



Teaching Grammar

- ❑ Approaches to teaching grammar
- ❑ Current trends in teaching grammar
- ❑ Presenting structures
- ❑ Practicing structures

Approaches to teaching grammar

- Formal explanation of grammar rules
- Practice of common grammatical patterns
- Providing opportunities for Ss to use English in realistic situations
- Discovery method

An eclectic approach suggested by Celce Murcia & Hilles

A grammar lesson consists of 4 parts

1. Presentation
2. Focused Practice
3. Communicative Practice
4. Teacher feedback & correction

Current trends in teaching grammar

- Teach grammar for communication- not grammar for its own sake
- Teach grammar as discourse- not isolated sentences
- Teach grammar in context
- Make grammar learning fun

Presenting Structures

- ❑ **Showing meaning visually**
- ❑ **Showing meaning through a situation**
- ❑ Showing meaning through a contrastive analysis
- ❑ Letting Ss to discover the form & meaning

□ Showing meaning visually (1)

T: (*point to the ceiling*) What's this?

Ss: The ceiling.

T: (*reach up & try to touch it*) Look- I'm trying to touch it. Can I touch it?

Ss: No

T: No, I can't because it's too high. It's too high to touch. Too high. **"The ceiling is too high to touch"** (*say this sentence again in Ss' own language*)

□ Showing meaning visually (2)



T: *(Point at the 1st picture)*. This is Ms Ha. Is she tall?

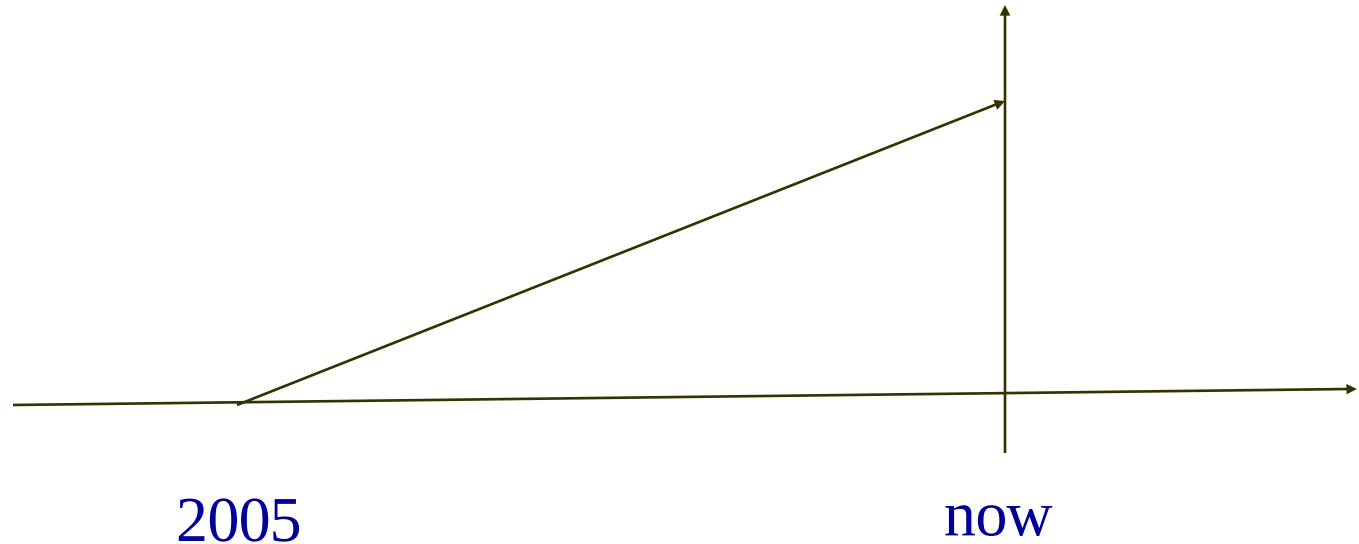
Ss: Yes.

T: *(Point at the 2nd picture)*. This is Ms Hang. Is she very tall?

Ss: Yes, she is.

T: *(Look at 2 pictures)*. Ms. Hang is **taller than** Ms. Ha.

□ Showing meaning visually (3)



Before 2005, I had lived in Cantho City.

In 2005, I moved to Ho Chi Minh City.

Now, I am living in Ho Chi Minh City.

I **have been living** in Ho Chi Minh City **since** 2005

□ Showing meaning through a situation (1)

● Situation 1:

T: What time did your class start?

Ss: At 7:00.

T: What time is it now?

Ss: It's 9:00.

T. Your class started at 7:00, and it's 9:00 now; but you are still studying. So, **you have been studying for 2 hours.**

● **Situation 2:**

Tom is looking for his key. He cannot find it.

He **has lost** his key.

= He lost it recently and he still doesn't have it.

● **Situation 3:**

Alex drives to work everyday as her house is very far from her office.

Now, she is in her car; and she is on her way to work.

She **is driving** to work.

□ Showing meaning through a contrastive analysis

Examples

Bởi vì trời nóng **cho nên** tôi mở máy lạnh.

Because it is hot, I've turned on the air conditioner.

It is hot, **so** I've turned on the air conditioner.

Mặc dù anh ta còn trẻ, **nhưng** anh rất tham vọng.

Although he is still young, he's very ambitious.

He is still young, **but** he is very ambitious.

□ Letting Ss to discover the form & meaning

Read the following passage about Ann McGregor

On Fridays I come home from the BBC at about 2.00 in the afternoon and I just relax. On Friday evenings I don't go out, but sometimes a friend comes for dinner. He or she brings wine, then I cook the meal. I love cooking! We often listen to music or we just chat.

On Saturday mornings I get up at 9.00 and I go shopping. Then in the evenings I sometimes go to the theater or the opera with a friend- I love opera! Then we eat in my favorite Chinese restaurant. On Sunday mornings I stay in bed late; I don't get up until 11.00!

Sometimes in the afternoon I visit my sister. She lives in the country and has two children. I like playing with my niece and nephew, but I leave early because I go to bed at 8.00 on Sunday evenings!

Find 4 verbs which end in –s. Why do they end in -s?

Find 2 negatives.

Complete the rules:

In the Present Simple positive, we add ___ to the verb with *he, she, it*; but not with *I, you, we, they*

With *I, you, we & they*, the negative is ___ + infinitive.

With *he, she & it*, the negative is ___ + infinitive.

Find out the sentences that express

- (1) Her habits/ repeated activities
- (2) Her hobbies
- (3) permanent situations

Important Notes

to present a structure, it's important to:

- show what it means, how it is used by giving examples
- show clearly how it is formed → Ss can use it to make their own sentences: (i) by giving a clear model & asking Ss to listen & repeat, (ii) writing the structure clearly on the board; (iii) getting Ss to tell what you write

Adv: involving Ss & focusing their attention on the structure

❖ Activities

Use different techniques you have learned to present the following structures:

1. I've got **some** bread & I haven't got **any** bread.
2. Turn down the TV; turn the TV down; turn it down.
3. There aren't enough chairs; there isn't enough space.
4. He used to collect stamps when he was a child.
5. I'm going to take a vacation.

Practicing structures

- Mechanical Drills
- Meaningful (Controlled) Practice
- Freer Oral Practice & Communicative Practice

Mechanical Drills

- Repetition:** Ss have to do nothing themselves
- Substitution:** Ss have to 'fit in' the structure
- Single word prompts:** Ss have to add the verb
- Picture prompts:** Ss have to think of the whole sentence
- Free substitution:** Ss have to invent a sentence

□ **Repetition**

T: Let's play football.

Ss: Let's play football.

T: Let's go swimming.

Ss: Let's go swimming.

□ **Substitution**

T: You want to play football.

Ss: Let's play football.

T: You want to go swimming.

Ss: Let's go swimming.

□ **Single word prompts**

T: cinema

Ss: Let's go to the cinema.

T: football

Ss: Let's play football

□ **Free substitution**

Students make up their own sentence.

e.g. Let's go fishing.

□ Picture prompts

T: □

Ss: Let's go to the beach.

T: □

Ss: Let's go to the restaurant.

T: □

Ss: Let's go to the gym.

Advantages & Limitations of Mechanical Drills

- **Advantages**

- useful as a first step to make Ss familiar with the structure
- giving Ss practice in forming or manipulating structures

- **Limitations**

- easy to do, so easy to forget
- The teacher: not sure Ss understand what the words mean
- All Ss do: producing correct forms, not in using structures to express meaning

Meaningful (Controlled) Practice

Sample 1

1a) Anne likes *tea* but she doesn't like coffee.

- i) folk music/pop music
- ii) walking/swimming
- iii) cats/dogs

(Mechanical)

1b) say true sentences about yourself.

I like tea.

Or I don't like tea.

What about:

- i) coffee?
- ii) pop music?
- iii) cats

(Meaningful)

Sample 2

You are a stranger. Ask about places in the town.

a café

Is there a café near here?

- a) A grocery's shop
- b) A cinema
- c) a post office

(mechanical)

You are a stranger. Ask about places in the town.

You want to see a film.

Is there a cinema near here?

- a) You want to buy fruit.
- b) You want to send a letter.
- c) You want to work out.

(meaningful)

Advantages of meaningful practice

Sample 1b) & 2b) give meaningful practice by:

- ❑ getting Ss to say real things about themselves
- ❑ giving situations which imply structure, but leave Ss to decide exactly what to say.
- ❑ letting Ss to add something of their own

Freer Oral Practice

A freer activity gives Ss a chance to use the structure to express their own ideas or to talk about their own experiences.

- ❑ getting Ss to talk about *real life* (themselves, their friends, things in the world)
- ❑ asking Ss to *imagine* a situation which is not real.

❖ Activity 1

Group work:

Take turns telling the group about your vacation plans. (Use the structures BE GOING TO & WILL + V)

❖ Activity 2: Adverbial clauses of time

Pair work: What happens when people get married in your country? Use the following clues:

1. Before a man & a woman get married, ____ .
2. Before the man gets married, _____ .
3. When the woman gets engaged, _____.
4. When the woman gets married, _____.
5. After the couple gets married, _____.
6. After they return from their honeymoon, ____.

❖ Activity 3:

Find someone who has _____

1. bought a new car
2. traveled abroad
3. cleaned his/her house twice this week
4. eaten vegetarian food
5. had his/her car washed

❖ **Activity 4: Giving advice**

Work in groups of 4. Each of you takes the role of the expert and gives advice for each of the following situations.

1. A teenage girl doesn't want to eat. She is very thin, but she thinks she is still too fat.
2. A successful middle-aged business works 12 to 16 hours every day, 7 days a week. He doesn't take time to relax.

(SHOULD, MUST, HAD BETTER)