

Gifu SDC 2022

Meaningful grammar instruction

Session notes



Overview

Overview	<p>This session aims to:</p> <ul style="list-style-type: none"> • demonstrate a lesson that presents grammar in a single, clear context that students can apply to real life • develop participants' knowledge of how to incorporate active learning into grammar lessons • show how grammar can be introduced through guided discovery in an interesting and relevant context.
Learning outcomes	<p>By the end of the session, you will have:</p> <ol style="list-style-type: none"> 1. experienced a demonstration grammar lesson from a junior-high-school student's point of view 2. discussed how active learning was used in the demonstration lesson to help students understand and use the target grammar 3. understood the importance of presenting grammar in one clear context 4. considered when and how to do the language focus stage of a grammar lesson.
Time	<p>120 minutes</p>
Contents	<p>This session consists of four sections:</p> <ol style="list-style-type: none"> 1. Teaching grammar 2. Demonstration lesson 3. Follow-up 4. Analysis and practice

1. Teaching grammar

Grammar and the Course of Study

新学習指導要領(抜粋) 第2章 第2節 3 指導計画の作成と内容の扱い

エ 文法事項の指導に当たっては、次の事項に留意すること。

(ア) 英語の特質を理解させるために、関連のある文法事項はまとめて整理するなど、効果的な指導ができるよう工夫すること。

(イ) 文法はコミュニケーションを支えるものであることを踏まえ、コミュニケーションの目的を達成する上での必要性や有用性を実感させた上でその知識を活用させたり、繰り返し使用することで当該文法事項の規則性や構造などについて気付きを促したりするなど、言語活動と効果的に関連付けて指導すること。

(イ) Based on the fact that grammar supports communication, provide guidance in an effective manner in association with language activities, showing how the structure is important to achieve communication. Provide repeated practice to encourage awareness of the regularity and structure of the grammar point.

Teaching grammar

The demonstration lesson will use a textbook dialogue to introduce grammar in context. Students will learn the answers to these questions:

- When and why can I use this grammar point?
- How do I form this grammar point?

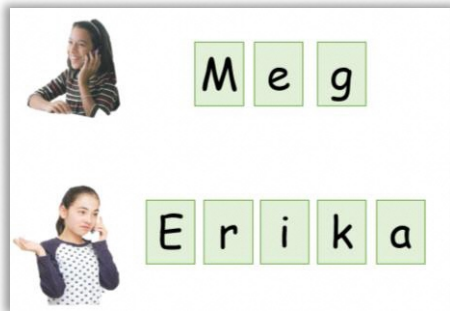
2. Demonstration lesson

1. Raising interest

Imagine this situation: it's a sunny day and school is closed.

- What are you going to do?

2. Setting context



- Meg is calling Erika's house phone.
- Erika's dad answers the phone.

3. Reading: Part one

Spelling

May I **speak** to Erika, **please**?

Erika お願いします

- **speak**
- **please**

Reading aloud

Make groups of **three**.

- Take turns to be **Erika's dad**, **Meg** and **Erika**.
- Read the conversation out loud.


Erika's dad:	Hello?
Meg:	Hello? This is Meg. May I speak to Erika, please?
Erika's dad:	Sure. Just a second.
Erika:	Hi, Meg. What's up?

4. Vocabulary: Part two



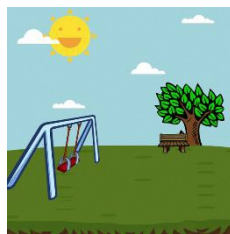
- ride my bike
- ride
- bike
- fine
- time

look after~ ~を世話する		
oo	look	book
er	after	teacher

	eigh	neighbor	eight
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5. Reading: Part two

1. Where does Meg invite Erika to?



2. Can Erika go?

- Yes / No

Erika's dad:	Hello?
Meg:	Hello? This is Meg. May I speak to Erika, please?
Erika's dad:	Sure. Just a second.
Erika:	Hi, Meg. What's up?
Meg:	It's warm and sunny today, so I'm going to ride my bike to the park. Do you want to come?
Erika:	I'm sorry, but I can't. I have to look after my neighbor's children.
Meg:	Fine. Maybe some other time. Bye.
Erika:	See you.

6. Language focus

What reason does Erika give?



Erika is telling Meg "I have no choice". How would you say this in Japanese?



Reminder: When can you use "have to"?

1. Brainstorm some other reasons you might have to refuse an invitation from a friend.
• Can you say any in English?

2. Label the pictures with letters a-d.

a. I have to go shopping with my mom.



b. I have to help my grandma cook dinner.



c. I have to go to soccer practice.



d. I have to do my homework.



Write at least one more reason to refuse an invitation from a friend.

7. Try it out

Practice politely refusing an invitation from a friend because you are going...

- a) ...to soccer practice
- b) ...shopping with your mom.

8. Personalisation

- How do you think Meg feels?
- How do you think she sounds?

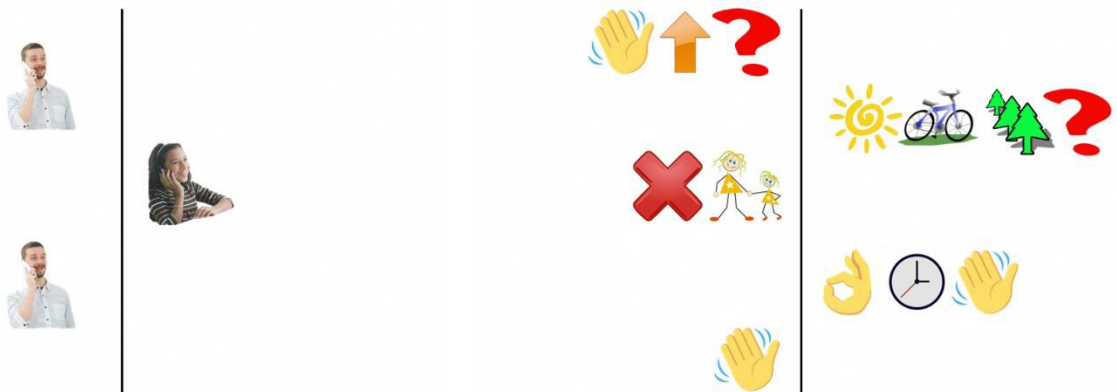
9. Conversation practice

Make groups of 2 or 3.

- Read the dialogue on page 6.
- Take turns to be **Meg**, **Erika** and **Erika's dad**.

10. Role-play

Conversation map



Now make your own conversation.

Student A: Choose a different place to invite your friend to.

Student B: Politely say no and choose a reason why you can't go.

Then swap roles.

3. Follow-up

Teaching grammar

Aims of the demonstration lesson

Students will learn the answers to these questions:

- When and why can I use this grammar point?
- How do I form this grammar point?

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(イ) Based on the fact that grammar supports communication, provide guidance in an effective manner in association with language activities, showing how the structure is important to achieve communication. Provide repeated practice to encourage awareness of the regularity and structure of the grammar point.

Were these aims met?

- How?

Contexts and functions

Unit 4 presents 'have to' using many different contexts.

Starting Out

あなたは夏休みにアメリカでホームステイをします。
 ④ 現地のサマースクールで配られたガイドブックには、どんなアドバイスが書いてあるのでしょうか。

Homestay Advice

You're a member of the family. You have to follow the family's rules. You have to speak English here. But you don't have to speak perfect English. Communication is important.



1: introduction

基本文 10

I **have to** speak English here.
 I **do not have to** speak English here.

have to + 動詞の原形
 「…しなければならぬ」と必要性や義務を表すには、[have to + 動詞の原形]を使う。
 否定文では、「…しなくてよい」という意味になる。
 主語が三人称単数のときは、has to [hæstʊ(:), heɪstə], does not have toとなる。

2: explanation

基本練習 ④ にならって言いましょう。
 ④ I have to speak English here. [I don't have to speak English here.]

①  I
 > get up early
 > tomorrow

②  Yuji
 > do his homework
 > today

③  John
 > clean his room
 > today

3: practice

Then unit 4 presents another modal verb, 'must', which can be used in a similar, but different, way.

Saki

Everyone in my host family is kind to me. my host mother always gives me too much food. Do I have to eat everything, or can I tell her?

Teacher's answer

You must tell your host mother. Say, "I'm sorry. The food tastes delicious, but I can't eat that much." She'll understand.
 — A few days later. —

Saki


Thank you for your advice. It worked! Now I can really enjoy my meals. [69 words]




1

基本練習 ④ にならって言いましょう。
 ④ You must help your mother.

①  > read many books

②  > be careful of animals here

③  > drink your milk

2

As a result of the grammar being presented in so many contexts, students may end up being confused about why and when to use 'have to' and 'must'.

Grammar teaching tips

- If teachers introduce grammar in a clear context, grammar explanations can be given in small steps. This makes explanations much shorter and clearer!
- The dialogues at the end of units are often a good example of grammar used in a clear context, so it can be helpful to start there and then go back to other pages to look at different functions.
- After teaching one context, other reasons for using 'have to' in the unit can be introduced a lot quicker.
For example: (4.1) "‘Have to’ can also be used to talk about rules. Let’s look at some rules in a homestay house..."

Key point:

- Try doing the "Daily Scene" at the start of the unit instead of the end.

Discuss with a partner

- What do you think of this idea?

4. Analysis and practice

‘**Active learning**’ means encouraging students to process (think hard) about what they are learning, rather than just listening to information from the teacher.

In an English lesson this means students are not only listening and repeating, but also thinking and doing.

This helps students to understand and remember new knowledge and skills.

Let’s look examples of this from the demonstration lesson.

1.

Language focus

What reason does she give?



Erika is telling Meg “I have no choice”.
 How would you say this in Japanese?

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How would you say this in Japanese?

2.

Try it out

Practice politely refusing an invitation from a friend because you are going...

a) ...to soccer practice

b) ...shopping with your mom.

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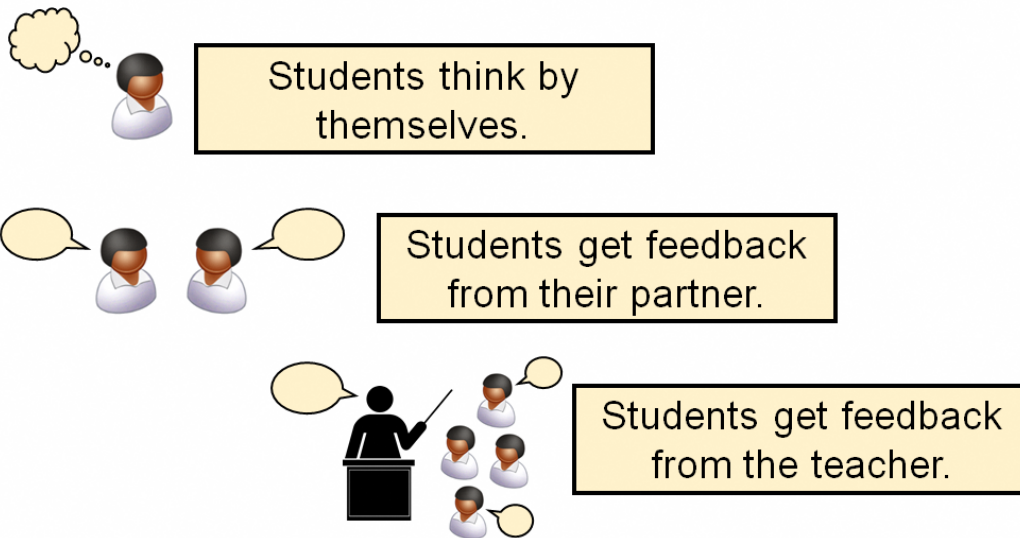
After the language focus stage, the students tried out the new grammar with two more examples.

For the first example, students contributed ideas.

- The teacher helped them to get it right.

What could you say?
 [Elicits ideas from students]
 Yes, “I have to go to soccer practice.”

For the second example, students did “Think → Pair → Share”:



Benefits of this approach:

- Students had a chance to apply (try out) what they had learned.
- All of the students had an opportunity to think about the answer for themselves.
- Students who got the wrong answer received immediate feedback from their partner and the teacher.

Useful phrases

Think Don't speak yet. Just think.

Pair Now tell your partner.


Share Any ideas?
What do you think?

Practice

1. Work in pairs. For each slide:
 - Watch your trainer’s demonstration.
 - Take turns to be teacher and student. Use the slides below to practice what your trainer has shown you.
2. Work in groups of 4-5.
 - Take turns to be teacher and students.
 - Teachers: use the slides below to teach the whole sequence.

Language focus

What reason does she give?



I have to look after my neighbor's children.

Erika is telling Meg “I have no choice”.
 How would you say this in Japanese?

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No choice

I	+ have to +	look after	my neighbor's children
subject		verb	object
主語		動詞	目的語


When can you use “have to”?

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Try it out

Practice politely refusing an invitation from a friend because you are going...

- ...to soccer practice
- ...shopping with your mom.



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Feedback

Please follow the QR code below to fill in a feedback form about today's training sessions.



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