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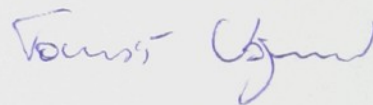
COMBINATION OF THE DEDUCTIVE AND INDUCTIVE METHODS IN PRESENTING ENGLISH GRAMMAR

(Kombinace deduktivní a induktivní metody v prezentaci anglické gramatiky)

Závěrečná práce 95 - PF-KAJ

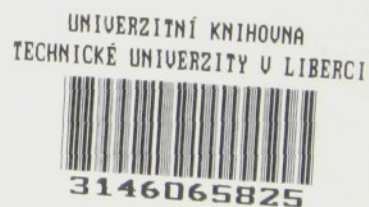
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Počet

stran	obrázků	tabulek	příloh
35		2	10

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Abstract

Tento projekt se zabývá prezentací anglické grammatiky ve vyučovací hodině. Vychází z dvou metodických přístupů k učení grammatiky (deduktivní a induktivní). Zkoumá, jaké výhody mají zde odhalovány. Součástí práce je návrh učebního materiálu, který by tyto přístupy efektivně spojoval. Práce obsahuje také výsledky výzkumu, ve kterých byl návrh zkušebně ověřen.

Summary

This project deals with the presentation of English grammar in the teaching process. It experiments in the classroom with the two methodological approaches to teaching grammar, deductive and inductive, and discovers their advantages. At the same time it proposes that a possible solution for overcoming these defects is using the two approaches in combination. The work contains summaries of lessons and worksheets in which the proposed method was tested.

Děkuji tímto paní Donně Sarvay, MA a paní PhDr. Marcelle Malé za vydatnou pomoc a trpělivost během vypracování mé závěrečné práce.

BRNO, 15. 12. 2019

Mgr. Jitka Štěpánková

Anglický jazyk, 1. ročník

700 000 000

Průběh angl. jazyk
Angličtina - jazyk
gramatika - jazyk

Anotace

V této práci je řešena otázka prezentace anglické gramatiky ve výuce. Výchozí jsou dva metodické přístupy k učení gramatiky (deduktivní a induktivní), jejichž nevýhody jsou zde odhalovány. Současně s nimi je navržena kombinace těchto přístupů jako možné řešení vylučující dané nedostatky. Práce obsahuje zpracované hodiny a jejich výsledky, ve kterých byl návrh zkušén.

Abstract

This project deals with the presentation of English grammar in the teaching process. It experiments in the classroom with the two methodological approaches to teaching grammar, deductive and inductive, and discovers their drawbacks. At the same time it proposes that a possible solution for overcoming those defects is using the two approaches in combination. The work contains summaries of lessons and outcomes in which the proposed method was tested.

Zusammenfassung

In dieser Arbeit wird das Problem der Präsentationstechniken von der englischen Grammatik im Unterrichtsprozess gelöst. Die Arbeit geht aus zwei Methoden zum Erlernen der Grammatik - induktiver und deduktiver Weg - aus, die in den Schulbedingungen zur Verfügung sind, und deren Nachteile analysiert sind. Und daraus folgt auch Lösung in der Kombination dieser zweien Einstellungen. In der Arbeit sind Unterrichtsvorbereitungen und ihre Analyse integriert.

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OUTLINE:

Thesis statement:

The combination of the inductive and deductive methods in presenting English grammar is the optimum way to ensure that students internalize particular structures.

I. Presenting English grammar

A. Inductive and deductive methods

1. The deductive method
 - a. My experience from Czech schools.
2. The inductive method
 - a. Hugh Goethin (citation)
3. A combination of the two methods
 - a. Murcia and Hilles (citation)

B. The effectiveness of the combination of the two methods

1. The variety of teacher's approach to students
2. Murcia and Hilles (citation)

C. Testing the proposed method

1. The aim of the project
2. Teaching practice

D. Thesis

E. Paper parts

II. Summaries I - IV; Reflective Teaching Practice

A. Class Profile

B. Summaries I - IV

1. Pre-Lesson Plan Commentary
2. Lesson Summary
3. Reflection
4. Conclusion/Action

III. Conclusion

1. Theory summary
2. Methodology application
3. Students' experience
4. Teacher's experience
5. Thesis reminder

I. Helping students understand English grammar structures should be one of the teacher's primary objectives.

A. Inductive and deductive methods have their own places in presenting English grammar.

Both deductive and inductive methods have been developed under different conditions and in the pressure of different needs. In fact, they reflect the different methodological approach to the language in the times of their usage. The deductive method is much older than the inductive one. It was once called the classical method because Latin and Greek were taught that way. This style largely gives an analytical view of the language. In other words, the deductive method goes from understanding a general principle to the application in communication. It analyzes the grammar. This method relies on the learners' capability of putting things together as they are taught every grammatical unit separately. Such a unit can be the present simple questions, for example "Do you ski?" The teacher first explains the usage of the structure--permanent truths, habitual actions, observations and declarations (L. G. Alexander, 1988:163)--as well as the way to make it--"does" as an auxiliary verb in the third person singular; "do" in all the other persons--usually writing out the rules on the board. After that, the students do a number of exercises such as gap-filling--"Do you ski?"-- and turning statements into questions--I ski. - *Do you ski?* . The Grammar-Translation method is a typical representative of this style, which was almost universally used for centuries. My experience from the first few years of learning English in the Czech schools shows rather negative results from having the pro-deductive teachers. Being exposed to this approach as a child, caused me to be quite confused in English grammar for years. That is to say, this approach does not allow one to see any connections between the grammar issues, so that one is inevitably lost. In addition, I was just burdened with a lot of theory to which I could not find any corresponding practice. For example, the present simple questions did not say much to me because I could not find any connection between the theory presented to me and the actual usage of the structure in speech. Consequently, whenever I tried to express myself in English, I tended to stumble over the rules at the expense of fluency. Those with a synthetical rather than analytical way of thinking will probably have similar problems. So the deductive style is not very recommendable as it is.

More recently, however, new teaching styles are becoming very popular. Since many people needed to learn English in this century, especially after World War Two, methodologists came up with brand new ways to teach the language. These ways were mostly based on the inductive method, which was eventually overemphasized in many cases, as we will see later in this paragraph. Unlike the deductive method, the inductive one is not based on analyzing the grammar; it teaches students first specific examples

of a general rule before they are even aware of the same. It induces the grammar rules from the particular instances. Such instances can be any recorded material of English language like an article in the textbook or on a piece of tape. Hugh Goethin (1983) explains his attitude to this in the preface to *Grammar in Context*, "Since language is normally organized for intelligent communication and is not a collection of unconnected utterances [the author is speaking against the Grammar-Translation method here]; the examples in each section are as far as possible connected to form a discourse or 'story' to show grammar in use and not just as 'naked' grammar lying about and doing nothing" (Goethin, 1983:5). Here Goethin expresses exactly the principle of the inductive method. The idea is that through processing such utterances the learners are led to the rules behind the expressions. The students are, for example, asked to guess the rules for making present simple questions according to the given text. This means that the students look at a number of different questions in context--"Do you ski? If so, when do you ski? And what about your brother? Does he ski too?"--and by means of comparison they were to come to know the rules for making them. Later on, the teacher complements, summarizes or corrects the students so that they might have an overall view. The teacher can write all the rules with the examples on the board in the meantime. Now, this may seem very efficient; however the method has two major drawbacks. First, since it involves students' effort to come to know the rules first, it is considerably time consuming so that there is little time left to practise what has been taught in the lesson. Second, it is almost impossible to present exceptions by means of the inductive approach: one can hardly present the exception to the rule because the rule does not apply, for example the forms of irregular plurals--man-men, sheep-sheep.

Sometimes the rules are not even given to students. For instance, in the times of the expansion of this style, the learners were taught to use the language as much as possible, regardless of the lack of grammatical rules given to them. Often, the results were students speaking "broken", "ungrammatical" and "pidgenized" English (Murcia and Hilles, 1988:2). The Direct Method is very typical of this: although the students can say a few phrases in a particular area, they do not have the ability to apply the learnt grammar rules wherever they want. They do not know how to handle them because they just do not know about them. This becomes specially inconvenient to those with more analytical view. When the students learn about shopping, for example, they may come across this phrase: "Can I help you?", so that they know what "can" means as it is used in this question. However, it is still not certain enough if they can ask: "Can you ski?" ("Grammar-Translation"--deductively taught--students could certainly ask that.) This and the above-mentioned drawbacks of the inductive method show its defects too.

A combination of these two methods uses the holistic style of the inductive and analytical style of the deductive method. By "holistic" here I mean dealing with a

whole rather than parts. This combination enhances the possibility of faster and more efficient comprehension of English grammar on the students' side, which was supported by my teaching practice experience too. For example, the students were to learn modals with past infinitives. First, I presented the rules for making the form of the structures, writing them on the blackboard. The students were asked to form groups and induce the rules for the usage of the structures from a reading text in the next stage. Then, I asked the students to tell me the results of their "research", which I complemented and summarized in the form of a table of rules on the blackboard. As I observed, the students were then much more at ease with the structures internalized this way than using the classical methods. Murcia and Hilles (1988) state that "It is probably the case that students do best in classes in which the teacher varies the approach in order to accommodate all learning styles" (Murcia and Hilles, 1988:5). This way also offers a wider usability in terms of the students' learning styles. These are different from person to person as I will show in part B.

B. The most effective teaching approach seems to be the combination of inductive and deductive styles.

The combination of the two approaches may be the solution to the problem. The actual application in the classroom atmosphere, however, is not so definite. Here the teacher's approach to students varies, depending on the students' age, level of their command of English and the character of the presented structure. There are also different kinds of learners. There are people who have a more holistic way of thinking; others prefer analytical methods of learning, and still others use both quite equally. Brown (1987) speaks about left-brain and right-brain dominance which determines students' learning styles. He says that the left hemisphere has to do with logical, analytical way of thinking. The right hemisphere, on the other hand, uses a more holistic or synthetical way (Brown, 1987:109). Among the characteristics of each of the brain dominances are (Davis, Nur and Ruru, 1994) planning, detailed view, theory orientation, individual work in the left hemisphere, and informality, overall view, practice and cooperation are related to the right hemisphere (Davis, Nur, Ruru, 1994:14). In general, children are more at ease with the inductive presentation. Murcia and Hilles (1988) write, "Children seem to prefer a holistic approach over an analytical one and even those adults who are generally more comformable with an analytical style often approach a completely new learning situation holistically and later switch to an analytical style" (Murcia and Hilles, 1988:5). The best way, therefore, is probably to mix up these two approaches, not only during a single lesson but also within the whole teaching process lasting up to several years. Nevertheless, I had only four weeks to apply this theory to the classroom conditions. During that period I could only try out

several methods, each based on either of the discussed styles, when presenting the grammar structures.

C. The aim of this research was to test the validity of the methodological approach presented in this work. This was done by choosing several typical features of both the approaches and applying them first separately and later in combination. The following are the characteristics of the approaches as I used them in the classroom:

(Brown, 1987)

Deductive style:

- individual work
- charts and tables
- presenting grammar rules
- formal teacher-student relationships

(Brown, 1987:110)

Inductive style:

- group/pair work
- pictures, video
- students guessing rules
- informal teacher-student relationships

The project is based on the teaching practice experience taken between November 14 and December 9, 1994 at Gymnázium Jeronýmova in Liberec, the age and level of the students being sixteen and intermediate respectively.

D. Besides other linguistic disciplines, such as lexicology and phonology, teaching English certainly comprises teaching its grammar. However, methodologists have been trying to answer the question of how to present it to the learners until now. A lot of effort has been devoted to find the "best way", which eventually meant always another disappointment in that it just did not pour English into the learners' heads as people had supposed. Generally, there are two major approaches to follow: inductive and deductive, neither of which separately has brought the satisfactory results. The combination of the inductive and deductive approaches in presenting English grammar is the optimum way to ensure that students internalize particular structures.

E. In part two of this paper I will discuss the way the methodology from part one was applied to the classroom conditions during the teaching practice. The whole work will be summarized in part three.

II. Summaries I - IV/ Reflective Teaching Practice

The following material presents the four Summaries and the Class Profile, which gives information about the specific class in which the lessons were taught. Each Summary is divided into four parts. First, the Pre-Lesson Plan Commentary discusses the lesson planning stage of the teaching practice. Second, the Lesson summary shows the stages of classroom presentation and practice. Third, in Reflection on the lesson, the experience of the students and the teacher is presented. Finally, the Conclusion/Action gives a summary of what has been discussed in the Reflection.

CLASS PROFILE

Class	2nd
Age	16 years
Number of pupils	15
Girls/Boys ratio	7 girls, 8 boys
Level	intermediate
Textbook	New Generation II
Lessons per week	4 x 45 mins
Teaching problems	Discipline. Poor acoustics in the room.
Learning problems	None
What was positive	Supervising teacher. Textbook.

Comment

1. Class

This was a second year class. It was their third year of studying English.

2. Age

The positive thing about the students' age, 16, was their ability to talk about things that really interested them and not to discuss some artificial subjects for the sake of discussion. Also, their age influenced the management of the class: the students were more mature and already adjusted to the school environment, so I did not have major problems with them.

3. Number of Pupils

15 was still bearable. Mostly I managed to give attention to everyone individually.

4. Girls/Boys Ratio

Most of the girls sat separately from the boys, which meant for me to be more alert to the right half of the room where the boys sat: some of them were quite disruptive.

5. Level

The students were at intermediate level, which I found very convenient for me. I could speak English all the time and did not have to control myself as to the level of language: they understood almost everything.

6. Textbook

This was the first year they had used this book. It was an intermediate book. During the four weeks of my teaching practice I managed to cover the following: comparatives, causatives, modals with past infinitives, a few/a little.

This book was good in that it was full of interesting stories, comics and pictures which made the work with the book interesting both for the students and for the teacher. The only thing I found negative about this book was its organization of the items to be learnt. I thought that some more difficult items could have been included later in the book.

7. Lessons per week

This class had 4 x 45 minute lessons per week. I found this satisfactory in a view of the other subjects they had.

8. Teaching Problems

Sometimes discipline was a problem, especially among the boys. One pair of boys in particular was a disruptive element in the class. First I tried to solve this problem by having them sit apart. This worked for some time. I decided to involve them more in the activities we did. They still kept distracting the rest of the class. Finally, I found out that they had been with us all the time but a couple of sentences behind. They just did not catch up with us, so I had to slow down.

Another problem was the poor acoustic conditions in the classroom we were in most of the time. When I dictated something I had to stand in the front and face the class all the time.

9. What was Positive

There was much I found helpful. The supervising teacher commented on all of my lessons. There was a video recorder and copying machine at my disposal. The students were friendly too.

SUMMARY I

A. PRE-LESSON PLAN COMMENTARY

1. General lesson theme/topic/objective

This lesson focused on the presentation and practice of the "a few/a little" structure. The lesson proceeded in three main sections: 1. review of the "few/little" structure; 2. presentation of the "a few/a little" structure; 3. practice of the new structure.

2. Thesis focus

In this lesson I wanted to present the new structure in a deductive way. This means that first I would give students rules and then practise the structure through a number of exercises. Therefore, in the second stage I presented the structure, writing out the rules on the board; in the third stage I did some exercises with the students starting from the easiest to the most difficult where they had to distinguish between the "few/little" and "a few/a little" structures.

3. Anticipated teaching problems/possible solutions

I thought that the students might not remember the exact meaning of the "few/little" structure, which they had already learned. I expected them to know when and where to use it, but I was not sure whether they knew its meaning in relation to this new structure. So I would probably have to clarify it right at the beginning when reviewing the known structure.

4. Lesson aims:

1. to present the "a few/a little" structure in relation to the "few/little" structure; 2 to practise the structures: first only the new one; then both together through exercises on handouts.

5. Materials

Raymond Murphy: English Grammar In Use, p.173, exercise 86.3; Jennifer Seidl and Michael Swan: Basic English Usage Exercises, p.34, exercises 73, 74 (see attached materials)

B. LESSON SUMMARY

1. Reviewing the "few/little" structure

- a. Teacher writes on the blackboard: "FEW - LITTLE" and asks students to make sentences using either word.

"I have got little time now."

"I met very few people on the way."

"There is little water in the bottle."

Teacher writes the sentences on the blackboard.

time: 3 minutes

aim: to review the similar structure to the one to be presented in the lesson; to find out what students knew about it; to leave the sentences for the future usage

- b. Teacher asks students to explain the usage of the structure (the difference between the "few" and "little" in usage). Students say the rules--"few" goes with countable nouns and "little" with uncountable nouns. Teacher points out the negative meaning of the words and exemplifies it using the sentences that students have said. For example, "I have got little time now" means that I have actually no time.

time: 3 minutes

aim: to make sure students know the usage of the structure; to remind them of the exact meaning of the structure.

- c. Teacher has students say suitable nouns for both the words.

Students say:

FEW	LITTLE
trees	milk
children	money
house	peace

time: 2 minutes

aim: to practise distinguishing countables and uncountables

2. Presentation of the "a few/a little" structure

a. Teacher explains in Czech: "If you want to express small amount with positive meaning, use 'a little/a few'. The rules for usage are the same--'a little' for uncountables; 'a few' for countables." Teacher writes the rules on the blackboard. Teacher also presents the "only a little/a few" phrase as negative in meaning:

On the blackboard:

"little/few--negative

"a little/a few--positive

"only a little/few--negative"

time: 5 minutes

aim: to present the structure; to help students understand the difference between the structures

b. Teacher uses the sentence on the blackboard (see 1a.) as an example of "a little" structure: "I have got a little time now". Teacher asks about the meaning of the sentence. Students rightly say that here "I" have got some time but not much.

time: 2 minutes

aim: to check if students understand the difference between the structures; to prepare them for next activity

3. Practice

a. Teacher has students say the sentences already written on the blackboard (see 1a.), using "a little/a few". Students explain the difference between the sentences in their pairs. Teacher calls out students, pointing to the sentences. Teacher asks students to use "only a little/few" where possible. For example:

"I met few people on the way.--I met almost nobody. I met only a few people on the way."

"I met a few people on the way.--I met some but not many."

"There is little water in the bottle.--There is almost nothing in it. There is only a little water in the bottle."

"There is a little water in the bottle.--There is some but not much."

time: 10 minutes

aim: to practise using the structures properly

b. Handouts of ex. 74, p.34. Students do the exercise individually. Teacher calls out students. Students describe picture, using "a little/a few", for example:

"There is a little butter left."

"There are a few tomatoes left."

time: 10 minutes

aim: to practise the "a little/a few" structure

c. Handouts of ex. 73, p. 34. Students fill in gaps in the text, using "(a) few/(a) little". Students work individually. Teacher checks the exercise by calling out the students.

time: 5 minutes

aim: to practise using the structure in context; to practise distinguishing the two structures

d. Handouts of ex. 86.3, P.173. Students do the exercise individually. Teacher calls out students. Students complete sentences, using "(a)few/(a)little".

time: 5 minutes

aim: to further practise the structure

C. REFLECTION

1. (Reviewing the known structure)

a. This stage was without problems. Students obviously remembered the "little/few" structure, so I had a good start.

b. Students had known the rules as to the countables and uncountables (see c.); however, they did not know the exact usage in context as I found out. Therefore, I had to first explain the negativity contained in this structure. Students seemed to understand that.

c. This little exercise concerning the difference between countable and uncountable nouns and their relation to "few/little" was just a quick check for me and practice for the students. As I could see, they really knew the difference.

2. (Presentation of the new structure)

a. Once I had established the idea of the negative value of such a structure as "few/little" in English, I could go on to present the structure to them in its opposite--positive--meaning. I wanted to assure use of the deductive style of presenting grammar structures, so I told them about the "only a little/a few" structure right away. Later (ex. 3.a.) I found out that it had been too much of theory I exposed them to. Some students were sometimes a little confused: "Why is there "a" in "only a little", when it has a negative meaning?" (see REFLECTION 3.a.)

b. This stage went very well as it had been explained in the preceding stage.

3. (Practice)

a. In this exercise students made some mistakes in the structures, for example "I met only few people." I recognized that they did not see the logic of it, as I had told them that "a few" had a positive meaning. So I told them that it is a set phrase and went through the rules on the blackboard again. I think they understood this time.

b.- d. The exercises were mostly good. Some students made mistakes at times ("...most people...dream of a house in the country where there is *a little* pollution.") In these cases, I had the other students correct them.

D. CONCLUSION/ACTION

I wanted to stick to the deductive approach throughout the whole lesson. So I strictly presented all the rules at the beginning and did the exercises the rest of the lesson. I think that reviewing the known structure first helped the students to be prepared for the structure to be presented as they had a similar form. Yet I noticed some problems in internalizing it: the students kept stumbling over the rules at the expense of fluency and understanding (see REFLECTION 2.a.). Thus, I think I supported, at least partly, my presupposition of the imperfection of the deductive style. Even if the students in this case could expect the area we were going to talk about (reviewing the similar structure), it was apparent later that it had just been too much theory at the beginning, which they could not picture in practice, even though it was a very simple grammar unit.

For better results, I will devote some time to practising the structure again next time. I think the students will have become familiar with it after then.

72 farther and further (BEU 126)

farther, further or both?

- 1 Let's stop here. It's not safe to go any _____.
- 2 These offices are closed until _____ notice.
- 3 If you have any _____ questions, please ask Mr Hill.
- 4 Which is _____, the supermarket or the bank?
- 5 I can't walk any _____, I'm too tired.
- 6 The police need _____ facts.
- 7 You will receive _____ training on the job.
- 8 The airport is _____ away than the station.
- 9 If you need _____ information, write to this address.
- 10 The machine is broken. It can't be put to _____ use.

73 (a) few and (a) little (BEU 129)

(a) few or (a) little?

Only _____ people choose to live in the centre of a large town – most people have _____ choice. They usually dream of a house in the country, where there are no traffic-jams and no industry, very _____ noise and dirt, only _____ cars and lorries, and _____ pollution. But there are some disadvantages, too.

There are usually only _____ jobs in the area, _____ shops and restaurants close by, _____ leisure-time facilities and _____ opportunity of meeting people and making new friends.

What would you do, if you had the choice?

74 (a) few and (a) little (BEU 129)

You haven't been shopping for over a week. You haven't got much/many of the following things. What is there left? Use *a little* and *a few*.

- There's **a little** cheese left, and there are **a few** eggs.



75 fewer and less (BEU 130)

If you want to have a healthier diet, what should you eat *fewer*, *less* or *more* of?

- chocolate, biscuits, fresh fruit
You should eat **less** chocolate, **fewer** biscuits and **more** fresh fruit.
- 1 salt, fried foods, fresh vegetables
 - 2 raw salads, canned foods
 - 3 sugar, sweet foods, honey
 - 4 fish, meat, eggs
 - 5 vegetable oils, butter
 - 6 white bread, wholemeal bread
 - 7 cream, natural yoghurt, puddings
 - 8 coffee, caffeine-free drinks, cola-drinks
 - 9 alcohol, fresh natural fruit juices
 - 10 salted nuts, soya beans

Seidl, J. and Swan, M. Basic english usage exercises.

Oxford: Oxford University Press, 1986.

UNIT 86 Exercises

86.1 Complete these sentences with **much**, **many** and **a lot (of)**. Sometimes there are two possibilities.

Examples: There weren't many people at the party I had seen before.
It cost me a lot of money to furnish this house.

- 1 We'll have to hurry. We haven't got time.
- 2 Tom drinks milk – one litre a day.
- 3 She is a very quiet person. She doesn't say
- 4 I put salt in the soup. Perhaps too
- 5 people do not like flying.
- 6 The man was badly injured in the accident. He lost blood.
- 7 It's not a very lively town. There isn't to do.
- 8 This car is expensive to run. It uses petrol.
- 9 Don't disturb me. I've got work to do.
- 10 He's got so money, he doesn't know what to do with it.
- 11 He always puts salt on his food.
- 12 We didn't take photographs when we were on holiday.

86.2 Now you have to make sentences with **plenty (of)**. Use the word in brackets.

Example: We needn't hurry. (time) We've got plenty of time.

- 1 He's got no financial problems. (money) He's got
- 2 We don't need to go to a petrol station. (petrol) We
- 3 Come and sit at our table. (room) There is
- 4 We can make omelettes for lunch. (eggs) We
- 5 We'll easily find somewhere to stay. (hotels) There
- 6 I can't believe you're still hungry. (to eat) You've had
- 7 Why are you sitting there doing nothing? (things to do) You

86.3 Complete these sentences with **little** / **a little** / **few** / **a few**.

Examples: Hurry! We've got little time.
I last saw Tom a few days ago.

- 1 We didn't have any money but Tom had
- 2 He doesn't speak much English. Only words.
- 3 Nora's father died years ago.
- 4 'Would you like some more cake?' 'Yes, please, but only'
- 5 This town isn't very well-known and there isn't much to see, so tourists come here.
- 6 I don't think Jill would be a good teacher. She's got patience with children.
- 7 This is not the first time the car has broken down. It has happened times before.
- 8 The cinema was almost empty. There were very people there.
- 9 There is a shortage of water because there has been very rain recently.

SUMMARY II

A. PRE-LESSON PLAN COMMENTARY

1. General lesson theme/topic/objective

This lesson focused on the presentation and practice of causatives (to have somebody do something, to get somebody to do something, to have/get something done). The lesson proceeded in three main sections: 1. students look for the causative structures in a text and guess the rules for making and using them; 2. teacher summarizes the rules; 3. students practise the structure.

2. Thesis focus

In this lesson I wanted to present the causative structures in the inductive way. I wanted students to induce the rules from particular examples of the structures used in context. This is why I had students look at the text and try to find the rules for making and using the structure in the first stage. For clarity, I complemented and summarized what students said in the second stage, and in the third stage students did one exercise to practise the new structure.

3. Anticipated teaching problems/possible solutions

I expected time to be a problem here. I knew the inductive method was considerably time consuming, so I was prepared to spend a lot of time on stage one and two. I expected we would manage to do one or two exercises at most at the end. But it did not matter as it served the purpose of learning the structures: I would be able to devote plenty of time to practise them the next lesson.

4. Lesson aims:

1. to help students understand the rules for making and using the causative structures themselves by inducing the rules from examples put in context; 2. to clarify the rules to students by summarizing what they found out.

5. Materials

Sandra J. Briggs: Grammar Strategies and Practice Intermediate, p.159, "Home Improvement" article; p.161, exercise 1 (see attached materials)

B. LESSON SUMMARY

1. Inducing the causative structure from a text

a. Teacher presents new words occurring in the "Home Improvement" article: teacher writes them on the blackboard, explains them, models them and has students repeat them in chorus, for example:

carpenter [ka:(r)pɪnt(schwa)]--someone who works with wooden constructions

time: 3 minutes

aim: to prepare students for understanding the article

b. Students read the "Home Improvement" article individually to learn what it is about. Teacher asks comprehension questions, for example:

"What happened to Carla?"

"What did her husband do?"

time: 8 minutes

aim: discover if students understood the contents of the article before they study the causative structures; to prepare students for the next activity

c. Teacher asks students who did what. Teacher gives students some time to find the answers in the text. Students work in pairs. Students give answers and teacher writes the sentences on the blackboard, for example:

"A carpenter came in and put up a new frame."

"An electrician did the wiring."

time: 3 minutes

aim: to have students indicate who performed activities in the article; to prepare them for understanding the causative structures; to have the sentences on the blackboard ready for later demonstration of the new form.

d. Teacher asks students to find the sentences where Carla caused somebody to do something. Students try to find out rules for making and using the structures. Teacher prompts that there are two ways. Students are to find out the difference in them as to their structures and meanings. Teacher asks students to find two more sentences where something is done for Carla. Students work in groups of five. Teacher monitors and helps.

time: 10 minutes

aim: to make students think about the structures; to teach students to cooperate on common task; to elicit the rules from the students

e. Teacher asks about the rules. Groups say what they have found out. Teacher develops a discussion-like atmosphere. Teacher writes the sentences with the new structures on the blackboard, next to the sentences that were already there, for example:

"A carpenter came and put up a new frame.--Carla had a carpenter come in and put up a 'new frame'"

"An electrician did the wiring.--Carla got an electrician to do the wiring."

"A painter painted the walls.--Carla had the walls painted."

time: 8 minutes

aim: to develop students' understanding of the use and form of the causative structures through discussion and comparison of their findings; to learn what students found out themselves

2. Summarizing the rules

a. Teacher complements and summarizes the rules for the form and use of the causative structures using the sentences on the blackboard. Teacher writes them on the blackboard:

"A carpenter came and put up a new frame.--Carla **had** a carpenter **come in** and **put up** a new frame"

"An electrician did the wiring.--Carla **got** an electrician **to do** the wiring."

"A painter painted the walls.--Carla **had** the walls **painted**."

Active:

"**to have sb. do st.**: to ask or offer somebody to do something."

"**to get sb. to do st.**: to persuade somebody to do something."

Passive:

"**to have/get st. done**: focus on the action instead of the performer of the action."

time: 7 minutes

aim: to clarify the rules for students; to make sure students understand the rules

3. Practice

a. Handouts of ex.1, p.161. Teacher has students do the exercise in pairs. Students fill in the sentences with appropriate words. Teacher asks the pairs to say the sentences. Teacher has the others correct.

time: 6 minutes

aim: to practise the new structure; to check the exercise

C. REFLECTION

1. (Inducing the causative structure from text)

a. This stage was successful. I did not want to lose too much time on it, and students understood the words very quickly: they repeated the words after me without a hesitation and they knew some words already, for example "plumber", which saved some time too. I knew I would need it later in the lesson.

b. I wanted to know how well students understood the article, so I asked them several questions. They seemed to have had no problem with it because they answered all the questions correctly.

c. It seemed to me at this stage that some students knew the causative structures already because they started to shout out their forms. Most students, however, just told me what I wanted to hear: who did what. When I wrote the sentences on the board, I knew I would need them for explanation of the new structures, so I chose only those which appeared in the article with different causative structures (to have somebody do something, to get somebody to do something, to have/get something done).

d. In this stage I wanted to give students some time as it was the core of the lesson. I hoped that telling them how many structures and what kinds of them to expect would help; it did not very much (see REFLECTION 1e.). The students in each group were cooperating and really trying to come up with the most accurate explanation. I monitored and helped where it was necessary. As I had supposed, this stage took the most time.

e. This stage went very well because students came up with almost all the rules for the form of the structures and made some good suggestions as to the use of the structures; however, they could not work out the difference between the structures expressing causing somebody to do something (have somebody do something, get somebody to do something). Also, the "to have something done" structure made problems because its form was different than the other two. Students tried to find some connection between the two active structures (to have somebody do something, to get somebody to do something) and the one in the passive, but they could not. I think that the solution to this could have been if I had written on the blackboard the structures before stage 1d. and made it plain that there are basically three structures to look for, which would be the deductive style then. In fact, I did this in stage 2a, applying the inductive style I wanted to use in this lesson.

2. (Summarizing the rules)

a. In this section I managed to complement and summarize everything, so that they understood what they had not before. When I asked students to tell me the rules while I was writing them on the board, they seemed to know what we were talking about. Mainly the students who knew the structures had already communicated with me. So I tried to ask those whom I knew were hearing about the structures for the first time. Even they understood both the form and the use of the structure in the end.

3. (Practice)

a. I only had five minutes left now, so I managed to do just this exercise. Students worked very well and mostly finished with good results.

D. CONCLUSION/ACTION

In this lesson I wanted to present the causative structures in the inductive way. As I said in the first section of this paper, the inductive method has two major drawbacks: one of them is that it is fairly time-consuming, and the other is that it is not suitable for presenting grammar exceptions. As to time, I spent about forty minutes presenting the new structures, which meant only five minutes left for some practice. This was not so bad because I was prepared for that and would spend some time practising the causative structures the next lesson. As to the exceptions, I did not present any genuine exception like "man--men" in plural, but I think that the "to have/get something done" structure was in a way exceptional too in that it changed the indirect object for a direct one and thus differed from the other two structures, which confused students (see REFLECTION 1.e.).

UNIT 21 Home Improvement

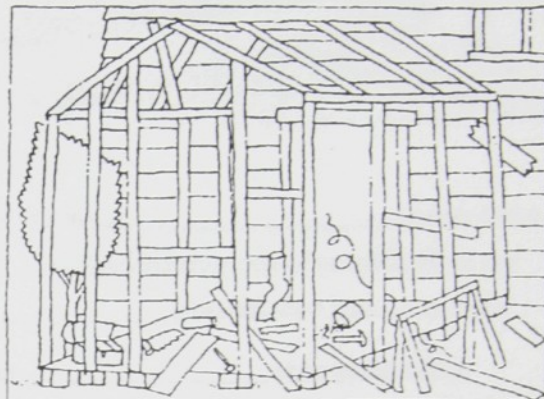
INTRODUCTION

Doing it yourself can almost do you in!

CARLA: Well, Jack, we have finally saved enough money to have the extra room added onto the house.

JACK: You know, Carla, I've thought it over, and I think I could do it myself for a lot less money. I mean, how hard can it be?

CARLA: Oh, no!



[Later]

MARGE: Your new room looks great! You must be very proud of your husband!

CARLA: Yes, it does look good, but no thanks to Jack! I had a carpenter come in and put up a completely new frame to replace the one that fell down. Then I got an experienced electrician to do the wiring and a plumber to install the water pipes. Then I had the walls painted. The painter did a great job, didn't she?

MARGE: Yes, the colors are lovely. Is Jack happy with the results?

CARLA: He hasn't seen the room yet. He's still in the hospital.

MARGE: In the hospital? What happened?

CARLA: The frame he built fell down on top of him. He's OK now though. He'll be home later on today to see the results.

WHAT YOU KNOW

These sentences express cause-effect relationships. In each sentence, underline the clause showing the cause and circle the clause showing the effect or result.

1. I'm not good with my hands, so I never try to fix anything around the house.
2. I never try to fix anything involving electricity because I'm afraid of getting a shock.

Exercise 1 Visit the Luxury Suites Resort

Complete the paragraphs. Write the correct form of each verb in parentheses in the blank.



At the Luxury Suites Resort, we have every service.

Sit near the pool and have food and drinks (1. **bring**) _____ to you. Get a masseuse (2. **give**) _____ you the best massage of your life. Have our beauty consultants (3. **pamper**) _____ you with mud baths and more.

Have one of our tennis pros (4. **improve**) _____ your game with a private lesson. Visit our fitness center and have a good workout. Have a private guide (5. **take**) _____ you horseback riding in the beautiful hills surrounding our resort.

Have a newspaper (6. **deliver**) _____ to your door by 6:00 A.M. Our chefs can prepare a delicious meal that you can have (7. **bring**) _____ to your room.

Do you need to conduct a little business while you are staying with us? Have our staff (8. **type**) _____ and (9. **fax**) _____ your letters for you. You can even get us (10. **lend**) _____ you a laptop computer at no extra charge.

Exercise 2 My Sister's New House

Rewrite each sentence. Use the passive voice.

My sister is having the phone company put in another telephone line today.
My sister is having a new telephone line put in today.

1. Her husband is getting the furniture store to deliver the new bookcases tomorrow.

2. My sister had a cleaning service clean the house yesterday.

3. Their daughter got them to turn the basement into a playroom.

4. They had a lock company change all the locks this morning.

SUMMARY III

A. PRE-LESSON PLAN COMMENTARY

1. General lesson theme/topic/objective

This lesson focused on the presentation and practice of modals with past infinitives (should/ought to/must/could have done). The lesson was divided into three sections: 1. deductive presentation of the form of the structure; 2. inductive presentation of the use of the structure; 3 practice of the structure (text analysis; pair work exercise).

2. Thesis focus

In this lesson I wanted to use the combination of the inductive and deductive approach in presenting modals with past infinitives. Therefore, in the first stage I gave students rules for making the form of the structure. In the second stage I had them come up with the rules for the use of the structure themselves, using a text. Finally, students practised the structure through some exercises.

3. Anticipated teaching problems/possible solutions

I thought a problem might be the fact that in Czech there is nothing like modals with past infinitives, which could make it difficult for students to internalize the structure. Perhaps this could be solved by letting students come to understand their usage themselves and later summarize the rules for students, which I was going to do.

4. Lesson aims:

1. to give rules for making modals with infinitives in the deductive style by writing them on the board; 2. to have students guess the rules for the use of the structure out of a text with later summary by teacher; 3. to practise the new structure through some exercises on handouts.

5. Materials:

Sandra J. Briggs: Grammar Strategies and Practice Intermediate, 1994:175, "You Should Have Known" article; p. 177, exercise 2 (see attached materials)

B. LESSON SUMMARY

1. Deductive presentation of the form of the structure

a. Teacher writes modal verbs with past tense infinitives on the board:

should/ought to	have	past participle
must		
could		
would		

Teacher explains the form of the structure. Teacher says several verbs in infinitive form and calls on students to say the past participle forms. Students shout out the answers, for example:

"tell--told"

"break--broke"

"open--opened"

time: 5 minutes

aim: to present the new structure; to review the past participle forms; to prepare students for the next activity

2. Inductive presentation of the use of the structure

a. Teacher has students read the "You Should Have Known" article. Teacher gives students questions he would ask them afterwards and writes them on the board, for example:

"What happened to John?"

"Is John a skilled skier?"

Students answer the questions after they finish reading.

time: 5 minutes

aim: to check that students understand the article; to prepare them for working with the text

b. Teacher asks students to find the "modals with past infinitive" structures in the text and try to guess their meanings as they appear in context. Students work in groups of five.

time: 10 minutes

aim: to make students aware of the structure; to have students induce the rule for the use of the structure from examples in the text

c. Teacher asks groups what they have found out. Teacher has groups present their findings and discuss them together. Teacher asks students additional questions to elicit what is unclear or what has not been mentioned, for example:

"And what about the sentence 'You could have frozen your fingers and toes!'
Did he freeze them or not?"

time: 8 minutes

aim: to have students think about the use of the structure through different contexts, to have students learn the structure by the common effort

d. Teacher summarizes all that students have come up with and writes the rules on the blackboard next to the table he has drawn before. Teacher has students dictate the rules for him and corrects when necessary. Teacher gives example sentence for each modal verb, for example:

should: "He **should have known** better than that. (He did not)--Advice about the past"

must: "I **must have wandered** around for an hour. (most probably)--Strong probability in the past."

Students copy the rules to their exercise books.

time: 5 minutes

aim: to present clearly all the rules concerning the new structure; to make sure students have somewhere to refer to (exercise books).

1. (Deductive presentation of the form of the structure)

3. Practice

First, students were a little perplexed about the structure, so I told them:

a. Teacher goes through the article with students again and makes sure students understand the new structures: teacher asks students to read aloud. Teacher calls on students to read aloud; students take turns reading the text. After he or she finishes reading, teacher asks the class about the meaning, for example:

2. Inductive presentation of the use of the structures

Student 1 reads: "You have a broken leg. You ought to have stayed at home and waited until Greg could go with you."

Teacher asks: "So did he stay at home?"

Student 1: "No, he went skiing."

Teacher: So what was Larry, in fact, doing?

Student 2: "He was advising him."

Teacher: "Yes, he was advising him, but could he obey him now?"

Student 3: "No."

Teacher: "Why?"

Student 3: "Because he already did it."

and so on.

time: 7 minutes

aim: to make sure students understand every structure in the context of the article; to practise the new structures

b. Handouts of ex.2, p.177. Teacher asks students to prepare this exercise in pairs. Teacher gives them two minutes. After that, teacher asks students to read the sentences; each student reads one.

time: 5 minutes

aim: to practise the "should/should not/ought to/have done" structure

C. REFLECTION

1. (Deductive presentation of the form of the structure)

a. First, students were a little perplexed about the structure, so I told them that the form is actually very easy: I pointed to the two structures it consisted of, which they had learned already (modals and past infinitives) The practice of the past participle forms went well. They all knew them.

2. (Inductive presentation of the use of the structure)

a. In this stage I only wanted to make sure students understood the article, so I told what I would require after reading it. After a short discussion, they answered all of the questions. This was good, as I could ask them to find the new structures in the next stage.

b. I wanted students to do this in pairs because it was better to do such a task collectively. This allowed students to share their ideas and come to an end more effectively. Students liked to work together, so they really cooperated as I could see when I monitored. They were also challenged by the competition-like atmosphere, which was created there: each group tried to come up with the results first.

c. This stage went surprisingly well, too. Students presented almost all the rules for the use of modals with past infinitives themselves. Students managed to create a good discussion, in which they could present their group outcomes. They were not sure about "would have", though. They did not see the difference between "should" and "ought to" either.

d. Here I insisted on students' giving rules themselves. Mostly they were right; only in some cases, like "would have", I had to explain the meaning myself. I used the example in the article: third conditional. Even though they have not learned it yet, I think they understood my explanation. I did not want to present this structure to them. I wanted only to mention it then. As to the difference between "should" and "ought to", I told them there is almost none.

3. (Practice)

a. This stage was quite successful: students read the article fluently and answered all of my questions. This stage also proved that students understood the structures well enough to explain them. The exercise went fairly quickly, so it took only about seven minutes.

b. We did not have much time left now, but we managed to do the last exercise and finish on time. The fact that students understood the structures already and that the exercise focused on just "should/ought to have", quickened the whole exercise.

D. CONCLUSION/ACTION

It seemed to me that students were much quicker in understanding and more confident when using the structure presented to them through the combination of the two approaches I discussed in the first section. First, they were better oriented in the text in stage 2b. because I had given them the form of the structure already. So they knew what to focus on--the deductive style. The results of this could be seen in stage 2c. Second, students' confidence in using the structure was apparent, too. I think I helped to reach that through setting the group work in stage 2b and giving students an opportunity to guess the rules for using the structure in the same stage--inductive style. The lesson also seemed to be more enjoyable for the students.

What I did not manage was practising all the structures evenly because I did not have much time. I would do some exercises practising all the structures more in the next lesson.

UNIT 23 You Should Have Known

INTRODUCTION

- LARRY: What happened, John? You look terrible!
- JOHN: I went cross-country skiing, and I had an accident.
- LARRY: But didn't you say you weren't going to go because Greg couldn't go with you?
- JOHN: Yeah. He couldn't go, but at the last minute, I decided to go alone.
- LARRY: You should have known better than that. You're a beginner. You shouldn't have been out there by yourself.
- JOHN: Oh, I know, but I thought I knew enough to go out alone. When it started to snow, though, I knew I was in trouble. I got lost. I must have wandered around for an hour before I found that ski lodge.
- LARRY: You were really lucky to find it. You could have been lost for a long time. You could have passed out from cold and hunger! You could have frozen your fingers and toes!
- JOHN: You don't have to get so dramatic about it. I'm here, aren't I?
- LARRY: Yes, but look at you. You have a broken leg. You ought to have stayed at home and waited until Greg could go with you. If you hadn't gone skiing alone, this wouldn't have happened.
- JOHN: That's where you're wrong, Larry. I slipped and fell down the stairs when I was taking my ski equipment up to my apartment after the trip was over. That's how I broke my leg!



Exercise 2 The School Dance

Use the cues in parentheses to complete the dialogue with advice about the past. Use **should have**, **shouldn't have**, or **ought to have**.

- TOM: Diane, why did Shahrzad turn me down for the school dance?
- DIANE: Well, for one thing, you (1. ask; neg.) _____ her in front of her friends. It embarrassed her.
- TOM: When (2. ask) _____ her?
- DIANE: You (3. call) _____ her at home.
- TOM: OK, OK, what else (4. do) _____?
- DIANE: You (5. pronounce) _____ her name correctly.
- TOM: You mean I didn't? How do you know?
- DIANE: Oh, I have my sources. And one more thing you (6. do) _____. You (7. invite) _____ me instead!
- TOM: You? But you're my best friend.
- DIANE: Best friends can't dance?

Exercise 3 You're the Teacher!

You just watched a good friend play your favorite sport or game. Give your friend five pieces of advice. Use the cues and your own ideas to complete the sentences.

1. You should have _____
2. You should have _____
3. You shouldn't have _____
4. You shouldn't have _____
5. You ought to have _____

Now, try to do it again! I know you can do it!

Exercise 4 You Should've Listened to Me

Work with a partner. Use the cues to give advice about the past.

broken dishes

You shouldn't have tried to carry all those dishes to the kitchen at once!

- | | |
|------------------------------|-----------------------------------|
| 1. empty gas tank | 5. disconnected telephone |
| 2. terrible toothache | 6. lost car keys |
| 3. stolen purse | 7. forgotten doctor's appointment |
| 4. no eggs to make cake with | 8. late arrival at airport |

SUMMARY IV

A. PRE-LESSON PLAN COMMENTARY

1. General lesson theme/topic/objective

This lesson centred on the presentation and practice of the "back shift" effect in reported speech (all the tenses shift back one tense in the subordinate clause when the verb in the main clause is in the past tense). The lesson was in three sections: 1. deductive presentation of some of the verbs in reported speech; 2. inductive presentation of the rest of the verbs in reported speech; 3. practice (oral, pair work exercises).

2. Thesis focus

In this lesson I wanted to assure use of the combination of the inductive and deductive approaches when presenting English grammar, so I did the presentation of the verbs in reported speech partly deductively (stage 1) and partly inductively (stage 2). In the third stage students practised what they learnt in the first two stages.

3. Anticipated teaching problems/possible solutions

I expected a problem might be the conception of the structure as such because there is nothing like that (back shifting) in Czech. A possible solution could be to present the rules for back-shifting using only *some* verbs and having students induce the rules for back-shifting the other verbs themselves, which is exactly what I was going to focus in this lesson (combination of the two styles).

4. Lesson aims

1. to present the rules for back-shifting some verbs in reported speech (further only "structure") as an example for students; 2. to have students induce the rules for back-shifting other verbs from a reading text (see 5. MATERIALS) and to present all the rules to the students, writing them on the blackboard at the end; 3. to practise the back shifting through several exercises (see attached materials)

5. Materials

Sandra J. Briggs: Grammar Strategies and Practice Advanced, p.77, "My Point of View" article; p.79, exercise 1; Raymond Murphy: English Grammar in Use, p.95, exercises 47.1, 47.2; p. 97, exercises 48.1 (see attached materials)

B. LESSON SUMMARY

1. Deductive presentation of some of the verbs in reported speech

a. Teacher introduces the new "structure" writing one sentence on the blackboard:
"Tom says, 'I am tired.'"

Teacher asks students: "What does Tom say?"

Students: "That he is tired."

Teacher: "Right, Tom says that he is tired."

Teacher writes the sentence next to the sentence on the blackboard. Teacher asks students: "Now, what about: 'Tom said, 'I am tired.'?" Teacher writes "said" just below "says" on the blackboard.

Students shout out: "Tom said that he is tired."

Teacher corrects them and writes the right sentence on the blackboard: "Tom **said** that he **was** tired. **is -> was**"

Teacher writes one more rule: "**was -> had been**"

Teacher explains the "back shift" effect in reported speech in the past

On the board: "present simple -> past simple"

"past simple -> past perfect"

time: 8 minutes

aim: to introduce reported speech; to give students rules for back-shifting some verbs; to explain the back shift effect

2. Inductive presentation of the rest of the verbs in reported speech

a. Teacher has students read the Introduction part of the "My Point of View" article. Then teacher asks questions about it, for example:

"Where were Kim and Ida?"

"Did they like the art exhibit?"

time: 5 minutes

aim: to have students know the story; to check if students understand it.

b. Teacher introduces the other parts of the article as diaries of the two people who have visited the art exhibit--reported speech in the past. Teacher asks students to read the other parts of the article in pairs: one Ida's Diary Entry and the other Kim's Diary Entry. Teacher asks students to find as many instances of reported speech in the past as they can and find out the rules for the back shifting occurrences as he lists them on the blackboard:

"present continuous ->"

"simple future ->"

"imperative ->"

Teacher quickly asks students to give an example for each before the reading. After the reading, students compare their findings in pairs.

time: 10 minutes

aim: to have students know what to look for; to have students work in pairs; to have students look for the "structures" in a reading text

c. Teacher calls on students who say their findings from the pair-work "research". If the called student is wrong, teacher asks another, for example:

Teacher: "What happens with the simple future?"

Student 1: "It becomes simple present."

Teacher: "Does it?"

Student 2: "It becomes would."

Teacher: " Yes, it becomes simple past of 'will', which is 'would'."

Teacher writes the right answers on the blackboard:

"present continuous -> past continuous"

"simple future -> simple past (would)"

"imperative -> infinitive"

Students copy the rules to their exercise books. Teacher adds one more rule: "present perfect -> past perfect"

time: 5 minutes

aim: to summarize the rules for back shifting; to make sure students copy the rules

3. Practice

a. Teacher goes through the particular instances of back shifting in the other two parts of the reading text with the class. Students say the back-shifted verbs or verb phrases as teacher calls on them. Students also say what are the corresponding structures in the Introduction part (direct speech), for example: Ida's Diary Entry:

"She even asked me what I meant when I wondered why we had gone there."

Student 1: "'Mean' is changed to 'meant'. That means present simple to past simple."

Student 2: "'...did we go' is changed to 'had gone'. That is past tense to past perfect."

time: 5 minutes

aim: to check if students understand the theory in practice; to have all students involve in the activity

b. Handouts of ex.1, p.79. Teacher asks students to prepare this exercise in pairs. Students work. Teacher monitors. Teacher checks the exercise at the end: students say sentences as teacher calls on them.

time: 5 minutes

aim: to practise the "structure" in pair work

c. Handouts of ex.48.1, p.97. Teacher asks students to do this exercise individually. Students work. Teacher monitors. Teacher checks the exercise at the end: students say the sentences as teacher calls on them.

time: 5 minutes

aim: to practise the "structure" individually

d. Teacher sets homework to students: handouts of ex.47.1, ex.47.2, p.95

time: 2 minutes

aim: to practise the "structure" at home

C. REFLECTION

1. (Deductive presentation of some of the verbs in reported speech)

a. In this stage I wanted students to have two examples of what they would learn later in the lesson. By putting the two instances of back shifting on the blackboard, I think the students immediately knew what I wanted them to look for in stage 2b. They also seemed to get the idea of back-shifting. This part of the lesson was purely deductive. As to time, 8 minutes was quite good: I did not want it to be too long because I was going to need the time in the later stages.

2. (Inductive presentation of the rest of the verbs in reported speech)

a. Students managed to read the first part in a few minutes and, according to the answers they gave me afterwards, remembered almost everything, which was very good.

b. I was surprised that students did this activity with considerable enthusiasm. Although it was an inductive-style activity, there was one deductive aspect of it, too: the students practised pair work as well as individual work as each of them first read one of the two diary entries, trying to do the task, and later they compared their findings and discussed them. This seemed effective enough for them to learn the rule.

c. This stage went very well. In fact, it was even faster than I expected. The students understood the "structure" too. I think it was not so difficult for them because they had learnt all the needed structures, such as past perfect and infinitive already. This is also why I introduced one more "structure", the present perfect back-shifted to past perfect. Students did not seem to have any problems with that, not even in the practice stages. They used the structure as fluently as the others.

3. (Practice)

a. I only wanted to go through the reading text with the students again to check if all of them really understood the back shifting. Most of the students did not make major mistakes here.

b. Students worked very well in this pair-work exercise. I was not sure first whether we would manage to do one more exercise, which I planned to. The students were very fast and did not make many mistakes, so I could do it.

c. After the students did one exercise in pairs, I wanted them to do one more exercise individually so that each of them might rely on himself or herself and show what he or she remembered. Most students were at ease with the structure by then, as I could see when I checked the exercise.

d. We did not cover all the back shift "structures", but I gave the students these two exercises because they contained all the instances of back shifting we went through in the lesson. I was aware that they would probably not write all the other changes that take place when back shifting, for example: ex.47.1, p.95:

"Charlie said, 'I hardly ever go out these days.'

"Charlie said he hardly ever went out **those days**."

I would ignore all the possible mistakes of this character when correcting the homework because the students could not know about them yet. I would speak about them the next lesson, though.

D. CONCLUSION/ACTION

I think I was able to demonstrate in this lesson that combining the deductive and inductive approaches made the grammar "structure" presented to the students a lot easier to understand and practise. First, stage 1a. saved a lot of time by deductive presentation (sometimes it is much easier simply to give the rules to the students than to have the students guess them). Stage 2 was not purely inductive: in part a. I had students work individually in the first part of the activity, and in part b. I presented one more "structure" to them. Both of these deductive aspects in stage 2 helped the students to internalize the "structure" better. Stage 3 was combined as to the methodological approaches, too. Part b. was more inductive-like in that it was done in

pairs, and part c. was more deductive-like in its individual character. The application of the two approaches in combination throughout the lesson proved to be appropriate as the students were able to use all the "structures" at the end of the lesson.

EXTRACT 1

For two people, two things, a very little.

- 1. Mr. I must ask you something. Why in the world did we go to that art school?
- 2. Mr. What do you mean? Those paintings were wonderful!
- 3. Mr. Are you kidding? Any six-year-old can paint better than those people. Why, they throw paint all over and call themselves abstract artists!
- 4. Mr. Well, you might try to understand them a little better! Did you read the art critic's review in the paper? He loved them! He said those paintings will stand as some of the finest examples of the contemporary period!
- 5. Mr. I certainly don't agree with him--at least not you. I should have stayed home instead of wasting my time looking at that stuff!
- 6. Mr. No, I can't believe you're saying that! Don't be so closed-minded!

Task 1: Entry

The art school was awful. The two guys were just like it. The ones who said we should go to that school. I said to myself why we had gone there. The two guys were wonderful! I can't believe how good they were. I said to myself how good they were a little better. The two guys were like if I had read the art critic's review in the paper. He loved them. He said he loved the stuff and that he said those paintings would stand as some of the finest examples of the contemporary period. Right now. And then to top it off, the worst one of all is that closed-minded. There's no accounting for that!

Task 2: Entry

What a wonderful day! The two guys were just like it. The ones who said we should go to that school. I said to myself why we had gone there. The two guys were wonderful! I can't believe how good they were. I said to myself how good they were a little better. The two guys were like if I had read the art critic's review in the paper. He loved them. He said he loved the stuff and that he said those paintings would stand as some of the finest examples of the contemporary period. Right now. And then to top it off, the worst one of all is that closed-minded. There's no accounting for that!

UNIT 11 My Point of View

INTRODUCTION

No two people see things exactly alike.

- IDA: Kim, I must ask you something. Why in the world did we go to that art exhibit?
- KIM: What do you mean? Those paintings were wonderful!
- IDA: Are you kidding? Any six-year-old can paint better than those people. Why, they throw paint all over and call themselves abstract artists!
- KIM: Well, you might try to understand them a little better! Did you read the art critic's review in the paper? He loved the show! He says those paintings will stand as some of the finest examples of the contemporary period!
- IDA: I certainly don't agree with him—or with you. I should have stayed home instead of wasting my time looking at that stuff.
- KIM: Ida, I can't believe you're saying that! Don't be so closed-minded!



Ida's Diary Entry

The art exhibit was awful. Kim was crazy enough to like it. She even asked me what I meant when I wondered why we had gone there. She said the paintings were wonderful! I can't believe her taste! Kim said I might try to understand them a little better. She even asked me if I had read the art critic's review in the paper. Of course not! She said he loved the show and that he said those paintings would stand as some of the finest examples of the contemporary period. Ridiculous! And then, to top it off, she warned me not to be so closed-minded! There's no accounting for taste!

Kim's Diary Entry

What a wonderful day! First the promotion at work and then the art exhibit! The only bad part was Ida. That woman has no taste! I thought she was joking when she asked me why in the world we had gone to the art exhibit. I asked her what she meant, and she told me that any six-year-old could paint better than those people. Ida actually said that they threw paint all over and called themselves abstract artists! When I tried to explain the paintings, she informed me that she didn't agree with the art critic or with me. She even said she should have stayed home instead of "wasting" her time looking at "that stuff." I told her a thing or two though. I told her not to be so closed-minded. There's no accounting for taste!

Exercise 1 Take the Money and Run

Read the conversation and the questions below. Write answers to the questions on the lines. Use reported speech in your answers.

JAN: Do you have five dollars?
JOE: Yeah. Why?
JAN: I'm late, and I don't have time to go to the bank.
JOE: You're always late.
JAN: That's because I'm always busy. Where's the money?
JOE: In my wallet in the pocket of my suit. Take it.
JAN: Thanks, Joe. You're sweet.
JOE: Of course I'm sweet. I'm your husband.

1. What did Jan ask Joe?

2. What did he answer?

3. Why did Jan say she needed the money?

4. What did Joe say about Jan?

5. Where did Joe say the money was?

6. What did he tell Jan to do?

7. What did Jan say next?

8. How did Joe respond?

Exercise 2 All Ears

Work with a partner. You heard many things on the radio today. Report what each person in the list said.

psychologist **A psychologist on the radio said that diet and regular exercise helped patients control stress.**

radio announcer	doctor
business leader	weather forecaster
politician	musician

UNIT 48 Exercises

48.1 In this exercise you have to write what you would say in these situations.

Example: Ann says 'I'm tired'. Five minutes later she says 'Let's play tennis'. What do you say? You said you were tired.

- 1 Your friend says 'I'm hungry' so you go to a restaurant. When you get there he says 'I don't want to eat'. What do you say? You said
- 2 Tom tells you 'Ann has gone away'. Later that day you meet her. What do you say? Tom told
- 3 George said 'I don't smoke'. A few days later you see him smoking a cigarette. What do you say to him? You said
- 4 You arranged to meet Jack. He said 'I won't be late'. At last he arrives – 20 minutes late. What do you say? You
- 5 Sue said 'I can't come to the party tonight'. That night you see her at the party. What do you say to her?
- 6 Ann says 'I'm working tomorrow evening'. Later that day she says 'Let's go out tomorrow evening'. What do you say?

48.2 Now you have to complete these sentences with said, told or talked.

Example: Tom said that he didn't like Brian.

- 1 Jack me that he was enjoying his new job.
- 2 Tom it was a nice restaurant but I didn't like it much.
- 3 The doctor that I would have to rest for at least a week.
- 4 Mrs Taylor us she wouldn't be able to come to the next meeting.
- 5 Ann Tom that she was going away.
- 6 George couldn't help me. He to ask Jack.
- 7 At the meeting the chairman about the problems facing the company.
- 8 Jill us all about her holiday in Australia.

48.3 Now you have to read a sentence and write a new sentence with the same meaning.

Examples: 'Listen carefully', he said to us. He told us to listen carefully.

'Don't wait for me if I'm late', Ann said.

Ann said not to wait for her if she was late.

- 1 'Eat more fruit and vegetables', the doctor said.
The doctor said
- 2 'Read the instructions before you switch on the machine', he said to me.
He told
- 3 'Shut the door but don't lock it', she said to us.
She told
- 4 'Can you speak more slowly? I can't understand', he said to me.
He asked because
- 5 'Don't come before 6 o'clock', I said to him.
I told

UNIT 47 Exercises

47.1 Yesterday you met a friend of yours, Charlie. Charlie told you a lot of things. Here are some of the things he said to you:

1 I'm thinking of going to live in Canada.

2 My father is in hospital.

3 Nora and Jim are getting married next month.

4 I haven't seen Bill for a while.

5 I've been playing tennis a lot recently.

6 Margaret has had a baby.

7 I don't know what Fred is doing.



8 I hardly ever go out these days.

9 I work 14 hours a day.

10 I'll tell Jim I saw you.

11 You can come and stay with me if you are ever in London.

12 Tom had an accident last week but he wasn't injured.

13 I saw Jack at a party a few months ago and he seemed fine.

Later that day you tell another friend what Charlie said. Use reported speech.

- 1 Charlie said that he was thinking of going to live in Canada.
- 2 Charlie said that
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13

47.2 In this exercise someone says something to you which is the opposite of what they said before. You have to answer I thought you said ...

Example: 'That restaurant is expensive.' 'I thought you said it wasn't expensive.'

- 1 'Ann is coming to the party.' 'I thought you said she
- 2 'Bill passed his examination.' 'I thought you said
- 3 'Ann likes Bill.' 'I thought
- 4 'I've got many friends.' 'I thought you said you
- 5 'Jack and Jill are going to get married.' '.....'
- 6 'Tom works very hard.' '.....'
- 7 'I want to be rich and famous.' '.....'
- 8 'I'll be here next week.' '.....'
- 9 'I can afford a holiday this year.' '.....'

III. Conclusion

This paper discusses the usage of the two methodological approaches in teaching English grammar and their proposed combination. The purpose is to point to different drawbacks of these approaches and try to eliminate them by combining the approaches together. This enables the teacher to make use of the positive aspects of both the styles and at the same time, to avoid those which hinder both the teacher and the students in the teaching/learning process. The deductive approach is very good for saving time and presenting practically anything, including exceptional grammar items. On the other hand, the deductively taught students often cannot see the connection between the theory and practice, and, as a result, they struggle over the rules when trying to speak fluently. The inductive style works out exactly the opposite: it builds up confidence, and makes students use the learnt structures in this way with greater ease and fluency. The reason is that the inductive approach to teaching grammar does not put so much emphasise on the rules themselves; rather it promotes the students' communicative abilities. However, there are two major drawbacks here. First, the method is rather time-consuming. Second, not all grammar items can be explained by means of the inductive approach.

The summaries in section two were based on the experimenting with the characteristics of the two methodological approaches (see Section I. C.) in the following way: the first two lessons were devoted to presenting grammar by means of either approach, and the other two lessons exploited the combination of the two styles. All the lessons supported more or less what was stated in the first section: the approaches used separately showed poorer results than in combination.

A new grammar structure was presented in each of the four lessons (for their results see corresponding D. CONCLUSION/ACTION). The first lesson focused on presenting the new grammar structure in the deductive way. The result was the students making unnecessary mistakes caused by a considerably large input of the theory at the beginning of the lesson. It was evident that they were "ensnared" by the rules. In the second lesson the students had quite the opposite problem: this time they found to have a lack of direct presentation of the grammar structures, causing a lot of confusion for them. The last two lessons were apparently more successful: the students were exposed to both the styles appropriately combined (individual work--pair work, presenting rules--having the students guess the rules). This enabled the students to use both the learning styles (see Section I.B.) and, thus, achieve better results. Also, the students seemed to enjoy the lessons more.

From the teacher's point of view, the last two lessons were more successful, too: I managed to present all the grammar structures without a problem and do enough practice to find out whether the students understood them, which they did. The

inductively taught lesson did not have such results in that it took so much time to present the structure, leaving almost no time for the practice, which is a consistent problem of the inductive method.

Finally, it can be added that certain grammar structures are best presented by certain approaches or, rather, by the combination of the two approaches with a certain approach prevailing. This is then a subject for further research and a lot of experimentation in the practice. What this paper wanted to demonstrate, though, was the necessity of having the deductive and inductive approaches balanced, as the material we treat in the teaching process is human brain, which is most often balanced in some way, too.

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