **join us.** (ellipsis)
- R : Okay, I'll be right there.

S : The first photo is Ryan, he is playing tennis, but I like this one better.

R : What am I doing?

- S : You are teaching me how to play tennis.
- R : **Oh yeah..** I remember that. (backchannel)
- S : And this one, I'm playing tennis really well. (tail)

Activities for Teaching Spoken Grammar

Activity 6

Design learning activity of grammar in spoken text.

The first the teacher may inform / resume what is spoken text and written text. Then she/he gives the difference between the two.

In the spoken text the information relates to the following points.

- 1. spontaneus (unplanned)
- 2. face to face
- 3. the language choise reflect the social and interpersonal situation.
- 4. between spoken and written texts we can not divide them.

In written text the information relates to the following points.

- 1. full stop
- 2. capital letters
- 3. pronouns.

Next, the teacher may start practicing spoken English and its features (ellipsis, heads and tails, fillers and backchannels, phrasal chunks and tone).

Activity for Ellipsis

Ellipsis is ommitting the word or shortening the sentence to take the point of the sentence. We can use with a game, video and a conversation for example.

Example of conversation

The teacher may start building conversation with the students, then the other students are told to shortenthe conversation by applying ellipsis rule.

Without Ellipsis

	1
Teacher	: What happened to you ?
Student	: There is nothing happened,
Mom.	
Teacher	: Your face looks scared.
Student	: Actually, I got accident in
this morning.	
Teacher	: Are you okay?
Student	: Yes, Mom. I'm okay.

Answer :

With ellipsis

Teacher	: what happened (to) (you)?
Student	: nothing happened, mom.
Teacher	: your face looks scared.
Student	: (actually) I got accident this
morning.	

Teacher: (are) you okay?Student: yes, mom.

Activity for Heads and Tails

The teacher may give an understanding of heads and tails. the difference between head and tail is on the topic. If head the topic is at the beginning of the paragraph; then in the tail, the topic is behind the paragraph.

Activity:

Teacher can provide statements and questions then students are told to identify which ones are using heads or tail.

Stements and question

- 1. My father, he is my first love.
- 2. The man, is he your husband?
- 3. They are studying in the class, students.
- 4. It's to protect you from bad men, the hijab.

Answer

- 1. Heads
- 2. Heads
- 3. Tails
- 4. Tails
- 5. Heads

Activity for Fillers and Backchannels

The teacher may give an understanding fillers and backchannels.

Fillers are words and utterances like "er". "well". "hmm", and "um" that do not have a specific meaning but rather fill time and allow the speaker to gather his or her thoughts; while backchannels are words and utterances like 'uh-huh", "oh", "yeah", and "I see" that are used to acknowledge what the speaker is saying and encourage him or her to continue.

We can use dialogues, video clips and textbook dialogues for example.

Teacher and students compose dialogue reflecting fillers and or backchannels.

Teacher	: What is your hobby?
Student	:Emmm, my hobbies are fishing and singing.
Teacher	: What kind of genre music do you like?
Student	: Nasyid. It's a kind of best music because it
	gives alot of inspiration.
Teacher	: oh I see. It's so cozzy I think.
Student	: Uh – huh, I think so.

Analyze of the above conversation

Example : Student :**Emmm,** my hobbies are fishing and singing. "emmm" indicates filler. Teacher : **oh.. I see**. It's so best thing. "oh.. I see" indicates backchannel.

Activity for Phrasal Chunk,

at first the teacher gives an understanding of phrasal cunk. It's similar with filler, but the form of phrasal cunk is phrase. We can use video clips and conversations for example.

Example of phrasal cunk :

- Little bit
- Sort of
- Kind of

Activities For Teaching Spoken Grammar

A teacher may use game for making this lesson easier to understand. The first meeting the teacher can give some explanation and examples about all of the features in grammar in spoken text, and ask the students about their questions. It is to make the lesson clearer and more easily understood that spoken features exist in real time communication.

Activity 7

The game of "throw and catch"

A. This game for common features (all of features)

The roles of this game are:

- There are two or more groups with the number of members of the same.
- They have to make a circle with a leader.
- The leader should go ahead and take a paper.
- The content of this paper is a feature of spoken grammar.
- The leader should give explanation about the feature in the paper.
- Then, the leader should take a paper and throw to the other members in his/her group.

- A member of this group should give explanation about the feature that he/she gets.
- And soon to the last member.
- The winner is who can finish first.

Example of context of the paper:

Ellipsis	What you know? Example?
Fillers	What you know? Example?

B. Game for ellipsis game

The rule of this game same with the game for features in A point.

Example :

- I have 20 students in my class, and I split my students into 4 groups.
- Each of group should make a little circle in front of the white board.
- Each group should have one leader.
- The leader in each groups have to come forward and take a paper that I was prepare it before.
- The content of this paper is a sentence that leader should give the shortest clause in the white board about the feature that he/she got. This is a sentence that leader should give the shortest clause.

Complete sentence

1. Do you have any problem?

- 1. Do you agree with me?
- 2. Do you have any suggestions?

3. That sounds is good.

4. That is absolutely right.

- > Number first for student having number one etc.
- > The answer of this is the shortest clause.

Complete clause	Shorten clause
Do you have any	Any problem?
problem?	
Do you agree with me?	Agree with me?
Do you have any	Any suggestions?
suggestions?	
That sounds good.	Sounds good.
That is absolutely	Absolutely right.
right.	

- If they said it right, next they can change to the other person.
- To continue, the leader should take a paper and throw it to the members in her/his group.
- All of the members in this group have to catch the paper that the leader throws.

- A member that getting the paper should come forward and give the shortest clause.
- \blacktriangleright And soon to the last member.
- > The group that finished earliest that is the winner.

Note: this game can be modified by the teacher, depending on the time and class condition.

C. Game for heads and tails game

- 1. Ms Dewi, she is a good person
- 2. The Arabic class yesterday, it was boring.
- 3. Our preacher, ustadz Syam is a kind person.
- 4. He is a arrogant football player, Hansa is.
- 5. The football tournament last night, it was very interesting.
- And here is the answer (please re check if I may make mistakes).

1. she is a good person	tail
2. the Arabic class yesterday	head
3. our preacher	head
4. he is an arrogant football	tail
player,	
5. the football tournament last	head
night,	

D. Game for fillers, backchannels, and phrasal chunk.

1.	I think cat is kind of mammals.
2.	This cake is umm very delicious.
3.	Past tense is sort of grammar lesson.
4.	A: It's a great movie you know?
	B: yeah very great.
5.	Uh I've got an idea.

Here is the answer.

1.	I think cat is kind of	Phrasal chunk
	mammals.	
2.	This cake is umm very	Fillers
	delicious.	
3.	Past tense is sort of grammar	Phrasal chunk
	lesson.	
4.	A: It's a great movie you	Backchannel
	know?	
	B: yeah very great.	
5.	Uh I've got an idea.	Fillers

Activities for Teaching Spoken Grammar

Activity 8

1. Activity to Learn Ellipsis

The teacher gives some instruction to the student to choose and listen an audio in English podcast, then analysis transcript that audio from Teacher Luke's Podcast, <u>https://teacherluke.co.uk/2010/03/26/116</u>. After that, the teacher asks the students to cross out any words in the trancript that they do not hear from the audio.

For example :

1. Listen to the audio started in minute 0:33

Graphic design student	: Hello
Luke	: So, how long have you been
	in London?
Graphic design student	: Two weeks
Luke	: Really? What do you do?
Graphic design student	: Err, graphic design.
	Camberwell, School of the
	Arts.
Luke	: Ok. So, your first two weeks.
Graphic design student	: First two weeks. It's quite a
	big impact. Very big, lots of

people, and it's quite expensive as well.

2. After listening the podcast, students will write the longer sentence without omitting the words (applying no ellipsis rule).

Possible longer clauses without ellipsis :

Graphic design student : GDS

GDS : Hello

- Luke : So, how long have you been in London?
- GDS : (I have been in London for) two weeks
- Luke : (Is that) really (true)? (So), what do you do?
- GDS : Err, (I study) graphic design (at) Camberwell, School of the Arts.
- Luke : Ok. So, (is this) your first two weeks.
- GDS : (yes, this is my) first two weeks. It's quite a big impact. (London is) very big, (there are) lots of people, and it's quite expensive as well.

After discussing with other students, there will be answer that Subjects (nouns) and main verbs have been omitted. The speakers omit the words as the meaning is clear from the context and as the people are speaking casully.

2. Activity to Learn Head and Tails

The teacher ask the student to make some practice on worksheet, then analysis and cross out the words in that conversation which shows that it includes in **head and tails**.

Example :

- Okta, Sasa's friend, she's one of pretty girls in TBIG.
- Indonesia is the beautiful country, it really is.

Answer key :

- <u>Okta</u>, Sasa's friend. <u>She's</u> one of beautiful girls in TBIG. (Head)
- <u>Indonesia</u> is the beautiful country, <u>it</u> <u>really is.</u> (Tail)
- <u>He</u> is one of clever student in TBIG. <u>Satrio is</u>. (Tail)

3. Activity to Learn Fillers and Backchannel

The teacher gives some instruction to choose and listen an audio or video from Ello, <u>www.elllo.org</u>. Then, the students make some transcript from that audio or video, **cross out** the words from that transcript and analysis the transcript which includes in **fillers and backchannel** or not. Example :

This audio is from www.elllo.org Low Intermediate "Global Student"

- Peter :"So, Jana, you told me that you'd been a student in three different countries and now you're teaching in Japan which is yet another different country. It sounds really interesting."
- Jana :"Yeah, that's right. Well, I did my undergraduate degree in Prague, in the Czech Republic and as a part of that I did an exchange program in Madrid for one semester and after that I moved to Sydney in Australia and I did my masters there and now I teach in Japan. So, yeah, you're right."
- Peter :"Wow, that sounds really interesting. I'm curious about the student life in these different countries. Do you think there are big differences in this country in terms of student life?"
- Jana :"Well, Umm.. I haven't been a student in Japan but I can sort of compare from my experience. Yeah, I think it is quite different. In Prague it was a very serious study environment sort of thing and a lot of classmates were a bit older as well so

they were like really interested in the subject they were studying and it's more like autonomous learning. So everybody spends a lot of time in the library searching and reading and that sort of thing and the teachers were really good in their subject but maybe they were not really good teachers."

Peter :"Right."

Answer:

Peter : So,
Jana : Yeah, ... Well, yeah...
Peter : Jana : Well, Umm - Yeah
Peter :Right.

Activities for Teaching Spoken Grammar

Activity 9

Class activity for elipsis:

- The teacher gives a random puzzle words based from conversation to students. The puzzle words shared in each group in a complete conversation word (from a-e point). Then each member of a group gets one point (example: Ani get a, Adi get b, Ana get c, Ali get d, and Adam get e)
- 2. Each member arranges the complete words in a sentence (which it is not omitted yet), then they should collaborate to arrange the sentence in a complete conversation.
- 3. The students in the group who have finished should raise their hand.
- 4. The teacher checks word by word in a sentence and composition in complete conversation. After that, the teacher give question for each member, which one the word is omitted, and the teacher ask the member to omit it.

5. The students must explain which one the word is omitted. If the student can't answer the question, she/he is failed.



6. The students in the group who can be the winner is the ones with most correct arrangement of words in a sentence, sentences in a full conversation, and explanation the words that are omitted.



Activities for Teaching Spoken Grammar

Activity 10

Class activity for heads and tails :

First, the teacher explains the term of heads and tails. After the teacher has explained, the teacher gives the students some sentences without tails and heads and then ask them to fill the blanks with heads or tails.

Please fill the blanks with heads or tail

_____, we are going to South Korea next month.

Dhinar is very good at cooking, _____.

Mr. Fachri is my Listening's lecturer,

_____, is he your lecturer?

Possible answers :

My family and I, we are going to South Korea next month.

Dhinar is very good at cooking, she is.

Mr. Fachri is my Listening's lecturer, he is.

The guy in front of the class, is he your lecturer?

Class activity for filler and backchannel :

First the teacher has to provide the authentic video from native speakers. Then the teacher asks the students to analyze the filler and backchannel.

Please analyze the filler and backchannel

The transcript :

- Interviewer : I'm Harry lovely to meet you. So I'm here with Melvin **umm** what are your plans for today?
- Interviewee : Well, I'm about to see a new agent **err** to take on some modrlling jobs and then after that I'm going to get the train back to Nottingham where I live.
- Interviewer : **Wow OK**, what what type of modeling jobs?
- Interwiewee : Well who knows I suspect it might be wooly cardies
- Interviewer : OK, **yeah** good for this type of wheater right?
- Interviewee : Well it is yes but I think it's probably knitwear for the older more distinguished gentlemen

Interviewer : OK, anything that would suit me?

Interviewee : Well I can see clearly that you are a distinguished gentleman but perhaps not an older distinguished gentleman such as myself.

Answer keys :

- Interviewer : I'm Harry lovely to meet you. So I'm here with Melvin **umm (filler)** what are your plans for today?
- Interviewee : Well, I'm about to see a new agent **err** (**filler**) to take on some modrlling jobs and then after that I'm going to get the train back to Nottingham where I live.
- Interviewer : **Wow OK (backchannel)**, what what type of modeling jobs?
- Interwiewee : Well who knows I suspect it might be wooly cardies
- Interviewer : **OK**, yeah (backchannel) good for this type of wheater right?
- Interviewee : Well it is yes but I think it's probably knitwear for the older more distinguished gentlemen

Interviewer : **OK** (**filler**), anything that would suit me?

Interviewee : Well I can see clearly that you are a distinguished gentleman but perhaps not an older distinguished gentleman such as myself.

Source : https://youtu.be/yl5-ygiPOkM



Activities for Teaching Spoken Grammar

Activity 11

The teacher would use podcast video to teach grammar in spoken text. Firstly, the teacher would show the podcast video. But before the teacher shows the video, the teacher asks to the students to bring colour pencil or highlighter in six different colours that considers with six features of spoken text.

For example an English Podcast (video and transcript can be found at Real English with Real Teacher) <u>https://www.youtube.com/watch?v=2AMp5zGnnrU&featu re=youtu.be</u>).

Listen to the video and start in minute 1:04



Interviewer	: So, here I'm here with Tiffany and Rebecca in e Carnaby Street and e I wanna ask you guys a little bit about dating. Ok?
Interviewer	: What do you thing about online dating?
Tiffan	: Online dating. I think prefer to need someone in person but like it's good for people that can do that.
Interviewer	: yeah okay And what about yourself?
Rbecca	: ummmm, yeah same thing
Interviewer	: Ok do you use online dating apps?
Rebecca	:ummmm no. we use thunder. That's same with online dating.,isn't?
Tiffany	: but we don't use it for real.
Interviewer	: you don't use it for real? What's not real? What do you mean by that?
Rebecca	: I mean just swipping around just looking at other people
Tifffany	: yeah not really
interviewer	: so judging them giving them a swipe

Yellow means Head Red means Backchannels Blue means Filler Green means Ellipsis Purple means Pharasal Chunks

Activities for Teaching Spoken Grammar

Activity 12

Read the following text of conversation, re-write the sentence by applying Ellipsis rules.

Conversation 1

Man : Do you study?

Woman : Yes I study at university

Man : ohh emm , what subject do you study ?

Woman : I am studying marketing

Man : okay hmm when will you graduate ?

Woman : I will graduate next semester

Man : will you continue to study for your master's degree

Woman : hmm not yet

Man : by the way, what will you do after graduate ?

Woman : I'm not sure yet it depends

Man : It depends on what ?

Woman : It depends on what kinds of offers I get

Man : What do you mean ?

Woman : well If I get a job that provides opportunity I will take it

Man : What will you do if you can't find a job?

Woman : If I can't find a job , I will stay in school and study for a master's degree

Possible Answer:

1. Ellipsis

Man : Do you study?

Woman : Yes - I study at university

Man : ohh emm , what subject do you study ?

Woman : I am studying marketing

Man : okay hmm when will you graduate ?

Woman : I will graduate next semester

Man : will you continue to study for your master's degree

Woman : hmm not yet

Man : by the way, what will you do after graduate ?

Woman : I'm not sure yet it depends

Man : It depends on what ?

Woman : It depends on what kinds of offers I get

Man : What do you mean ?

Woman : well If I get a job that provides opportunity I will take it

Man : What will you do if you can't find a job?

Woman : If I can't find a job , I will stay in school and study for a master's degree

Analyze Conversation 1, find out Fillers, Backchannel & Phrasal Chunk

Possible Answer

Fillers and Backchannel

- a. ohh emm , what subject do you study ?
- b. okay hmm when will you graduate?
- c. <u>hmm</u> not yet

Phrasal chunks

- a. **by the way**, what will you do after graduate ?
- b. It depends on what kinds of offers I get
Read the following text of conversation, analyze the sentence based on head and tail features.

Conversation 2

Woman: why you alone at home?

Man : Joe and Jenny , they went to the book store

Woman: ouhh and what are you doing ?

Man : I watching movie

Woman: This movie, it's boring

Man : yeah I am boring

Woman: let's get out to the beach?

Man : that's good idea

https://youtu.be/04z6cQs4MnU

Possible Answer

Heads and tails => conversation 2

a.Joe and Jenny , they went to the book store

b. This movie , it's boring



Activity 13

ELLIPSIS Activity

In this activity, the teacher will divide students in the class into pairs. The first student makes a sentence and the other one should analyze the sentence which words than can be omitted.

For example :

A : Do you want to join?

B: Yeah, I do

Answer key :

A : [Do] you want to join?

[Do you] want to join?

[Do you want to] join?

B : Yeah, [I] do

Activity 14

Activity for teaching Head

The teacher gives a written dialogue and then ask the students to analyze the heads. If they find them, they have to underline the features.

: What a mess! That red bag in the corner, it is
your?
: oh, no! someone's left it. Yhe girl with glasses, do
you know her name?
I think it is her bag
: I hope she didn't have her keys in it.
: Anyway, we'd better start cleaning up. Those
plates on the table, are they finished?
: Yeah, they're finished. I take them
: and these cups, could you take them as well?
: let's put all the re-cycling stuff in the box, shall
we?
:I might get in the box myself

Answer key :

- Tom : what a mess! <u>That red bag in the corner, it is your?</u>
- Amy : oh, no! someone's left it.

	The girl with glasses, do you know her name? I
	think it is her bag
Tom	: I hope she didn't have her keys in it.
Amy	: anyway, we'd better start cleaning up.
	Those plates on the table, are they finished?
Tom	: yeah, they're finished. I take them
Amy	: and these cups, could you take them as well?
Tom	: let's put all the re-cycling stuff in the box, shall
	we?
Amy	:I might get in the box myself

- After we have done to omit the sentence, then the student asks other students to make those sentences to not using heads.
- For example : the red bag in the corner, is it yours? \rightarrow Is that red bag in the corner yours?

Activity 15

Activity for introducing Heads and Tails

Firstly, ask students to make some groups. For suggestions, make three groups that consists of 5 members for each groups. The teacher provides some sentence that can change to heads and tails.

For example:

Fisrt Sentence: The boxing game last night was really boring.

• The boxing game last night, it was really boring (with head)

Second sentence: *My friend from Thailand is really friendly*.

• "My friend is really friendly, the one from Thailand." (with tail)

Rules of game:

• Group 1 as readers of sentences provided by teacher, group 2 and group 3 as group that will change the sentence to heads and tails.

- Use coins to decide the turn. Example the head coin as head an tail coin as tails. Finally, when the group get head coin, they will change the sentence to head.
- Firstly, group 1 read sentence to group 2 and 3, then fall the coin and see which the part coin that you see. Head or tail coin.
- Ask them to change the sentences depend on that visible coin.
- Group that faster to answer and their answer is right is the winner group.
- They play it on 3 until 5 sentences.
- This game is played alternately so all of participant of the group get occasion to answer the sentence.

Activity 16

Activity for introducing Filler and Backchannel

In this activity the lecturer will use audio lingual's method. This method will be focussed on developing students' listening and speaking skills and even how to evaluate students' ability to speak.

Steps :

- 1. The teacher reads out the dialogue from textbook that consists some features of spoken grammar.
- 2. Student listens to dialogue from lecturer, then imitating it part by part.
- 3. After that, students are given time to analyze features grammar of the dialogue.

Example of dialogue in which student have to addthe fillers and backchannels in colour)

- ✓ Red : Fillers
- ✓ Blue : Backchannels



Teacher : The question for Unit 1 is "Do you like your name?" How about you, Yuna? Um... Were you named after someone in your family?

Yuna : Yes, er... my aunt.

Teacher : Oh, I see. Is your name common in Korea?

Yuna : Yes, it is.

Teacher : Really? What about you, Shopy? Um... Where did your name come from?

Shopy : Ah, It's not really a family name. (teacher: Oh) My parents just liked it.

Teacher : Uh-huh, Do you like it?

Sophy : Yes, I do.



Activity 17

Activity for introducing mixed features of spoken text.

In this section, students will read the real conversation between Luke and BMXer in London, exactly inSouth Bank Skate Park, a small area on the South Bank of the Thames near Waterloo Bridge & The London Eye where there is a skate park for skateboarders and 'BMXers' and graffiti artists.

Text Sample:

This guy is a BMXers – someone who rides a BMX bike. He also has the kind of informal London accent that many young people in London speak with these days.

BMXer	: "Alright."
Luke	: "How's it going ?"
BMXer	: " Good"
Luke	: "Alright, so, do you live in London?"
BMXer	: "Yeah"
Luke	: "How long have you lived here ?"
BMXer	: "All my life. 20 years."
Luke	: "Ok, so you're a proper London teen."
BMXer	: "Yeah"
Luke	: "What is the best thing about living here?"
BMXer	: "Well, actually I think the best thing is the
	skate parks. Just 'cos (because) I'm a BMXer,

	and I like it's good atmosphere everywhere when you get to a skate park, everyone's all, like, having fun and everything."		
Luke	: "Yeah yeah yeah"		
BMXer	: "That's the best part, man"		
Luke	: "There's like, about 4 or 5 isn't there, over		
	London."		
BMXer	: "Yeah, more actually, I think there's more than		
	that but, I just I know of a few, I live in		
	Stockwell and there's one there, and this one		
	here."		
Luke	: " Ok, what's the worst thing about London?"		
BMXer	: "Probably just some areas like Brixton,		
	Peckham, stuff like that you hear of crime		
	and people getting mugged and but well it		
	is late at night, but still that's, that's		
	probably the worst thing anyway, you've just		
	got to be careful in places like that."		
Luke	: " yeah, yeah yeah yeah. Ok, thank you very		
	much."		
BMXer	: "Ok"		
Luke	: "Cheers"		

After reading the conversation above, please identify of the dialog which included features of spoken grammar. Write the sentence and put it into the table below

	Features					
N o	Ellipsi s	Head s	Tail s	Filler s	Backchannel s	Phrasal Chunk s

Based on this activity, we know each features of spoken grammar from the conversation.

Activity 18

In this activity the students will analyze the text and they will find the features of spoken grammar. Then, check what the colour type are.

Step :

- The teacher must prepare about the material.
- Teacher prepare some paper with explain it.
- Teacher say to student to check between features of spoken grammar with the colour.

Features of spoken grammar there are :

Ellipsis Heads Tails Fillers Back channels Phrasal chunks



Box colour :





The command

Find and put them on box colour :

- Tegar, he's a good guitar player.
- You know, you look beautiful today.
- The money, how much were they?
- Hmm.. i dont know what you say.
- Do you want it, one milk cup?
- Um.. maybe you dont need to ask to me.
- Have you finished doing that, the job given by your mom?
- He's portugal, isn't he ? Ronaldo?
- That nice motorcycle, is it yours?
- Hmmm... pardon please?
- Yeaah, you are the winner.
- You know, yesterday Liverpool lost in Uefa Champions League final.

This activity makes us to be strict classifying features of grammar.



Possible Answer:

- Tegar, he's a good guitar player. (Head)
- You know, you look beautiful today. (Filler)
- The money, how much were they? (Head)



Activity 19

There are many ways to teach features grammar in spoken text, the teacher needs to explain to her/his students about features grammar in spoken text first. And then, s/he may continue by giving students instruction, such as the following.

Instruction: Identify these sentences. Is that filler, backchannel, head, tail, ellipsis, or phrasal chunk. Your sister, is she smart? He is very friendly. Ahmad is. For me? Can you give me *umm* some tea? Oh I see, so you have many hobbies? Yes, I think so. I mean, I agree with you. Answer key: (possible answers) Your sister, is she smart? (Head) He is very friendly. Ahmad is. (Tail) For me? (Ellipsis)

- 4. Can you give me *umm* some tea? (Filler)
- 5. Oh I see, so you have many hobbies? (Backchannel)
- 6. Yes, I think so. I mean, I agree with you. (Phrasal chunk)

Teacher may use recording or video and practice.

- The teacher may ask the students to make a group of 4.
- Before it, s/he needs 1 voulenteer to help her in giving them example. Possible option is to make a natural and spontaneous conversation and ask them to record it in their smartphone. And then, they have to identify the features that exists in the conversation.

For example:

Instruction: Write down the trnscript and identify the feature.

Teacher: Hello, good morning! Student: Uh, good morning, Mrs! Teacher: Hey, tell me about umm your holiday. Student: My holiday, it was very unforgettable. Teacher: Really? Please tell me more about your holiday. Student: well, me and my friends, we went to the beach. Umm, we enjoyed our holiday. Although I was a little bit late, but I can say it was exciting! Teacher: I see, okay I have to go, see you later! Bye!

Answer key: (possible answers)

Teacher: Hello, good morning!

Student: Uh (Backchannel), good morning, Mrs!

Teacher: Hey, tell me about **umm** (Filler) your holiday.

Student: **My holiday**(Head), it was very unforgettable.

Teacher: **Really?** (Backchannel) Please tell me more about your holiday.

Student: **Well** (Filler), **me and my friends,** (Head) we went to the beach. **Umm** (Filler), we enjoyed our holiday. Although I was **a little bit** (Phrasal chunk) late, but I can say it was exciting!

Teacher: **I see**(Backchannel), okay I have to go, see you later! Bye!

Another option is by using video or a record of native speaker conversation and ask them to identify the features.

For example:

https://youtu.be/BBQAljhFEM

Instruction: Write down the transcript and identify the feature.

Interviewer: Alright, so, do you live in London? Interviewee: Yeah. Interviewer: How long have you lived here? Interviewee: All my life. 20 years. Interviewer: Ok, so you're a proper Londoner then. Interviewee: Yeah.

Answer key: (possible answers)

Interviewer: Alright, so, do you live in London? Interviewee: Yeah. Interviewer: How long have you lived here? Interviewee: (I have lived here since – Ellipsis) All my life. 20 years. Interviewer: Ok (Backchannel), so you're a proper Londoner then. Interviewee: Yeah. (Backchannel)

If they have finished it, they have to present it in front of class and explain

Activity 20

English activity for heads and tails.

Activity 1 :

Activity short game heads and tails. In this activity teacher asks students to make group consist 2 student. Then teachers ask first student to make a heads and tails but uncomplete and then the second student continue what the first student says. For example.

First student	: our friend (head)
Second student legend.	: he is really good at playing mobile
First student	: yes, apis is. (tail)

Activity 2

Activity short game heads and tails. In this activity teacher asks students to make groups consist 5 student. group 1 make sentence about head. Then the sentence is given to other groups to rewrite the sentence that does not contain heads and tails.

Instruction : rewrite the sentence that does not contain heads and tails.

Group one :

my friend is very handsome.

our friend is very cute.

Other groups : (They should give complete answer with heads or tails from group one)

Answer key

Group one :

my friend is very handsome.

our friend is very cute.

Other groups :

My friend, he is very handsome. (Heads)

Our friend is very cute, Tika is. (Tails)

English activity for fillers and backchannels.

Activity 1.



Activity short game fillers and backchannels. In this activity teacher asks students to make short conversation, and then from the conversation students make a transcription and identify which one is filler and backchannels. For example.

Instruction : identify which one fillers and backchannels.

A : hallo, how are you ?

B : I am fine thank you, and you ?

A : Mmm, im not feeling well today.

B : What's going on ?

A : I get stomachache

B : Really ? How can ? How could it be ?

A : Because yesterday I ate spicy fried rice.

B : Hmmm. Be carefull what you eat. Don't repeat again. Remember it.

A : Ok thanks for your suggestion. I will remember it.

Answer key

A : hallo , how are you ?

 $B:I \mbox{ am fine thank you, and you }?$

A : mmm, im not feeling well today. (filler)

B : what's going on ?

A : I get stomachache

B : really ? how can ? how could it be ? (backchannel)

A : because yesterday I ate spicy fried rice.

B : **hmmm.** Be carefull what you eat. Don't repeat again. Remember it. (filler)

A : ok thanks for your suggestion. I will remember it.

Activity 2

In this activity teacher asks student to fill the blank space from the transcription that is given by the teacher. For example.

Source : <u>https://www.youtube.com/watch?v=-</u> OAHhzY50yY.

Syed : Now in this first part, I would like to ask you few question about yourself. Let's talk about what you do. Do you work or are you a student ?

Fatima : ______ I am a homemaker but this just a career break. Alongside that I am also concerned about my career prospective, which is accountancy.

Syed : Why did you chose this profession ?

Fatima : Well, I think I am good with numbers, I studied taxation and accounting at the university. It really intrigues me how to reduce taxes legally. I think people like what they are good at. ____, I like to do accounting.

Syed : _____. Where do you see yourself in this profession in the future ?

Fatima : _____ my goal is to become a tax adviser one day. Because from my view point, tax is such an ever changing field, it is a challenge to keep up with it, which I like.

Answer key

Syed : Now in this first part, I would like to ask you few question about yourself. Let's talk about what you do. Do you work or are you a student?

Fatima : Umm, well. For the moment I am a homemaker but this just a career break. Alongside that I am also concerned about my career prospective, which is accountancy.

Syed : Why did you choose this profession ?

Fatima : Well, I think I am good with numbers, I studied taxation and accounting at the university. It really intrigues me how to reduce taxes legally. I think people like what they are good at. So, I like to do accounting.

Syed : Okay. Where do you see yourself in this profession in the future?

Fatima : Umm my goal is to become a tax adviser one day. Because from my view point, tax is such an ever changing field, it is a challenge to keep up with it, which I like.

Activity 21

Following are spesific activities teacher can utilize to instruct students on elipsis, heads and tails, fillers and backchannels, and phrasal chunks. These activities focus on rising awareness of spoken grammar, practicing spoken grammar features, utilizing authentic materials using videos and cross out any words in the script that containing features of spoken grammar. Then, the students make a group in pairs to identify which sentence or question using 7 features. This activity can be turned into a game in which students receive points for correctly and who faster to submit it, it can be the winner. Then, we as a teacher give appreciation like give some present to the winner.

Instruction : watch the video and cross out any words in the script that containing features of spoken grammar.

Jessie : Hello ...

Ben : Oh .. Hello ...

Jessie : How are you Ben?

Ben : I am good. And how are you?

Jessie : I'm good too.



Ben : What are you doing in here?

Jessie : Emm ... I'm just looking for some food to break the fast at the time of maghrib later.

Ben : Are you fasting?

Jessie : Yes. And are you fasting?

Ben : I'm fasting too.

Jessie : Oh ... Okay. By the way, Have you done your final test?

Ben : Umm ... I think not yet. I still have two more lessons.

Jessie : What is that?

Ben : Tommorow is Speaking then on Friday is Writing. And have you done your final test?

Jessie : Oh ... I see. Yes, I have done it on Monday.

Ben : Wow ... Your final test have done, it was very marvellous. It means that you can back to your hometown now, right?

Jessie : Well ... But, actually I have to attend on Thursday just to signature in Logic subject.

Ben : Is that really? Only to signature not for final test?

Jessie : Hmm ... Yeah ... You know, I want to back to my hometown right now because I miss my family, but because it I can't back.

Ben : Oh my god ... I know what do you feel. Please, be honest.

Jessie : Yeah ... Thank you.

Ben : You're welcome. You can back to your hometown, the one in Pemalang. Umm ... maybe you can back on Friday same with me.

Jessie : Yeah ... Maybe on Friday same with you

Ben : Okay ... Don't be sad.

Jessie : Okay ... And for you don't forget to keep spirit to do final test.

Ben : Thank you so much. It's time to break the fast. Come on, I must go home right now.

Jessie : Okay ... Take care.

Ben : Yes. Bye.

Jessie : Bye.

Discussion questions :

- 1. Make the conversation shorter by omitting appropriate words? (And omitted words are in parentheses)
- 2. Identify which sentence or question using a head or tail in the conversation? (Underline which sentence or question using head and tail.)
- 3. Identify which using fillers and backchannel in coversation? (Write in Italic which using fillers and

backchannel)

4. Identify which using phrasal chunks? (Write in Bold which using phrasal chunks)

Answer key :

- Jessie : Hello Ben ...
- Ben : *Oh* ... Hello Jessie ... (Backchannel)
- Jessie : How are you Ben?
- Ben : (I am) good. And (how are) you? (Ellipsis)
- Jessie : I'm good too.
- Ben : What are you doing (in here)? (Ellipsis)
- Jessie : *Emm* ... (I'm)just looking for some food to break the fast at the time of maghrib later. (Fillers)
- Ben : (Are you) fasting? (Ellipsis)
- Jessie : Yes. And (are) you (fasting)? (Ellipsis)
- Ben : I'm fasting too.
- Jessie : *Oh* ... Okay. **By the way**, Have you done your final test? (Backchannel and Phrasal chunks)
- Ben : *Umm* ... I think not yet. (I still have) two more lessons. (Fillers and Ellipsis)

Jessie : What is that?

Ben : Tommorow is Speaking then on Friday is Writing. And have you done your final test?

Jessie : *Oh* ... *I see*. Yes, I have done it on Monday. (Backchannel)

Ben : Wow ... <u>Your final test have done, it was very</u> <u>marvellous</u>. (It means that) you can back to your hometown now, right? (Heads)

Jessie : *Well* ... But, actually I have to attend on Thursday just to signature in Logic subject. (Fillers)

Ben : (Is that) really? Only to signature not for final test? (Ellipsis)

Jessie : *Hmm* ... Yeah ... You know, I want to back to my hometown right now because I miss my family, but because it I can't back. (Fillers, Backchannels and Phrasal chunks)

Ben : *Oh* my god ... I know what do you feel. Please, be honest. (Backchannel)

Jessie : Yeah ... Thank you. (Backchannel)



Ben : You're welcome. <u>You can back to your hometown</u>, <u>the one in Pemalang</u>.*Umm* ... maybe you can back on Friday same with me. (Tails and Fillers)

Jessie : *Yeah* ... Maybe (on Friday) same with you. (Backchannel and Ellipsis)

Ben : Okay ... Don't be sad.

Jessie : Okay ... (And for you)don't forget to keep spirit to do final test. (Ellipsis)

Ben : Thank you so much. It's time to break the fast. Come on, I must go home right now.

Jessie : Okay ... Take care.

Ben : Yes. Bye.

Jessie : Bye.

Discussion questions (posible answer)

1. You can omit subjects and verbs because they are clear from the context, you can speak more quickly, and it is an informal conversation with friends.

2. You can find heads in left-dislocation, which a way to introduce and orient listeners to a topic before giving information on the topic. And you can found

tails in right-dislocation which a comments that are added to the end of a phrase.

3. You can find fillers which words that give you time to hink. Create pause, or indicate you're not finished talking. And you can found backchannel which words that show you are listening and understand what someone else saying.

4. You can find phrasal chunk which the fixed words these phrases can act as conversation fillers, allowing the speaker time to pause and think about what to say under the constraints of real-time conversation.



Activity 22

GRAMMAR IN SPOKEN TEXT

There are six features of spoken grammar:

- 1. **Ellipsis** is making the sentence to be a simple sentence with omission the word.
- 2. **Head** is introducing the listeners about the topic before giving information.
- 3. **Tail** is almost same with Head, but in tail the speaker gives information first before introducing the topic to listener.
- 4. **Filler** is giving the speaker times to think about the next word.
- 5. **Back Channel** is showing the listeners to keep their attention with what the speakers saying.
- 6. **Phrasal Chunk** is making the sentence more polite, checking and showing an understanding between speaker and listener, explaining something, to talk about collections of things without having make a long list, to show what we are going to say next is in contrast.



SPOKEN GRAMMAR ACTIVITIES

1. The teacher asks student to work in pair to make a short dialogue, after that they should practice it together.

```
Example:
Beni: What are you doing Beni?
Paul: (I am) Reading Novel. (Are) you ?
Beni: (I am) going to buy something for my sister.
Paul: Oh yeah, what will you buy Beni?
Beni: Umm...(I am going to buy) a pencil case.
Poul: That's goood.
RED : Ellipsis
BLUE : Fillers
GREEN: Backchannels
```

2. The teacher gives some question to student, and they determine the features of spoken grammar.



Example:

- 1. They have been disscusing their lesson, students.
- 2. Mr. Tino is a technician, he often fixes radios, calculator sound system, ect.
- 3. (Do you) understand?
- 4. A: Where does susi live ?B: (she lives on) Jl. Cendana.
- 5. He is practicing football, Ari is.
- 6. John, he is not flying his kite now.
- 7. (Does she (want to)) drink?
- 8. ...when you start your final year and you come to ask for help on getting jobs **and that kind of thing**, you'll be asked to fill in a form describing the work you did last summer.
- 9. But, **having said that**, what her mother's been doing is running her into school and picking her up....
- 10. A : You ask for report and you end up with a hundred pages. You know what I mean?

B: Yeah..I know what you're saying.

Answer key:

- 1. Tail
- 2. Head
- 3. Ellipsis
- 4. Ellipsis
- 5. Head
- 6. Ellipsis
- 7. Ellipsis
- 8. Phrasal Chunk
- 9. Phrasal Chunk
- 10. **Red:** Back Channel and Blue: Phrasal Chunk
Activity 23

Activity to Introduce Ellipsis

Instruction : in this ellipsis game, students make a row of five backwards. The front row carries the transcript of the dialog then the last line reads the dialogue using ellipsis. The rule of the game is that the last row whispers the first dialog to its front row, then the front row whispers to the front row again until it ends in the front row, then the front line responds by marking parentheses on an unheard / ellipsis word that exists in the transcript of the dialog.

- A : How are you feeling today, Bud?
- B : I am feeling much better today.

A : I hope you will be up and around soon.

B : Thank you, Alex. The doctor said I could come back home tomorrow.

A : It is a good news, our friend will be glad to see you at school again.

B : But the doctor said I had to take a rest a couple of days

A : oh, that's no problem, I do hope you will soon come back at school.

B : Thanks, after taking enough rest, as soon as possible, I will go to school, I miss you all.

A : Yeah, we always miss you, my friend.

B: (Smiles)

Answer key :

A : How are you [feeling] today, Bud?

B : [I am feeling] much better today.

A :[I] hope you will be up and around soon.

B : Thank you, Alex. The doctor said [I could] come back home tomorrow.

A : [It is] a good news, [our friend] will be glad to see you [at] school again.

B : But the doctor said [I had] to take a rest a couple of days

A : oh, [that's] no problem, [I do] hope you will soon come back [at] school.

B : Thanks, after taking enough rest, as soon as possible, I will go to school, [I] miss you all.

A : Yeah, [we always] miss you too.

B: (Smiles)

1. Heads and tails

Instruction : In this heads and tails game, students create small papers that contain the heads or tails that will be asked to answer. the way the game is students are distributing the paper by sitting in a circle and one of the students singing in front of the class. when the student stops singing then the paper in the relay must stop too. and that's the student who will open and see the written instruction that is making heads or tails of the problem then answer it.

- 1) Isn't your father a doctor? (heads)
- 2) Cantika is really humorist girl. (tails)
- 3) You drink a cup of coffee. (tails)
- 4) Sella is a great dancer. (heads)
- 5) My sister goes to market everyday. (heads)

Answer key :

- 1) Your father, he is a doctor, isn't he?
- 2) she is really humorist girl, Santika is.
- 3) You drink a cup of coffee, you did.
- 4) Sella, she is a great dancer.
- 5) My sister, she goes to market everyday.

2. Filllers and backchannels

Instruction : In these fillers and backchannels, students are asked to categorize whichever fillers and whichever are the backchannels.

Uya : Hi Ayu

Ayu : Hi

Uya : hmm... I've heard you went to Bali again, is it true?

Ayu : yes, err... it is true.

Uya : Oh my God, I really want to go to Bali, ah... it's a great place I've never slept in.

Uya :*hmm*... anyway, I know you had visited Bali many times, did you still enjoy it?

Ayu : Yeah, I still enjoy it, *umm*... especially when watching men playing football on the beach.. bhahahhaa

Uya : *ah*... while lying on the sand half nak**, huh? (Uya smirks)

Ayu : Oh... no, I am Indonesian. I don't want our ancestors rise from their tomb and look at one of our beaches in summer, they would probably shake their head with incredulity.

Uya : *I see*. I am just kidding.

Ayu : Nevermind. *Hmm... anyway*, when will you go there?

Uya : *ah*... I don't know, I am still busy with my business.

Ayu : *umm*... I do hope we will see you in Bali next vacation.

Uya: I do hope so.

Ayu : *eh*... I have to go right now. (while walking away from Uya)

Uya : Oh, nice to meet you Ayu. (while screaming)

Ayu : (Looking back and blinking her eye to Uya).

Answer key :

- 1. fillers : hmm..., err..., umm..., eh....
- 2. backchannels : ah..., oh.., I see.
 - 3. Phrasal chunks

Instruction : Students analyze how many phrasal chunks and mention it in a conversation.

Bro : what's so special about the birds? Tell me about them.

Sis : of course, most birds can fly.

Bro : oh I see. You know that birds can fly?

Sis : hmmm, ostriches, emus, and the bird from Papua what's its name?

Bro : oh cassowary, right?

Sis : yeah, that's right. By the way, Why are you asking? Do you like birds too?

Bro : sure, birds are beautiful. I like peacocks very much.

Sis : peacocks? With their fanlike tails, right? I like them too.

Answer key : There are two of phrasal chunks in that conversation. There are "you know"

And "by the way"

*Source : I made the conversation by myself

Activities for teaching spoken grammar





1. Ellipsis

Ellipsis worksheet: The teacher gives the worksheet which contain with conversations and then ask the student to identify the ellipsis. The students should rewrite the conversation and give the brackets to the ellipsis.

Instruction: Find some sentence in a conversation that includes example of ellipsis

- A: Want some coffee?
- B: Is there any?
- A: Yeah. Just made some.
- A: Seen my gloves anywhere?
- B: They're in the kitchen.
- A: You ready yet?
- B: Yes. Ready now. Sorry to keep you waiting.

Answer:

- A: [Do you] Want some coffee?
- B: Is *there* any?
- A: Yeah. [*I've*] Just made some.
- A: [Have you] Seen my gloves anywhere?
- B: They're in the kitchen.
- A: [Are] You ready yet?
- B: Yes. [*I'm*] Ready now. [*I'm*] Sorry to keep you waiting.



2. Heads and Tails

Head and Tails worksheet: Teacher shows the students some sentence that doesn't contain with head or tails on the LCD. And then the students should rewrite the sentences to be head or tails.

Instruction: Rewrite the sentence with head or tails

- That cat is very cute.
- Shawn Mendes is really gorgeous.
- Maldives is a country in South Asia.
- His car is really expensive.
- Her uncle from Germany is really handsome.

Answer:

- That cat, it is very cute.
- He is really gorgeous, Shawn Mendes is.
- It's a country in South Asia, Maldives is.
- His car, it is really expensive.
- Her uncle is really handsome, the one from Germany.



Activity 25

Classroom Design For Grammar in Spoken Text Features

After I studied about features in grammar spoken text, especially about ellipsis and fillers, I conclude that we need classroom design to make the lessons more effective and unborred.

Activity 1 :

After the teacher gives explanation about grammar in spoken text, the teacher may ask students to make some group. After that, the teacher divides the material about ellipsis,head,tails,fillers,backchannel and phrasal chunks to each group.

Activity 2 :

If every group finishtheir presentation, each group makes a game about their material. (if group one gets ellipsis as their material, so they must make gameabout ellipsis and so on). They can make games from short videos from the internet or from videos that they make themselves, from conversation or other. And then they must make some questions to be answered by other group. Each group must make different game from the other.

Example 1 :

They can make games from short videos from the internet or from videos that they make themselves, from conversation or other

The resource video is from ello.org

Instructions : listen to the conversations and identify the fillers.

Todd: So Meg, I hear that you're quite the baker. You like to bake brownies, cookies, things like that.

Meg: Yeah. I love to bake. It's pretty relaxing for me, and kind of fun, kind of a creative outlet, baking.

Todd: Well, everybody notices it in the office when we see you bringing brownies for your students, and we're all jealous. We wish we were in your class. So what is it with baking? Like is it just something you do to relax?

Meg: Yeah. Well personally, I love sweets. Like I would eat only sweets if my body could handle it.

Answer Key :



Todd: So Meg, I hear that you're quite the baker. You like to bake brownies, cookies, things like that.

Meg: <u>Yeah</u>. I love to bake. It's pretty relaxing for me, and kind of fun, kind of a creative outlet, baking.

Todd: <u>Well</u>, everybody notices it in the office when we see you bringing brownies for your students, and we're all jealous. We wish we were in your class. So what is it with baking? Like is it just something you do to relax?

Meg: <u>Yeah</u>. Well personally, I love sweets. Like I would eat only sweets if my body could handle it.

Example 2:

The different games style is to ask the students to make short conversations contains ellipsis there in.

Instructions : make short conversations with contains ellipsis in conversations.

Nisa : Do you remember?. Efa : Remember about what?. Nisa : about Jessica, she got bad score in arabic class. Efa : are you sure? Maybe Iforgot about it. Nisa : she must repeat arabic class next semester.

Answer Key :

Nisa : [Do] you remember?.Efa : [Remember] about what?.Nisa : about Jessica, she got bad score in arabic class.Efa : [are you] sure? Maybe Iforgot about it.Nisa : she must repeat [arabic class] next semester.

Example 3 :

They can make a game with cards. Write down any word or phrase that is a word of head and tails in cards. They can make some cards, about ten or more. Then, other groups should match up with questions that have been made. The cards as a question should be given information.



Make sure that after all of groups are finished, you must give award from the students who can answer the game or questions. It can make them happy because we have appreciated them.

Activity 26

Some features to introduce spoken features

Activity: Listen to audio

Teacher gives the audio (an option: students can search the audio from internet that contains some features of spoken grammar like ellipsis , head and tails, fillers and backchannels and phrasal chunks). The audio can be a conversation and it is different each other. Students have to transcribe that conversation, if they have done it, they have to find what features of spoken grammar in the transcript and analyze them.

Instruction :

- 1. Students search the audio conversation that contain features of spoken grammar from internet
- 2. They have to transcript it and analyze it (trasnscript from audio)
- 3. Make the transcript again without ellipsis , head and tails.
- 4. If there is fillers, backchannels and phrasal chunks.they have to write it with color. Red for fillers, green for backchannels and blue for phrasal chunks in second transcript.
- 5. Compare and analyze 2 transcript that they make .
- 6. Submit it

Example :

Transcript 1 (real from audio) :

A : hello bryan

B : oh hei jack , what's up?

A : watch football game last night between barcelona against real madrid?

B : ummm ... no i didn't . Just slept until morning .

A :the football game last night , it was really interesting .

B: Yeah i know it, Hasan told it before.

A : you know, leomessi has scored all goals in that match.

B : really? I haven't heard it from hasan . Hasan didn't tell me about it . Messi is good in shooting , the one from argentina . I am the biggest fan of him.

A : yes i see , leomessi is the best player in the world right now .

Transcript 2 (after got instructions from teacher)

A : hello bryan

B : oh hei jack , what's up?

A : (did you) watch football game last night between barcelona against real madrid?

B : ummm ... no i didn't . (I) Just slept until morning .

A : the football game last night was really interesting.

B: Yeah i know it, Hasan told it before.

A : you know, leomessi has scored all goals in that match.

B : really? I haven't heard it from hasan . Hasan didn't tell me about it . Messi from argentina is good in shooting. I am the biggest fan of him .

A : yes i see , leomessi is the best player in the world right now .

The purpose of this activity is the students can understand features of spoken grammar and know it very well.



Activity 26

Ellipsis

In this activity the teacher asks the students to screenshoot a conversation on whatsapp or facebook that contain of ellipsis. Then the students should identify the ellipsis.

Instruction: Giving a note to explain why that must be ellipsis.

Example in whatsapp :



Note :

- "Afternoon honey" have been omitted from "good afternoon honey"
- "Lunch?" have been omitted from "Have you got a lunch?"

- "good" have been omitted from "T<u>hat is</u> good"
- "prayzuhur?"
 have been
 omitted from
 "Have you
 prayed zuhur?"



Activity 27

Instruction : Watch the video and cross out any words in the script that containing features of spoken grammar.

Man : Oh, hai Jane. How's it going? Woman : Oh, hai Jack. Have you just seen Tornado Express too? Man : Mmm... no. I saw friends forever with my sister. Women : Oh, was it good. Man : Pffft... no, not really. It was boring, but Molly likes it. Women : She loves that kind of things. Man : What abaout Tornado Express? Good? Women : Yeah, really briliant and exciting. Man : Sound cool. Woman : Yeah, I love it. Have you heard of it? Man : Oh yeah, with Jessica Foster. Women : Ah... I can't stand her !

Man : Why?

Woman : Annoyinng

Now, identify what kind the features of spoken grammar, if they are ellipsis, write down the word that ommited.

Answer :

- <u>Mmm</u>... no. I saw friends forever with my sister. (Filler)
- <u>Oh</u>, <u>was</u> it good.(Backchannel)
- <u>Yeah</u>, <u>really briliant</u> and exciting. (Backchannel, ellipsis "it really briliant")
- Sound cool. (Ellipsis " It sound cool)
- Yeah, I love it. Have you heard of it? (Backchannel)
- Oh yeah, with Jessica Foster . (Backchannel)
- <u>Ah</u>... I can't stand her ! (Filler)
- Why? (Ellipsis "Why you can't stand her")
- Annoying. (Ellipsis " she is annoying ")

Source

https://learningenglishteens.britishcouncil.org/skill/speakin g/elementary-a2-speaking/giving-your-opinion

Activities for teaching spoken grammar

Activity 28

Instructions : Watch the video "Daily English speaking" from youtube on the link https://m.youtube.com/watch?v=IYtg5zywmPc write the subtitle who they know then underline and identify the words that included feature of spoken grammar.

- A : "You a music fan?"
- B : "Depending on the music, yeah.."
- A : "So what kinds of music do you like?"
- B : "You know classic and rock and roll music, one of kind American music"
- A : "Aproximatelly how many CDS do you have?"
- B : "A few hundred."
- A : "Few hundred, wow that is a lot."

Answer key :

- A : "(are) You a music fan?" (ellipsis)
- B : "Depending on the music, (it is) <u>yeah.</u>." (backchannel)
- A : "So what kinds of music do you like?"
- B :"You know classic and rock and roll music, <u>one of kind</u> American music"(phrasal chunk)
- A : "Aproximatelly how many CDS do you have?"
- B : "(I have) A few hundred." (ellipsis)
- A : " (there are) Few hundred, wow <u>that</u> is a lot." (ellipsis &head)

The next instuctions is the activity to write the conversations that students get from the audio on the link <u>http://www.elllo.org/english/1451/1465-MegTodd-</u> BodyIdioms.htm. Then the students have to underline the word that includes the features in the conversations. This method is given because there is a difference in skill between watching and listening only.

Example of conversation:

- Todd : "So we have lots of idioms in english that we use for specific meanings, So to learns these idioms, we'll just talk about them by asking each other questiions."
- Megg : "<u>Ok</u>"
- Todd : "Ok, the first one is about dating, so should a man always foot the bill on date?
- Megg : "<u>Well</u>, I think I'm <u>a little bit</u> of an traditionalist in that maybe at the beginning or the first date the man should foot the bill, but after that, if you're in a relationship, doesn't really seem fair for te man to pay all the time. Do you agree?
- Todd : "<u>Yeah</u>, I agree <u>, I mean</u> on a date I feel awkward if I dont paythe bill, so <u>yeah</u>. The man should foot the bill on the first date.

Activities for teaching spoken grammar

Activity 29

ELLIPSIS LADDER SNAKE

Step to learn :

- 1. The teacher divides group by the number of students in the class. In one group consists of 5-6 students.
- 2. The teacher gives one the ladder snake paperwhich has written questions about ellipsis (the students must find the word omitted)or instructions (stop, next, backward on number 5, advanced on number 18, etc.) and a dice for one group.
- 3. The ladder snake paper can print in A3 paper.
- 4. If the students get question, they must write number of ladder snack question and answer it in their book, but if the students get instruction, they must follow it.

Rule of the game :

Each students in a group playing alternately. When the student has answered the question in the book, then he or she can continue the adventure.



- 5. The teacher gives around 30 minutes to playing games
- 6. Every group do the same ways. The student who reaches the earliest finish must raise her or his handand submit the answer from the question
- 7. The teacher check it. If the students answer well and correctly, he or she is the winner will get the reward from the teacher.
- 8. In one group just choose one the winner.

Example for the contents of the ladder snake

NO.	QUESTION or	KEY ANSWER
	INSTRUCTIONS	
1.	Start to play, read	Bismillahirrahmanirrahiim
	basmallah together	
2.	Do you have any	Any question ?
	question ?	
3.	You may stay on	The student goes to
	number 5	number 5
4.	I went to the mall on	I went to the mall on
	Monday, and she	Monday, and she on
	went to the mall on	Sunday
	Sunday	
5.	Are you okay in this	Are you okay?
	day?	
6.	She said, "I like	She said, "I like apples,
	apples, oranges and	oranges and bananas"
	bananas because they	
	are all fruits."	
7.	You may stay on	The student goes to
	number 16	number 16
8.	STOP one period	The student stops his
		adventure until his friends
		play one wheel.
9.	I went to the park	I went to the park
	yesterday and Joey	yesterday and Joey also.
	went to the park also.	

10.	Have you finished?	Finished?
11.	You must backward	The student must returns to
	on number 2, please	number 2 🛞
12.	I'll get something to	I'll get something to drink,
	drink, but I'm not	but I'm not sure what.
	sure what I'll get to	
	drink.	
13.	STOP one period	The student stops his
		adventure until his friends
		play one wheel.
14.	You may stay on	The student goes to
	number 18	number 18
15.	I ordered the	I ordered the linguini and
	linguiniand he	hethe lobster.
	ordered the lobster.	
16.	Are you students in	Are you students in this
	this class ? Yes, I am	class ? Yes, I am
	students in this class	
17.	You must backward	The student must returns to
	on number 10, please	number 10 ⊗
18.	STOP one period	The student stops his
		adventure until his friends
		play one wheel.
19.	After school I went to	After school I went to her
	her house, which was	houseand then came home.
	a few blocks away,	
	and then came home.	

20.	You	have	finished	Congratulations	as	a
	your challenges			winner! 😊		

NOTE :

- *) The words or phrases which colored <u>red</u> are omitted.
- *) The winner is the student who has finished earliest (the teacher gives reward).
- *) The loser is the student who have at least number of ladder snake and answer most little (the teacher gives punishment, that is mention 20 vocabularies for the student).

Activity 30

The question: listen and choose the word that be a filler in the audio. (source: http://realenglishconversations.podbean.com/mobile/e/39-gardening-english-podcast-conversation-lesson/)

A: So, what is landscaping?

B: Well... landscaping is... making your... your yard looks good by designing it.

Answer key :

A: So, what is landscaping?

B: **Well**... landscaping is... making your... your yard looks good by designing it.

Activity 31

- 1. Spoken english activities for heads and tails. Example :
 - Identify which sentence or question with and without heads and tails.
 - a. Leonardo Dicaprio is a greatactor, he is.
 - b. Leonardo Dicaprio is a greatactorfrom America.
 - c. Leonardo, he is an actor.
 - Answerkey :
 - a. Lonardo Dicaprio is a greatactor, he is. (withtail : he is)
 - b. Leonardo Dicaprio is a greatactorfrom America. (withouttail)
 - c. Leonardo, he is an actor. (withhead : Leonardo)



Activity 32

Activity 1 : Ellipisis in videos

First, the teacher chooses the video. Then, s/he asks the students to listen to the video and gives students a script that includes all the omitted subject and verbs.

Source : Luke's Podcast (<u>https://youtu.be/Uvh6ra1gbjc</u>)

After that, the teacher aks the students to discuss which words can and cannot be ommited.

Luke	: "Hello"
Girls	: "Hi!"
Luke	: "So, where are you from?"
Girls	: "Erm, <u>Hull"</u>
Luke	: "Hull? Ok, so how long have you been in London?"
Girls	: "We came yesterday"



Answer key :

Possible Answer:

•	Luke	: "So, where are you from?"
•	Girls	: "Erm, <u>Hull"</u> (With ellipsis)
\checkmark	Luke	: "So, Where are you from?"
\checkmark	Girls	: "Erm, I'm from Hull" (No Ellipsis)

Activity 2 : Heads and tails game

The teacher divides students into some groups. Each group is asked to take some questions on the rolled-out paper and is asked to answer it. After that, they discuss about the answer. The correct answer gets points.



Then, students are asked to write their answers in the list of table columns that have been provided on the board.

Example of Possible Answer:

Heads	Tails
Anna, David's sister, she's	That big house, is it where
going to New York for her	the doctor lives?
birthday	
They're not cheap to buy,	She's really good marathon
cars in Singapore	runner, Alice

Activity 3 : Phrasal Chunks in conversation

The teacher asks students to make a simple conversation.

А	: "Please, open your book!"
В	: "yes, sir"
А	:"You ask for a report and you end up with a hundred pages. You know what I mean?"
В	: "Yeah. I know what you're saying"



Possible answer :

А	: "Please, open your book!"
В	: "yes, sir"
А	:"You ask for a report and you end up with a hundred pages. <i>You know what I mean?"</i>
В	: "Yeah. I know what you're saying"



Activity 33

First, the teacher gives video or audio that get from elllo.org. Then, s/he asks the students to make some groups. Each group consists of 4 students. They must find some features of the spoken grammar of the conversations in the video or audio.

Transcript:

- Brett : Hi, Senum, <u>how are you</u>?
- Senum : Good, thank you Brett. How are you?
- Brett : Very good. So let's talk about family today.
- Senum : Alrighty then.
- Brett : So, how large is your family?
- Senum : <u>Well</u>, actually, I'm an only child, but I have a very large extended family.
- Brett : What ethnicity?
- Senum : I'm actualy, my families Turkish.
- Brett : <u>Really</u>!
- Senum : <u>Yeah</u>. We're all like, my family immigrated from Turkey about 20 years ago so we all came down

in Turkey, and I was a lot of family in Turkey, as well as Australia now.

- Brett : Do you still practice Turkish customs?
- Senum : <u>Of course</u>.
- Brett : Even though you're living in Australia.
- Senum : Definitely. We always have Turkish meals, do Turkey, celebrate Turkish days, and.
- Brett : Like what kind of Turkish days?
- Senum : For example we have Children's Day, and we celebrate that, where the kids actually go to the elderly members of their families, and they go visit them, and they actually receive some money.
- Brett : <u>Really</u>.
- Senum : It's quite interesting. Yeah.
- Brett : <u>Ah</u>, what other holidays do you celebrate?
- Senum : <u>Um</u>, also we celebrate, it's called Lolliday.
- Brett : Lolliday.
- Senum : <u>Yeah</u>, and we just, the whole name of it is, once again to go to the elderly and to tell them that we care about them still, and that we are still thinking of them, though we don 't see them probably every other day. How about you Brett? How many

people are in your family?

- Brett : I'm, I have one younger brother and just my mom and dad.
- Senum : <u>I see</u>, and how about your extended family?
- Brett : Extended family? I have a lot of extended family, on both sides. It's too many to count, really so.
- Senum : So, do you get together like on the weekends or anything like that?
- Brett : <u>Ah</u>, recent, yeah sometimes. My uncle has a very nice place that has a pool and all my cousins go out there every weekend and have a lot, usually a barbeque.
- Senum : <u>Oh</u>, sounds so cool. I pretty much do the same. We always try to organize some barbeques, some things like that, but, down by the beach, or at the parks, and we get together, a whole bunch of people, about 20 to 30 people, have lots of meat.

Brett : Lots of meat.

Senum : <u>Yeah</u>. We kids go running around everywhere.

After everyone has finished listening to the conversation from elllo.org, the teacher asks the student to identify which
sentences that use fillers and backchannels. Then, after they find the sentence, the teacher may ask them to write down which are the fillers and which are the backchannel.

Possible Answer

Sentence	Feature
<u>"Well, actually, I'm an</u> only child, but I have a very large extended family". <u>"Um, also we celebrate,</u> it's called Lolliday".	Well is filler
"Really!" "Yeah" "Of course". "I see." "Oh" "Ah"	backchannels

http://elllo.org/english/0551/555-Senem-Family.html



Activities for teaching spoken grammar

Activity 34

First, the teacher divides the students into a few group. For each group, the teacher gives two flags with different color and there is a letter on the flag, H and T, H for head and T for tails. The teacher gives a paper that has a lots of example of head and tails, but there's no sign. The students have to find which one is tail and which one is head. After about 15 minutes, the teacher may take the paper and show the same sentences on paper in screen one by one, but the number are scrambled. After that, each group has to make a line. The first student holds the flag and answers what the first sentence is. After the first sudent has accomplished it, she/he should give the flag to his/her friend behind him/her. The group that has a right answer, gets 1 score and 0 for the wrong answer. Possible answer is attached.

1. Anna, David's sister, she's going to New York for her birthday. (Head)

2. She's a really good marathon runner, Alice. (Tails)

3. That big house, is it where the doctor lives? (Head)

4. Going to football matches, that's what my cousin Jim likes best. (Head)

5. They're not cheap to buy, cars in Singapore. (Tails)

Ellipsis

The teacher gives a few sentences, and then he asks student to analyse and make an ellipsis.

1. I bought a bunch of flowers for my mother and Lisa bought a bunch of flower for her mothers too.

2. I believe that this party can win the next election and will win the next

election.

- 3. He was the greatest footballer ever, and remains the greatest footballer ever.
- 4. It seems like a good idea to me.
- 5. What would happen if we repeat the experiment using only half the quantity of the cheeze?

Fillers and backchannel

First, the student has to choose randomly between fillers and backchannel. After that, they should write down "Fillers" or "Backchannel" with a big letter and hold it to show the others what he/she choose. After that, the teacher ask the student to make a big circle and sit together. Then, the teacher ask the one beside him to answer with fillers or backchannel (depend on his choise) and then the student ask the one beside him and the student that asked, should answer with fillers or backchannel (depend on his choise) and just like that until the end of student. But, the one who has a right answer have to go out from the circle and let the student that has wrong answer still sit down on the circle. So he will always sit down at the circle until he can give the right answer.

The teacher ask the student beside her who hold a filler "well"

The teacher	: "How's your day Evan?"					
Evan	: "Well, everything should be good, because					
	today is my birthday."					
The teacher	: "I see Well, happy birthday to you Evan"					
Evan	: "Thank's a lot mom, well What about you					
	Hannah?"					
Hannah	:"Yeah Everything is good, er you					
	know, I have a great gift this morning, my					
	father gave me a new barbie doll, and I'm					
	so happy today. What about you Nana? Is					
	everything ok? You look so pail."					
Nana	: "Um Actually I have fever for three days,					
	but you know, school is important."					

: "Yeah, school is important, but you have to							
keep	healthy,	Nana.	Have	you	drink		
medicine or something?"							
: "Absolutely yeah, but I think, I need more							
rest.'	,						
: "I see, I hope you'll get well very soon"							
: "Well, thankyou Hannah"							
	keep medio : "Abs rest." : "I see	 keep healthy, medicine or son : "Absolutely yearst." : "I see, I hope you 	 keep healthy, Nana. medicine or something? : "Absolutely yeah, but I rest." : "I see, I hope you'll get 	 keep healthy, Nana. Have medicine or something?" : "Absolutely yeah, but I think, rest." : "I see, I hope you'll get well ver 	 keep healthy, Nana. Have you medicine or something?" : "Absolutely yeah, but I think, I need rest." : "I see, I hope you'll get well very soo 		

Phrasal Cunk

The teacher gives a pieces of paper that has word write down there and its all about phrasal cunk. The teacher aim the projector to the board and give a slide of discontinous sentence and the student by turn, have to find and adhere the right answer to the board.

- Claire : <u>So</u> what you do with your...like in the evening? Theres nothing to do here, what kind of stuff?
- Jamie : We usually come home at about six or seven from...wherever we've gone.

Claire : Yeah..

Jamie : We usually out, we find something out there to do.

Claire : Uh-huh..

- Jamie : <u>You know</u>, we do our exercise in the morning and then we come home for a while to eat breakfast <u>or</u> <u>something</u> and we go out. But our day...it chasing around doing...just odd things, <u>you know</u>.
- Claire : Uh-huh..
- Jamie : Doing something with the truck or something like that.
- Claire : Yeah.
- Jamie : Yeah, the day going pretty fast then we usually spend the evenings here from seven go to bed at tenthirty, or something like that.

Claire : Hm... Interesting.

Sources: https://youtu.be/MqMaEw80qmg

Activities for teaching spoken grammar

Activity 35

Couple Game

The rules are so simple, the student must find their own "couple" so they can in the game, student be able to communicate like in usual ways to their partner it can be in Bahasa Indonesia or Bahasa Jawa first and record it. After that, the other "couple" will take the recording of conversation from other "couple" and translate it into English and also analyze it. The analysis is consists of which feature that exist on the recording.

Example :

Student 1 & 2 recording

-Transcript in Bahasa Indonesia

A : hai, apa kabar?

B : baik, kamu?

A : juga. Jadi gimana? Keadaan lukamu yang kemarin?

B : hmm tidak terlalu parah kok

A : syukurlah

Analysis from student 3 & 4

Trancript in English

A : hi, how are you?

B : (I am) fine, you? <elipsis>

A : (I am fine) too<elipsis>. So how was it?, your injury yesterday<tails>

B : hmm not so bad <fillers>

A : thanks god

It's almost like we do in the "podcast", but we use our own friends podcast. happy trying

Activities for teaching spoken grammar

Activity 36

1. Question and Answer

This learning design will train students' skills in understanding the material and accuracy of the students, in which students are divided into groups. Then the teacher will give some questions about the features. But before the teacher asks questions, the teacher should explain the material first. Then the students are given time to study it again with the group for a few minutes. After that the question is read by the teacher, and the group who first raised the hand he who got the opportunity to answer. Then another group can judge whether the answer is right or wrong. If the answer is wrong then another group has an opportunity to answer the question by raising the hand. For the correct group given an additional value. This is to make students passionate to answer.

The question can be like this :

A. Ellipsis

Teacher : what do you know about ellipsis ?Group 1 : Ellipsis is deleting some word.Teacher : Is that right?

Group 2 : Not yet correct.

Teacher : So what is the right one?

- Group 2 : Ellipsis is deleting some word or phrase that make your sentence more simple.
- Teacher : Yes that's right, give applause to group 2.

B. Fillers & Backchannels

Teacher : "Please give an example about Fillers & Backchannels!

Group 4 :

- Fillers => A : "Which one, pink or black?"
 B : "Hmm, I like pink bag, but I think I'll buy the black one."
- Backchannels => A :"Is the coffe almost ready?" B :"**Uh-huh**, The coffe is amost ready."

Teacher :" Good job group 4."

C. Heads & Tails

Teacher : " What is the difference about heads and tails?

Group 5 : "Head is introduce the topic before giving information, While Tails are comments that added to the end of phrase."

Teacher :" That's good."

D. Phrasal Chunks

Teacher :"Please give an example about Phrasal Chunks!"

Group 1 :" A: You ask for a report and you end up with a hundred pages. You know what I mean?

B :" Yeah, I know what you are saying."

Teacher : "Good jod group 1."

And than the teacher give plus value for every member of the group that can answer the question. And the winner is who the most answer the question.

2. Learning With Game

To make learning more interesting, the teacher must have their own innovations to attract students' attention and to make students easy to understand the material presented. For example when in the learning teachers can provide games. But don't give too much games to students. And the game must be related to the material. For games in learning about features grammar in spoken text can be sing a song (Twinkle, Twinkle, Little Star), and when the song is end, the student who be the last one must answer the question about features grammar in spoken text or the student should identify about features, can be like this :

a) Ellipsis

A : "Is there anything else?".

B :" Anything else?"

Question : "This includes which features type?"

A. Fillers B. Tails C. Ellipsis

Student possible answer : C. Ellipsis

After the student answer the question the song will play again. And the student who be the last one will get another question, and he should answer the question.

b) Heads and Tails

Question : "Please identify part of dialogue in below with heads or tails!"

- A :"The book fair today, it is really good for people"
- B :"My friend is really beautiful, the one from Korea."
- C :"I like pink bag, but I think I'll buy the black one."
- D :"The singer in the consert last night, it was really amazing."

Student possible answer :

- (Heads) A :" The book fair today, **it** is really good for people"
- (Tails) B :"My friend is really beautiful, the one from Korea."
- (Tails) C :"My teacher is very cute, Mrs.Arina is."
- (Heads)D:"The singer in the consert last night, **it** was really amazing."

c) Fillers and Backchannels

Question : "Please give a definition about Fillers and Backchannels!"

Students possible answer

- a. Fillers are word, phrase, or sound that show our conversiation not finish yet."
- b. Backchannels is give our respon to someone while conversiation."

d) Phrasal Chunks

Question : "What is the definition about Phrasal Chunks and give an example:"

Student possible answer :

- a. Definition : Prasal chunk is to show our understanding about the topic."
- b. Example :
 - A :"You must go to the library first and then ask to mr.farhan about the book, you know what I mean?"
 - B:"Yeah, I know what you are saying."

References

English Grammar in Context. Retrieved from http://www.open.edu/openlearn/educationdevelopment/education/english-grammar-context/contentsection-3.2

Hilliard, Amanda (20014). Spoken Grammar and Its Role in the English Language Classroom. Retrieved from <u>https://americanenglish.state.gov/files/ae/resource_files/_spoken_grammar_and_its_role_in_the_english_language_classroom_b_y_amanda_hilliard_english_teaching_forum_2014_524.pdf</u>