

15 Presenting the meaning and form of new grammar items

A Warm-up

- 1 Imagine you are trying to learn to use new computer software. Do you prefer:
 - to be told how to do it?
 - to be shown how to do it?
 - to read how to do it?
 - to try using it and find out for yourself?
 - a combination of these?
- 2 How is your knowledge of how to use the computer software likely to change over time?
- 3 Would you learn the grammar of another language following the same principles as you would to learn a new computer program? Why / Why not?

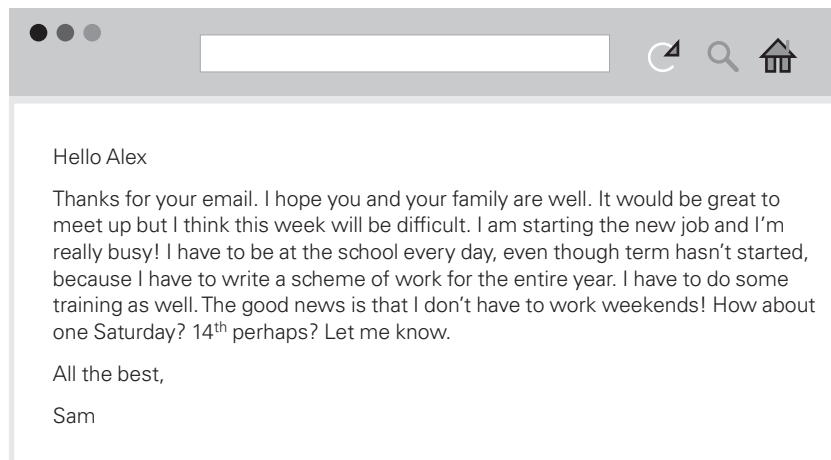
B Presenting grammar from texts

- 1 Look at this text-based presentation – Sections A–C. Answer the questions (a–d) that follow.

Section A

Read the text and answer the questions.

- What is the relationship between the two people?
- What are they trying to do?
- Why can't Sam meet during the week?



Section B

Look at this sentence from the text: *I have to be at the school every day.* Underline other examples of *have to* in the text.

Complete the rules:

Have to is followed by a verb in the i _____ e form. *I have to get up early.*

We use *have to* + *infinitive* to show o _____ n.

Don't have to + *infinitive* is used to show that there is a c _____ e – there is no o _____ n.

Section C

Write four sentences using (*don't*) *have to* about yourself.

- a What are the advantages of using a text to contextualize new language items?
 - b What happens before the focus on the grammar item?
 - c How is this grammar item presented in this example?
 - d What happens after the focus on the grammar item?
- 2 When using texts to present language items, which of the following statements offer good advice? Cross out any that offer poor advice.
- a The text should have several examples of the target form.
 - b The text should provide enough data from which 'rules' can be worked out.
 - c The text should be long and complicated.
 - d The context should be recognisable and easily comprehensible.
 - e The text should provide clues to the meaning of the new item.
 - f Only written texts should be used.
 - g The text should sound reasonably natural.

C Three more presentation techniques

- 1 Complete the table after each presentation. Study the first one in the box below.

Presentation technique 1 – Using the learners' first language

[After the students have read a text]

Teacher: Spójrz na dwa zdania z tekstu. [Teacher writes two sentences on the board.]

She has worked in Barcelona for three years. She worked in the UK before that.

Teacher: Gdzie ona jest teraz? [Students answer.]

Teacher: Jaka jest różnica między dwiema formami czasownika? [Students answer.]

Teacher: Używaj *have* i *past participle* do opisywania sytuacji, które się nie skończyły. Jak to się mówi po polsku? [Students answer.] Czym różni się gramatyka (polska) od gramatyki angielskiej? [Students answer. / Teacher explains.]

Teacher: Teraz zjrzyj do książki. Uzupełnij zdania odpowiednią formą czasownika. [Students open their books.]

Which structure or structures are presented?	
How is the new language item (or items) contextualized?	
What are the advantages of using the learners' first language at this stage?	
What are the disadvantages?	

Presentation 2

Your trainer will demonstrate a technique for presenting new language.

Which structure or structures are presented?	
Choose one: – the teacher principally explains the item – the teacher creates a situation from which to highlight the item – the teacher uses a text to highlight the item	
What are the advantages of this technique?	
What are the disadvantages?	

Presentation 3

Your trainer will demonstrate another technique for presenting new language.

Which structure or structures are presented?	
Choose one: – the teacher principally explains the item – the teacher creates a situation from which to highlight the item – the teacher uses a text to highlight the item	
What are the advantages of this technique?	
What are the disadvantages?	

- 2 Look back at tasks B and C. Answer the questions.
 - i Which two presentation techniques does the teacher have most control over?
 - ii Which presentation technique is most learner-centred?
 - iii Which presentation technique is least learner-centred?
 - iv Which technique(s) would you most enjoy as a learner?

D Presenting new language items and highlighting form

- 1 Here is one simple sequence for presenting new language items.
 - 1 The teacher provides and/or elicits some meaningful model sentences which use the target form.
 - 2 Where necessary, the teacher focuses on the pronunciation of the new item.
 - 3 The teacher writes some examples of the intended item on the board.
 - 4 The teacher highlights the key features of the new language from the examples on the board.
 - 5 The teacher writes the form on the board, matching it to the examples.
 - 6 The teacher checks that the learners understand the meaning of the form.

Match the stages (1–6, above) with what the teacher says or writes on the board (a–f, below).

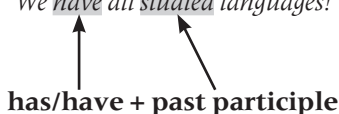
1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

a On the board:

*Monika has run a marathon.
Chico has been on television.
We have all studied languages!*

b On the board:

*Monika **has run** a marathon.
Chico **has been** on television.
We **have** all **studied** languages!*



has/have + past participle

c On the board:

*Monika **has run** a marathon.
Chico **has been** on television.
We **have** all **studied** languages!*

d The teacher says:

Look at the sentence: *Monika has run a marathon.*
Is she running a marathon now?
Did she run a marathon in the past?
Do we know exactly when she ran a marathon?
[Students answer the questions.]

e The teacher says:

Listen to this sentence: *Monika has run a marathon.*
Where's the stress in the sentence? How does it sound? Listen again ...

f The teacher and the students have a conversation:

Teacher: Today we are going to talk about interesting things we have done in our lives – something unusual. For example, what do you think I have done?
[Shows picture of bungee jump.]

Student 1: You do crazy jump.

Teacher: That's right – we call it a bungee jump. How do you think I felt?

Student 2: Frightened.

Teacher: No, not frightened ... *Very* frightened. Now think about the grammar. What verb do we use for my experience? I have ...

Student 1: Did – no, done. Did.

Teacher: Which one?

Student 1: Done.

Teacher: Good. I have done a bungee jump. Now tell me about you.

Student 3: I have ranned a marathon.

Teacher: Wow – really? That's amazing. Where was that?

Student 3: In my country – in Gdansk and Gdynia.

Teacher: Well done! Amazing. But not ranned, – run. Can you say it? I have run a marathon.

Student 3: I have run a marathon.

- 2 This is one way of presenting language. In a lesson, what would come after the presentation phase?
- 3 In (f), the teacher elicits example sentences from the students by creating a situation in which they talk about experiences. How else could a teacher contextualize the language?

E Putting it into practice

- 1 Your trainer will give you a new item of language to teach. Talk to your partners and discuss how you could do it in two different ways. Remember, you need to:
 - use examples
 - make the meaning clear
 - highlight the spoken form
 - highlight the written form
- 2 Present the language item to the class, using one of the techniques you talked about.

KEY WORDS FOR TEACHERS

Check you know the meanings of these terms.

- *contextualization*
- *form*
- *meaning*
- *highlighting (form)*
- *model sentence*
- *target form*
- *structure*
- *presentation*

REFLECTION

Look back at what you have done in this unit. Look at the following statements and complete the table by putting each in either the DOs or DON'Ts columns. When you are ready, compare your answers with a partner. Can you add any other statements to the table?

- Check that learners have understood the meaning.
- Give a lecture about grammar.
- Involve learners in the process as much as possible.
- Where possible, draw comparisons and contrasts between English and the learners' own language(s).
- Always use the same presentation technique.
- Contextualize new language items (e.g. by using a reading or listening text).
- Use clear examples.
- Highlight the form.
- Make explanations clear and concise.
- After presenting new language items, give plenty of opportunities for learners to use the language.

Presenting new language items	
DOs	DON'Ts

Translation for Presentation 1 Task C

[After the students have read a text]

T: Look at these two sentences from the text.

She has worked in Barcelona for three years. She worked in the UK before that.

T: Where is she now? [Students answer.]

T: What's the difference in the verb form? [Students answer.]

T: So, use *have* and a past participle for something that hasn't finished. How do we say that in Polish? [Students answer.] How is the grammar different to English? [Students answer. / Teacher explains.]

T: Now, look in your books. Complete the sentences with the correct verb form.