

**'What's the best way to teach grammar?'**

Reflect on how you teach grammar.

Now work in groups and listen to these teachers discussing the best way to teach grammar.

Discuss:

*What ways do the teachers suggest for teaching grammar?*

*How close are their views to yours?*

*Which ones are new ideas for you?*

*Which ones do you agree with the most?*

*What do you think is the best way to teach grammar?*

**Noticing**

One of the teachers mentions noticing "they notice it".

*What does "noticing" mean?*

Look at this quotation<sup>1</sup>

"Noticing is a pre-requisite for learning, attention is a pre-requisite for noticing."

Now think about a time when you were a language learner.

*What kind of things helped you to "notice"?*

*How can teachers help their learners develop noticing skills?*

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<sup>1</sup> Scott Thornbury, *Uncovering Grammar*, MacMillan

**Grammar Part 1**
**Participant worksheets**
**Tasks for noticing grammar**
**Example 1**

Discuss this example together with the whole group and your trainer.

*How does it help learners to notice grammar?*

*What kind of support is given?*

*Is it effective? Why/why not?*

Two friends bump into each other in the street. Read their conversation then answer the questions which follow.



1	Sara	<i>Hi Jane, where are you going?</i>
2	Jane	<i>The gym – I'm trying to get fit for my holidays, Sara.</i>
3	Sara	<i>Oh good for you Jane. Are you doing a class?</i>
4	Jane	<i>Yes – aerobics twice a week and I'm taking swimming lessons too.</i>
5	Sara	<i>Oh, that's a good idea. Listen, I need to get fit. I'll come with you.</i>
6	Jane	<i>That's great Sara. By the way, I'm dieting too.</i>
7	Sara	<i>Really? I won't join you on that!</i>

In lines 1-4 and 6, they use the present continuous form. Why?

In lines 5 and 7 Sara uses the 'will form'. Why?

Is it possible to reverse this, ie, use will in lines 1-4 and 6 and use the present continuous in lines 5-7? What would the effect be?

Now work in groups on these examples, using the same questions as above.

**Example 2**
**Using *much* and *many***

We use **many** with plural nouns:

How **many teachers** are there in your school?

There are too **many tests** in our school.

We use **much** with uncountable nouns

We don't get **much help** with our homework.

I haven't got **much time** for studying.

Now add **much** or **many** to the following sentences

How ..... brothers and sisters have you got?

How ..... money have you saved for your holidays?

I haven't done ..... studying recently.

There aren't ..... computers in our library.

I don't know how ..... the book costs.

**Example 3**

Look at the conversation on the left and compare it with the reported version on the right. Work with a partner and identify what changes are made to direct speech to make it into reported speech?

<b>Direct Speech</b>	<b>Reported speech</b>
<i>"Let's go to a restaurant," she suggested.</i>	She suggested going to a restaurant.
<i>"I haven't got any money," he said.</i>	He said he hadn't got any money.
<i>"I'll lend you some," she offered.</i>	She offered to lend him some.
<i>"No, I don't want to borrow any money," he said.</i>	He said he didn't want to borrow any money.
<i>"It doesn't matter," she told him.</i>	She told him it didn't matter.
<i>"Let's eat at home instead," he suggested.</i>	He suggested eating at home instead.
<i>"All right," she agreed.</i>	She agreed that was all right.

## Example 4

**Must and must have**

What do you know about 'must'? With your partner, think of an example of how you use it. Did your example express strong obligation? (For example *I must finish my essay this evening or I'll miss the deadline*).

As well as using must to express obligation, we also use it in another way. Look at the following example, what is the function of must in this sentence.

*My brother won a triathlon yesterday.*

*Really, he must be very fit.*

In this case, we use must to make deductions, to give an opinion when we are sure of something.

Here are two more examples:

*They have completely re-decorated their home and put in a new kitchen.*

*Have they? It must be worth a lot of money now.*

*I'm having difficulty with my French homework.*

*Why don't you phone Marie? Her Mum is French so she must know the answers.*

Look again at the examples, how do we structure sentences using must?

Check your answer with the one at the bottom of this page. Were you correct?

How can we express this use of must in the past tense? Discuss with a partner.

Now look at this example, were you correct?

*I bought a new sunhat recently but I don't know where I put it. I've searched everywhere in the house.*

*Oh dear, you must have lost it.*

We add *have* and the *past participle* to must. Here is another example.

*They took early retirement and are now on a world cruise.*

*They must have received a lot of money.*

Now look at these situations. Write a sentence with *must* or *must have* using the prompt words in italics.

I have got a terrible cold. I didn't sleep at all last night. *You/Tired*

She has got in to the top university. *Did well/exams*

They are usually home by now. *A lot of traffic*

She was involved in a serious accident and nearly died. *Family and friends/worried*

They only met 3 months ago, but they are getting married next week! *Very much in love.*

The doctor ordered him to take 6 months off work. *Under a lot of stress.*

Answer: *Must is a modal auxiliary. It takes no 3<sup>rd</sup> person 's'. It is followed by the base form of a verb, ie, without to – must be, must know, must go, must work etc.*

**Noticing grammar with your textbook**

Look at the following exercise and discuss these questions with the whole group:

*What is the grammar focus?*

*What do learners have to do?*

*Are there opportunities for noticing?*

Now look at the task your trainer gives you. Work together to modify the task in any way you like, so that it helps to develop learners' noticing skills.

When you have made your modifications, decide how you will present it to the other participants.

*What was the focus of the original exercise?*

*What changes have you made?*

*How will your changes help learners to develop noticing skills?*

Listen to the other groups' presentations. How effective do you think their modified versions are? Can you suggest any other ways of modifying the exercises?

**Exercise 1**

**Complete the following sentences by choosing the present simple or present continuous**

She (look) for a job with EU in Brussels. She (speak) 5 different European languages so I (think) they'll be interested in her.

I (travel) to work by car, but I (want) to be more eco-friendly, so I (consider) other ways.

I (read) a book about psychology in everyday life, but it's very dull.

**Exercise 2**

**Underline the correct form in these sentences**

What would you do if you *lose/lost* your job?

If you eat all that ice cream you *will/would* get sick.

If I forget our anniversary, my wife *gets/got* upset.

If it rains I *will/would* take a taxi.

**Exercise 3**

**Complete the gaps with *in* or *on***

Get ..... a bus

Get ..... a car

Get ..... a plane

Get ..... a boat

Get ..... a train

Get ..... a horse

Get ..... a taxi

Get ..... a tram

Get ..... a bike

Get ..... a motor-bike

**Exercise 4****Complete the gaps in the text with these words**

*Had changed has helped gave up had found died have also learned  
moved taught lived have managed worked have sold took up  
had never lived*

**My Life**

I ..... as an accountant in London for many years. I ..... in a small flat in the city, but two years ago I ..... an accident – I nearly ..... It ..... my life. I ..... my job and ..... to Northern France and ..... painting.

At first I ..... it difficult to adapt to my new life. I ..... abroad before and I ..... no experience of learning a language or being self-employed. But, slowly I ..... to learn French and this ..... me make friends and adapt to the local culture. I ..... to grow grapes and make wine – which I sell in local shops.

As for my paintings, well I ..... a few, so with my wine and my paintings I make enough to live.

I don't worry about the future – my accident ..... me to live one day at a time.

**Reflection**

Work in pairs or small groups.

*Think back to your discussion on the best way to teach English. How would you answer that question now?*

*Compare the suggestions you made earlier for helping learners develop noticing skills with your experience of modifying exercises. Are they similar? Are they different? How?*

*What changes will you make to your approach to teaching grammar as a result of the workshop?*

For further information and ideas visit our Website:

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)