

GRAMMAR TRANSLATION

Exercise

Preparation

Work on the Cognitivism-Language unit, particularly

prescriptive vs descriptive grammar input explicit vs implicit learning

Exercises

Try the exercise below, using the above link for any sites cited.

Sample answers

Download the answer sheet from the above link.

First, play the role of a learner in a grammar-translation class: read the text and answer the questions.

Reading text

I woke up. All around me were awful sounds of humans and animals crying together. I was actually in my cabin, and still partly awake. Eventually, my mother opened the door and out of panic she shouted: "I'd never thought things could turn out this way."

She reached for my hand and brought me near the railing of the ship. Some the crew were busy testing the seaworthiness of the lifeboats. My mother stepped forward and entrusted me to one of the sailors; she finally kissed me on the forehead and set about finding the rest of the family. One of the sailors told me to get on the boat first, as the rest of the crew were loosening the riggings.

Suddenly, an outburst of flames emerged from behind them and I felt like I was being pushed down, while my new means of transportation hit the ocean. It all went pitch black ... then I woke up again.

1. Translate the text into French.

2. Comprehension questions:

- a) Did the character experience these events for real?
- b) Do you believe the mother to be courageous?
- c) Have you ever been through a similar experience?

3. Find words in the text which mean the opposite of the following words:

individually joy to tighten

Now find synonyms for these:

terrible navigability to put in the care of

4. How would you translate the following words into French?

actually eventually finally suddenly

Can you notice a pattern as regards the ending of the words between both languages?

5. Phrasal verbs.

If a two-word/phrasal verb is **separable**, the direct object may come between the verb and the particle. For instance: *John put away his book.*

Put away being separable, we can say *John put his book away.*

Moreover, the separation is compulsory if the direct object is a pronoun, for instance, we will say *John put it away* but not **John put away it.*

However, if the phrasal verb is **inseparable**, then there is no separation between the verb and its particle.

For example: *The teacher went over his homework* and not **The teacher went the homework over.*

Exercise: From the following phrasal verbs taken from the text, find out which ones are separable and those which are not:

wake up turn up set about get on

6. Put the previous phrasal verbs in the following sentence so as to make sense:

The young boy _____ looking for his mother after he had _____ the boat, yet she never _____ and finally he _____ .

7. Use the following vocabulary relating to boats to fill in the blanks:

*riggings = **cordage**, oar = **rame**, anchor = **ancre**, schooner = **goëlette***

The ship arrived in the harbor and the crew got ready to cast _____ . They all decided it was better to use the _____ to keep the boat from wandering too far off. Not far from here, another boat was calmly sailing along the shore, fortunately there was enough wind to spare the use of _____ .

Now think about this method of teaching.

1. What are the characteristics of this method?

- a) What type of language is learned in Grammar-Translation?
- b) What types of activities does it entail?
- c) What do the goals seem to be?

2. How does this method fit with a cognitive approach to second language teaching?