



# Guided reading worksheet

## Chapter 14

### Issues

Think about your own teaching and then answer the following questions. Note down the reasons for your answers.

1 How important is grammar teaching for you? Why?

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2 What is your preferred method for teaching grammar? Why?

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3 Which areas of grammar do you see as the most important to teach? Why?

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4 Which aspects of grammar do you find most difficult to teach? Why?

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5 How well do you think coursebooks teach grammar? Why?

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6 How important is it to use authentic materials to teach grammar? Why?

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7 What is the most important thing for students to do when studying grammar? Why?

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8 Which areas of your own grammar knowledge would you like to improve? Why?

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### Discuss

If you have someone to discuss with, compare your answers. If any are different, think about why. Look at Chapter 14 again and see how far your own opinions and arguments are supported.

### Check

1 List three types of audio text and three types of reading text which can be used as a basis to present grammar.

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**2 Which of the following comments from teachers do not describe a discovery-based approach to grammar teaching?**

- 1 'I like playing games which force students to use grammar forms without thinking about them.'
- 2 'I create gap-fill exercises using descriptions of tenses found in grammar books to make my students really think about how these tenses work.'
- 3 'I often give my own presentations of grammar rules to my students before getting them to practise the grammar in pairs.'
- 4 'I get my students to research grammar rules and write their own rules for me to check.'
- 5 'I always read through the grammar reference section at the back of coursebooks with my intermediate students, usually at the beginning of lessons as a kind of refresher.'

**3 Name two game-type activities which can help students to learn features of syntax – the order of words in a sentence.**

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**Evaluate**

**4 What are the advantages of using story or drill chains to help students practise grammar?**

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**5 Look at the following excerpt from an article on summarising as a communication skill. Find two examples of grammar forms which a teacher could present and teach.**

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**The art of summarising**

Summarising is in many ways a significantly underestimated competence. Typically, it is bundled with a cluster of skills known as 'active listening', which includes clarifying, paraphrasing and asking open questions. In some ways, it is linked to these skills, requiring an excellent ability to hear and replay key messages, spoken and unspoken, to explore perspectives deeply with questions and to help clarify complex issues.

Yet summarising is different. Firstly, it is generally used to capture the meaning of longer sections of dialogue, not just to clarify the occasional word or expression. More critically, it focuses on just the essentials of what has been said; sometimes having to pull together parallel or diverse strands of fact and opinion in group situations. Finally, it is both backwards and forwards looking; generally seeking to enable those communicating to understand what was said and what happened as a basis to decide what they could and will do in the future as an action.

**6 Look at the text in Exercise 5 again. How could it be exploited using the discovery-based ideas in this chapter in order to help students learn the same two grammar points you chose in Exercise 5 in a more self-directed way?**

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## Action

**7** Think about the individuals you teach in your different classes. Take time to reflect on how well you know their preferred learning style when it comes to grammar. If necessary, create a short survey which explores the following:

- how effective they think their classes are in terms of learning grammar, and why
- what kinds of grammar learning activities they like
- their expectations of grammar explanation from you, the teacher

**Use the survey results to adapt, if necessary, how you teach grammar to different classes and/or individuals.**

**8** Think about your answers to the questions at the beginning of this worksheet and the examples of grammar-teaching techniques in Chapter 14. Choose a technique that you use less frequently than the others and use it more than once in your class. Write an account of how well it worked for you and for your students and decide why you will or will not continue using it.

- 1 (Suggested answers)  
Audio: a dialogue, an interview, a radio programme  
Text: an article, an email, a website  
3 and 4  
3 (Suggested answers)  
Ordering correctly words from a sentence written on separate cards.  
Getting students to construct sentences by selecting sequences of words from options provided, e.g. as in the 'stepping stones' activity on pages 255–256.  
4 (Suggested answers)  
The format provides lots of opportunity for practice.  
It offers a framework for the students to use their imagination.  
5 (Suggested answers)  
Present simple passive: adverbs  
6 (Suggested answers)  
Present simple passive: sentence adverbials / discourse markers  
The article could be used to create a number of activities:  
1 The students begin by answering some comprehension questions on the text.  
2 Words could be underlined, with the students asked to discriminate between:  
a) passive and active forms  
b) adjectives and adverbs  
3 The students could be asked to complete a short text summarising the difference between passive/active or adjectives/adverbs.  
4 A drill chain exercise could be used to consolidate and build confidence with the form.

