

## PRESENTING NEW LANGUAGE

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The session was divided into two parts. To begin with we discussed what makes a presentation of new language "work" - i.e. relevant factors which help to ensure that students firstly understand and secondly remember the language presented. We went on in the second half of the session to look at different ways of presenting language, with especial emphasis on doing this through a text.

### 1) what Makes a Presentation -work-

After some demonstrations and group discussion we came up with the following list of factors:

#### Components of a -Good- Presentation

- Need for the language created (i.e. in order to do something with it, understand a text, etc).
- Memorable (eg. using flashcards, a funny situation) and interesting.
- Language made relevant to the students.
- Students involved/doing something with the language.
- Students given time to think.
- Students given time to ask questions.
- Meaning made very clear and reinforced with questions (concept questions).
- Register/style of language made clear i.e. When it can be used (particularly important when teaching functional areas, eg. making requests).
- Form checked and reinforced (eg. drilling and correction).
- Students given sufficient opportunity to practise saying /getting their tongues round new language.
- Generative (i.e. leads on to other examples).
- Students given sufficient opportunity to experiment / make own examples (Initial creativity stage).
- Clear summary of target language (and perhaps rule) on blackboard so that students have a reference to look back to.
- Should be time°efficient (i.e. beware long and

complicated presentations when a shorter one would be clearer.

-Spanish can be used to check students have understood a presentation and is particularly useful when there is a contrast in use in the two languages (eg. the present perfect in English and Spanish).

## 2) ways of Presenting NeW Language

After a "brainstorming" of different ways to present new language, we agreed that perhaps we tend to stick to one or two of these and could make use of a wider range of approaches. A tree was presented as a reference source of a variety of different possibilities (see Appendix 1).

We then went on to look at presenting new language through texts. Firstly we discussed the advantages. We agreed that presenting language this way included many of the components of a good presentation that we'd discussed earlier in the session. In particular we noted that as the language is seen in context, it is easier to make the meaning clearer. A need to understand the language is created and furthermore students can work at their own pace and are given time to think / work out the meaning of the new language for themselves.

We went on to look at three practical examples of presentation through texts (see Appendix 2).

## APPENDIX 1

## APPENDIX 2

1. Presentation of -should-, -shouldn't- and the imperative form as Ways of giving ADVICE using -Problem Page- letters.

### Stage 1 °Reading task 1

Students are asked to find the answers to the following questions as quickly as possible using the text provided. They should make a note of the number(s) which go(es) with the question (eg. Question A -Letters 1, 2, 6).

- A. Which letters were written by a woman?.
- B. Who's got a good job?.
- C. Who has met a nice girl?.
- D. Who eats a lot?.
- E. Who spends money on his/her problem?.
- F. Who's in love with his secretary?.

### Stage 2 °Reading task 2

Students are given out the sheet with advice in answer to the problem letters. They have to match the advice with the relevant problem (eg. A=4).

### Stage 3 °Presentation of language

Check that students are clear that what they have been

reading are problems and ADVICE. Ask them to tell you the advice in C (i.e. You should buy her some flowers) and in A (i.e. Buy her a beautiful dress) and the negative forms (i.e. You shouldn't worry and Don't tell him). Get them to go through all the letters underlining the advice.

Having checked this get the students to practise saying the forms. Finally give out the list of problems and get the students to write their own advice letters in answer to them.

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#### PROBLEM PAGE

1. I'm forty and married with two children. My problem is that I haven't enough to do. The children are at school all day and the house is empty. So I eat. Chocolate mostly. I'm getting very fat but I can't stop. What can I do?  
P.S. My husband has left me.
2. How can I tell my husband that our sex life is boring?
3. I have a terrible problem with spots. I have tried lots of different and very expensive creams but nothing has any effect. Now I've met a marvellous girl but I'm afraid to ask her to go out with me. What do you think I should do?.
4. My girlfriend is terrible! I love her very much but she always wears jeans and old shoes. I've got a very important job and I want my girlfriend to wear dresses and feminine. Is there any way to resolve this situation?
6. I think my son is taking drugs! He looks very strange. My husband is an alcoholic and is never at home.

5. What should I do? I'm madly in love with my secretary but she doesn't even smile at me! I'm desperate. Give me some advice, please!

ADVICE PAGE

- A. Buy her a beautiful dress as a present and see if she wears it. Really if you love her you shouldn't worry about the clothes she wears!
- B. Don't tell him. Buy a sexy nightdress and some new perfume!!
- C. You should buy her some flowers and invite her to the theatre.
- D. Try eating carrots instead of chocolate. Don't stay at home all day. Go for a walk in the park. Perhaps you'll meet someone interesting.
- E. You should talk to him and tell him the dangers. Talk to his teachers at school too and see if they can help.
- F. Don't worry. Most boys of your age have the same problem.

## LIST OF PROBLEMS

I can't sleep at night.

My wife isn't interested in me anymore.

My son is a punk. He's got green hair.

I'm very shy of boys. Every time I try to talk to one I go red and can't say anything!.

I haven't got a girlfriend.

I can't find a flat.

I'm going to get married next month. I can't cook.

I'm 65 and I'm very lonely. I live alone.

I've just discovered that my best friend is going out with my boyfriend!.

2. Presentation of Ways of making polite requests using Cassette 3 of Video English (Macmillan).

Stage 1 °Setting the scene

Play the sequence without sound and get the students to answer the following questions:

1. Are they friends?
2. Where are they?
3. What do you think they are saying?

Stage 2 °Presentation of language

Having checked the context and the style get the students to give possible ways of making polite requests. When they have revised what they already know play the video again, this time with sound and ask them to listen for the expressions used on the tape. Practise these and then give the students other imaginary situations (eg. you're in a train. You've got a very heavy suitcase) to give them the opportunity to use the expressions in other contexts.

3. Presentation of the Second Conditional using the song -If not for You-.

Stage 1 °Listening task 1

Ask the students to listen to the song and to put the verses in the correct order (tell them not to worry about the missing words for the time being).

Stage 2 °Guessing the meaning of Words from Context Û<sup>L</sup>  
Listening task 2

Get the students to try to work out what words are missing by using the context (this will help them to decide: 1. what part of speech the missing word is, and 2. the meaning). Then get them to listen to the song to check their words (the missing words are: door, floor, sad, night, day, sky, rain, love, winter, sing, sky, rain, love, winter, sing).

Stage 3 °Presentation of language

Draw a couple on the blackboard (or use magazine pictures). Establish that the couple are happily in love and together and that the song was written by one of them for the other. In this way it can be made clear that the situations described in the song (eg. I'd be nowhere at all, I'd be lost) are the opposite of reality/what is expected and are hypothetical. Having illustrated that the second conditional is used for hypothetical situations in the present you can go on to analyse the form and to give the students a practice activity.

IF (IT WERE) NOT FOR YOU

- A        If (it were) not for you  
          My \_\_\_\_\_ would fall.  
          \_\_\_\_\_ would gather too.

Without your \_\_\_\_\_  
I'd be nowhere at all.  
I'd be lost  
If (it were) not for you.

B If (it were) not for you  
The \_\_\_\_\_ would hold no Spring.  
You couldn't hear a robin \_\_\_\_\_.  
I just wouldn't have a clue  
If (it were) not for you  
If (it were) not for you.

C If (it were) not for you  
Babe I couldn't even find the \_\_\_\_\_  
I couldn't even see the \_\_\_\_\_  
I'd be \_\_\_\_\_ and blue  
If (it were) not for you.

D If (it were) not for you  
The \_\_\_\_\_ would hold no Spring.  
couldn't hear a robin \_\_\_\_\_  
I just wouldn't have a clue  
If (it were) not for you.

E If (it were) not for you  
Babe the \_\_\_\_\_ would see me wide awake.  
The \_\_\_\_\_ would surely have to break  
(but) it would not be new  
If (it were) not for you.

F If (it were) not for you  
My \_\_\_\_\_ would fall.  
\_\_\_\_\_ would gather too.  
Without your \_\_\_\_\_  
I'd be nowhere at all.  
I'd be lost  
If (it were) not for you.