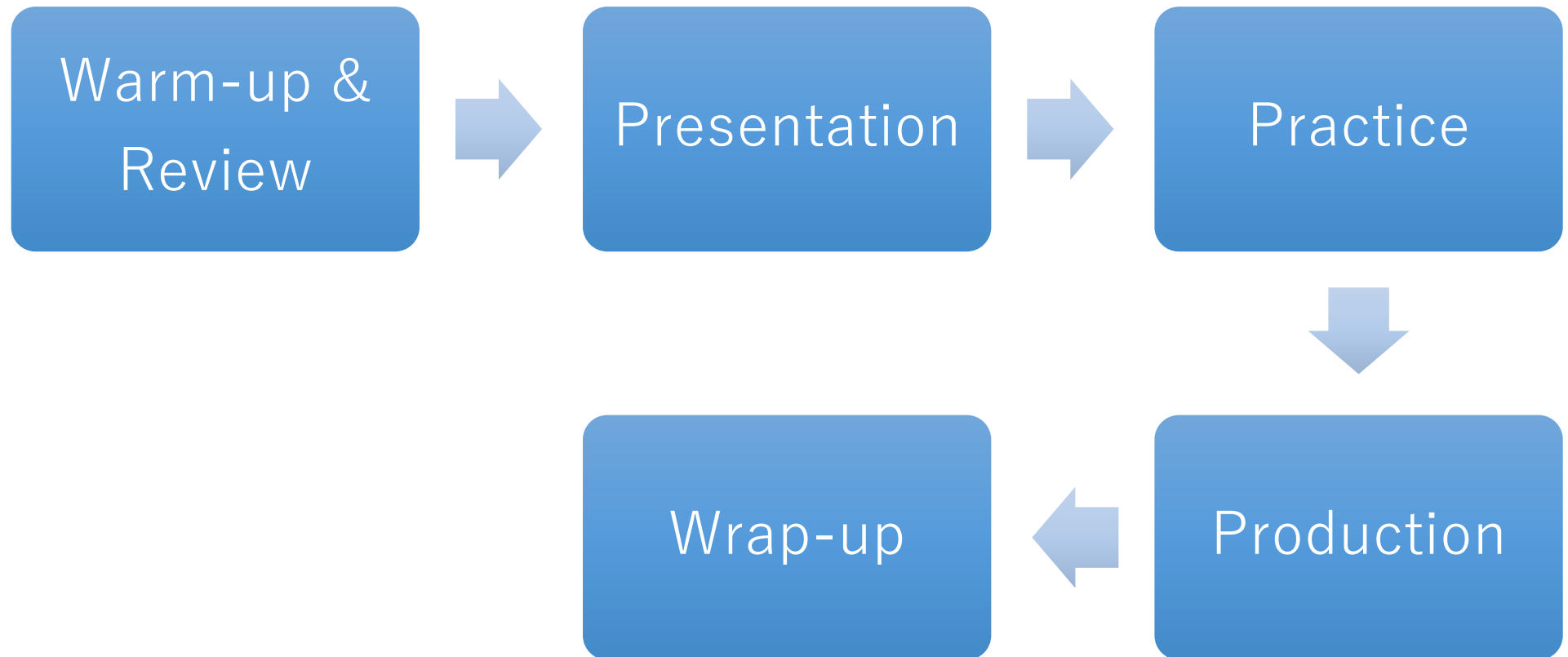


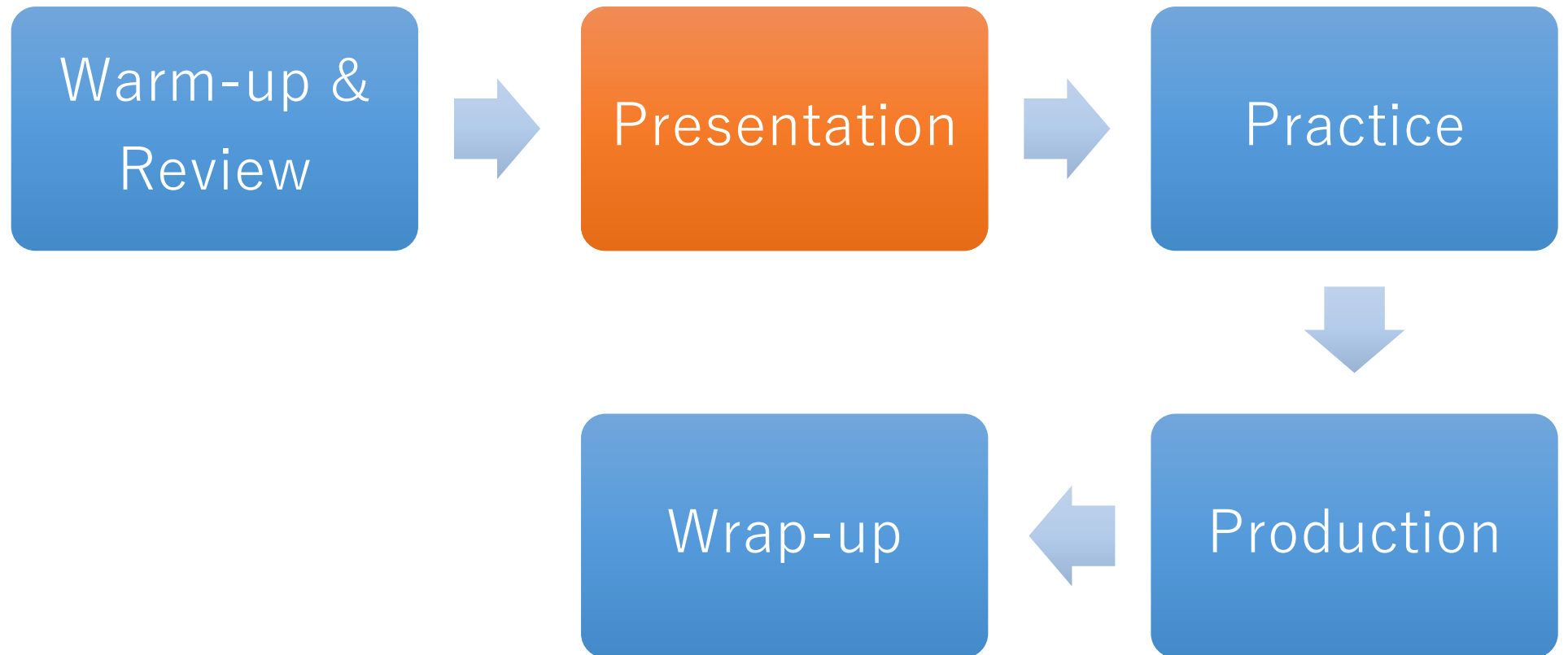
Presenting Structures

Lecture 02 on Teach English
YUKIO TONO (TUFS)

Stages of a lesson



Stages of a lesson



Structures & examples

I'd like to visit Hokkaido.

Structures & examples

I'd like to visit Hokkaido.



Structure (表現)



Example (例)

Structures & examples

I'd like to	visit Hokkaido.
	play tennis.
	go shopping.

Activity 1

1 Structures and examples

Look at each sentence in turn. Think of two or three more examples of the structure in *italics*. Write the examples together in a table.

- a) *Shall I open the window?*
- b) *He seems to be rich.*
- c) *Is there any tea?*
- d) *I used to live in the country.*
- e) *She's writing a letter.*
- f) *The room was so dark that I couldn't see anything.*

Demo 1: Show meaning visually

- **too ... to ...**

Demo 1: Show meaning visually

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

Ss: The ceiling.

T: (*reach up and 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.

Could you tell me the meaning?

Ss: (*in your own language*) 天井が高すぎて触れない

Demo 2: Show meaning visually.





Demo 2: Show meaning visually

T: (Show Pic 1) Look at this. What's this?

Ss: It's a rock.

T: Yes, a rock. Is it light or heavy?

Ss: Light.

T: Yes, you can hold it in your hand.

(Show Pic 2) How about this one? Is it light or heavy?

Ss: Heavy.

T: Yes, it's heavy. Can you lift it?

Ss: No.

T: No, of course you can't. It's too heavy.
It's too heavy to lift.

Points

- 既習事項の表現だけを使う
- 英語に集中させる
- 一方的に提示せずインタラクティブにする
- 文脈から意味がわかるようにしてから、ポイントの構文（表現）を提示する
- 日本語の訳などの確認は最低限にする

Practice

- Too … to… の使い方を初めて導入する場面をもう 1 つ自分で何か考える → ビジュアルに導入できるもの
- 英語で提示するスクリプトを考える
- グループで試しにやってみる
- 準備3分 + 練習5分

Demo 3:

Showing meaning through a situation

- **There is no point in ... ing**

Demo 3: There's no point in ...ing

T: Listen. Imagine you are with a friend. You're going to visit your uncle, who lives very near. Your friend says, "Let's go by bus." What will you say, yes or no?

Ss: No.

T: Why?

Ss: Because he lives near.

T: Yes, he lives near. So you say, "We can walk there in 15 minutes. There's no point in going by bus." There's no point in doing it. No point. No point in. There's no point in going by bus.

Demo 3+

T: Here's another example. You want to read a book. But I know it isn't a good book. I say to you, "Don't read that book. There's no point in reading it. It is not interesting at all."

T: Another example. You have a bicycle, and you are going to clean it. But I know the weather is going to turn bad, so it would get dirty again. What could you say? There's ...

Ss: There's no point in cleaning the bicycle.

T: Very good!

Points

- 複数の例を出すことで、だんだん意味がはっきりしてくる
- いくつか例を示した後、状況や場面だけを与えて、ターゲットの表現で言えるかを生徒から引き出す
- こうすることで教師の提示が一方的にならないようにする

Activity 2

2 Ways of showing meaning

This is how different teachers presented *comparison of adjectives* to their students. Which presentation do you think is:

- the most interesting?
- the easiest?
- the most useful?

Teacher A:

I talked about two buildings in the town. ('The post office is bigger than the bank.')

Teacher B:

I drew lines on the board. ('Line A is longer than Line B.')

**-ER THAN
NOT AS ... AS ...**

Teacher C:

I called a tall and a short student to the front and compared them. ('Anna is taller than Maria.')

Teacher D:

I drew pictures of two men on the board and compared them. ('Hani is taller than Abdou.')

Discussion: Ways of showing meaning

- Drawing lines on the board: シンプルで明瞭、面白くない
- Comparing two students: 面白い、恥ずかしい
- Draw pictures of two men: 実物より恥ずかしくない
- Referring to local buildings: 明瞭、写真などでリアルにできる

Showing meaning and form

- Focusing on form
どうやってその形を作るのかしっかり示す
- By giving a clear model : モデルを口頭ではっきり示す
- By writing : 板書する

It's **too** heavy **to** lift.

Activity 3

3 Presenting a structure

A teacher presented the structure 'has been . . . -ing . . . for . . . ' to her class. To make the meaning clear, she drew pictures on the board and gave this imaginary situation: 'A woman starts waiting for a bus at four o'clock. At five o'clock the bus comes. She's been waiting for an hour.'

Here are the teacher's notes for the lesson, but they are not in their correct order. What order should they be in? Are all the stages necessary?

Say 'She's been waiting for an hour' and ask the class to repeat it phrase by phrase.

Explain how the structure is formed.

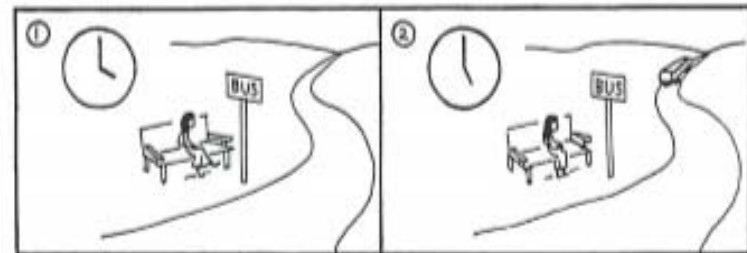
Write the sentence on the board:
She's been waiting for an hour.

Give other situations and examples:
Another person arrived at 4.30.
He's been waiting for half an hour.
etc.

Ask the class to copy the sentence.

Ask individual students to repeat the sentence.

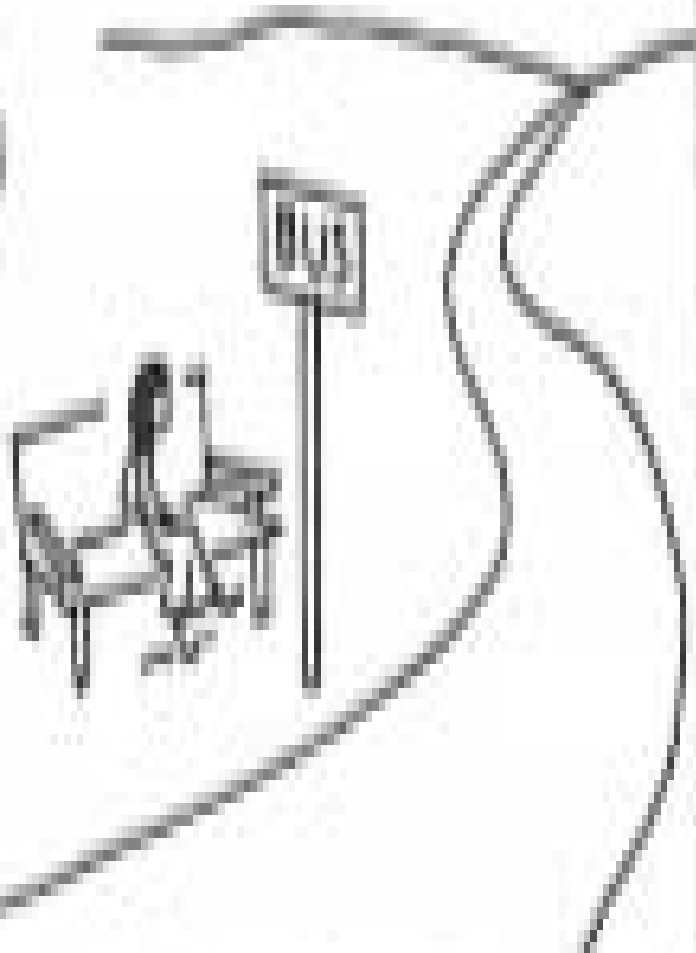
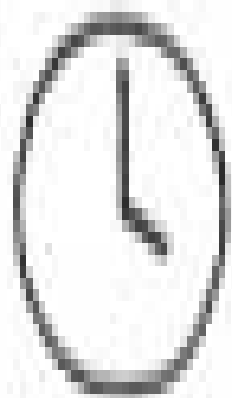
Draw pictures to show the situation, and give the example 'She's been waiting for an hour'.



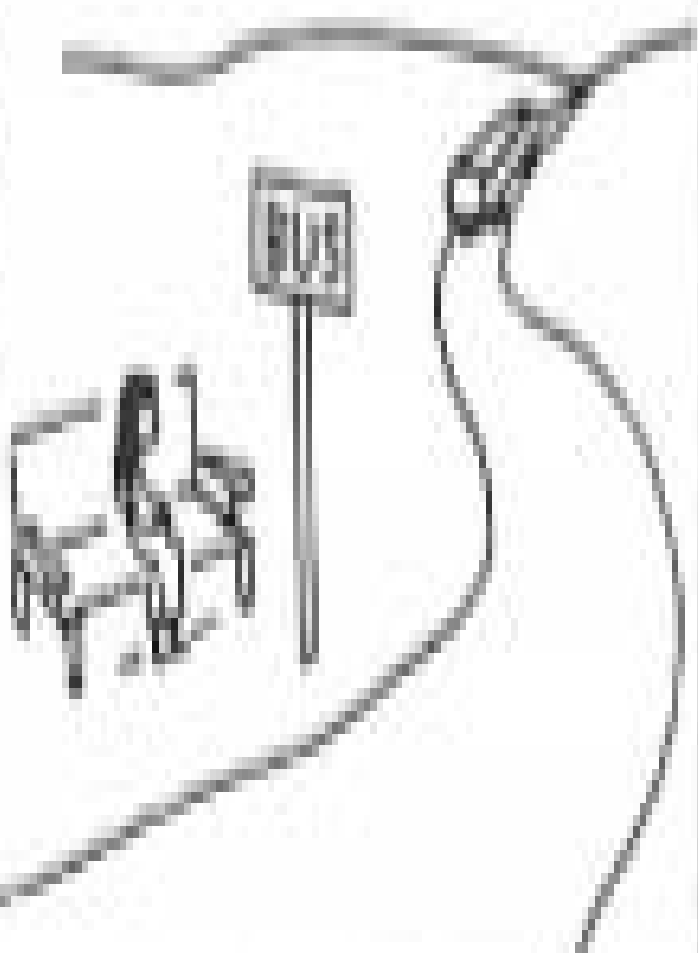
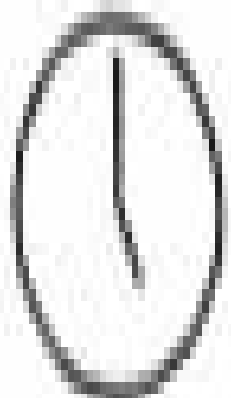
The most likely order

1. Draw the picture and give the example.
2. Give a model and ask the class to repeat.
3. Ask individual students to repeat the sentence.
4. Write the sentence on the board.
5. Explain how the structure is formed.
6. Ask the class to copy the sentence.
7. Give other situations and examples.

1



2



Situation and example to show meaning

T: Look, see this woman.
What's she doing?

Ss: Waiting for a bus.

T: Yes. Look. It's 4 o'clock.
She just started waiting.
(Point to Pic 2)

What time is it now?

Ss: Five o'clock.

T: Yes, and look. The bus is
coming. How long did she
wait? Can you tell me?

Ss: One hour.

T: That's right. She started
waiting one hour ago. And she
is still waiting. She has been
waiting for 1 hour.

Practice

- この絵2枚を使って、導入の練習をしてみよう
- グループの次の順番の2名が行ってみる
- インタラクティブにできるか、注意しながらやってみよう

Model the structure

T: Listen. She's been waiting for an hour. Let's say it together.
For an hour.

Ss: For an hour.

T: Waiting for an hour.

Ss: Waiting for an hour.

T: She's been waiting for an hour.

Ss: She's been waiting for an hour.

T: Let's write it. Who can tell me?
She's ... What comes next?

Ss: Waiting.

T: Not yet – before that.

Ss: Been.

T: Good. (write 'been') Now – what next?

Ss: Waiting.

T: That's right. And then?

Ss: For an hour.

T: Good.

Practice

- この絵2枚を使って、形の提示部分を練習してみよう
- グループの次の順番の2名が行ってみる
- インタラクティブにできるか、生徒から引き出しながらやってみる

Activity 4

4 Contrasting structures

- a) I've got **some** bread. I haven't got **any** bread.
- b) I've **seen** that film. I **saw** that film last week.
- c) If they **build** a reservoir, there **will** be plenty of water.
If they **built** a reservoir, there **would** be plenty of water.

Discuss each pair of sentences in turn.

- What is the difference between the sentences?
- Can you think of other *examples* which would show the difference?
- How could you *explain* the difference simply to your students, using their own language?

Contrasting structures

- すでに習っている文法と対比することでより表現の意味や使い分けがわかる
- 文法規則などを日本語で説明しなくても、上手に使う場面と用例を出すことで使い方が提示できる
- 文法のまとめや日本語の説明は短時間で、それが助けになると思われるときにのみ行えばよい