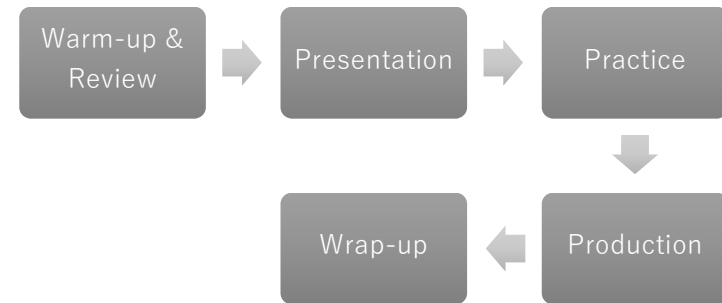


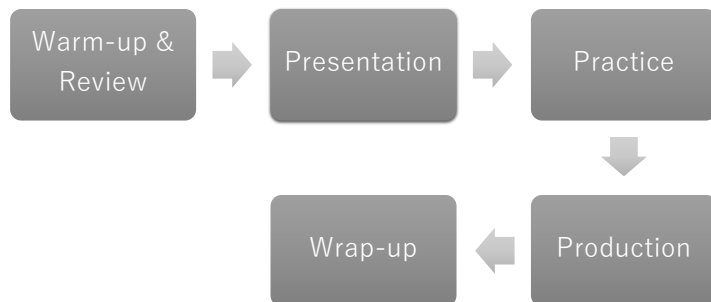
Presenting Structures

Lecture 02 on Teach English
YUKIO TONO (TUFS)

Stages of a lesson



Stages of a lesson



Structures & examples

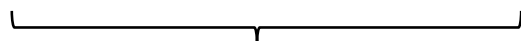
I'd like to visit Hokkaido.

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 : 各自でテーブルを作る

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.*

Showing the meaning of a structure

- Show **what the structure means** and **how it is used**, by giving examples.
- Show clearly **how the structure is formed**, so that students can use it to make sentences of their own.

• **Showing a meaning visually** ビジュアル

• **Showing a meaning through a situation** 場面・状況

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

It's your turn!

Demo 2: Show meaning visually.





Demo 2: Show meaning visually

T: Look at this. What's this?

Ss: It's a rock.

T: Yes, a rock. Look. You can hold this rock in your hand.
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.
The stone is 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

It's your turn!

GROUP 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

Showing meaning through a situation

- **Demo : 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, but he 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

- 英語だけで難しければ、絵などで物語風に導入する
- 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、新しい状況・場面を与えて、ターゲットの表現が出てくるかをチェックしてみる
- こうすることで教師の提示が一方向的にならないようにする

It's your turn!

GROUP PRACTICE

- He seems to be rich.
- Shall I open the window?
- この2つのどちらかで場面を英語で提示して意味を導入するスクリプトを考えてみよう
- グループで試しにやってみる
- 準備3分 + 練習5分

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: 導入の手順を考える

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.

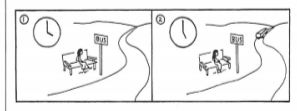
Write the sentence on the board:
She's been waiting for an hour.

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.

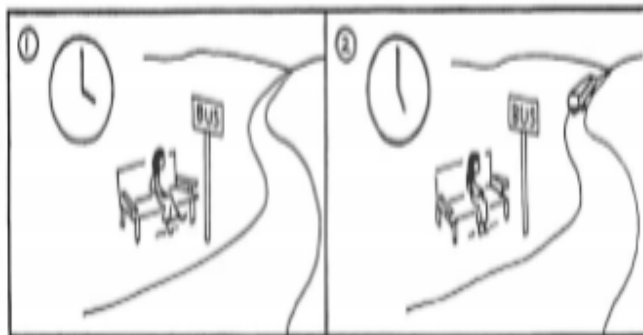
Draw pictures to show the situation, and give the example 'She's been waiting for an hour'.



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.

GROUP PRACTICE



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.

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.

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

Assignment: Teaching Plan

次のうち1つを選んで、**structure** の導入のプランを作りなさい
(すべて指示等は書き出す。A4ワープロで作成)：

- a) Shall I open the window?
- b) I used to live in the country.

- ◎ 英語で行うこと
- ◎ 意味を明確に示す方法をよく考えること
- ◎ 楽しい導入を考えること
- ◎ **Interactive** に生徒から英語を引き出すように導入すること