

Contents

	Page
Acknowledgements	viii
Introduction	ix
① What is grammar?	1
• Texts, sentences, words, sounds	
• Grammar and meaning	
• Two kinds of meaning	
• Grammar and function	
• Spoken grammar and written grammar	
• Grammar syllabuses	
• Grammar rules	
Conclusions	
Looking ahead	
② Why teach grammar?	14
• Attitudes to grammar	
• The case for grammar	
• The case against grammar	
• Grammar and methods	
• Grammar now	
• Basic principles for grammar teaching	
Conclusions	
Looking ahead	
3 How to teach grammar from rules	29
• A deductive approach	
• Rules and explanations	
• Sample lesson 1: Using a rule explanation to teach question formation	
• Sample lesson 2: Teaching <i>used to</i> using translation	
• Sample lesson 3: Teaching articles using grammar worksheets	
• Sample lesson 4: Teaching word order using a self-study grammar	
Conclusions	
Looking ahead	

- 4 How to teach grammar from examples 49
- Inductive learning
 - Pros and cons of an inductive approach
 - Sample lesson 1: Teaching imperatives through actions
 - Sample lesson 2: Teaching the present simple using realia
 - Sample lesson 3: Teaching *should have done* using a generative situation
 - Sample lesson 4: Teaching the difference between past simple and present perfect through minimal sentence pairs
 - Sample lesson 5: Teaching verbs that take both infinitive and *-ing* forms, using concordance data

Conclusions

Looking ahead

- 5 How to teach grammar through texts 69
- Texts and contexts
 - Sources of texts
 - Sample lesson 1: Using a scripted dialogue to teach the present simple
 - Sample lesson 2: Using an authentic text to teach the passive
 - Sample lesson 3: Using student language to review ways of talking about the future
 - Sample lesson 4: Using a dictogloss to teach *would* for past habits
 - Sample lesson 5: Using genre analysis to teach reporting language

Conclusions

Looking ahead

6 How to practise grammar

91

- Practice
- Accuracy
- Fluency
- Restructuring
- Sample lesson 1: Practising *how much/how many?* using a sequence of oral drills
- Sample lesson 2: Practising the third conditional using written exercises
- Sample lesson 3: Practising *can* using an information gap activity
- Sample lesson 4: Practising the present perfect using a personalisation task
- Sample lesson 5: Practising the passive using a grammar interpretation activity
- Sample lesson 6: Practising *going to* using conversation

Conclusions

Looking ahead

7 How to deal with grammar errors

113

- What are errors?
- Attitudes to error and correction
- Responding to errors
- Sample lesson 1: Using learners' errors to review cohesive devices
- Sample lesson 2: Teaching grammar through reformulation

Conclusion

Looking ahead

8 How to integrate grammar

128

- The PPP model
- An alternative model
- Sample lesson 1: Integrating grammar using a PPP model of instruction
- Sample lesson 2: Integrating grammar using a task-based model of instruction
- Sample lesson 3: Integrating grammar into a skills-based lesson
- Sample lesson 4: Integrating grammar into a story-based lesson for very young learners

Conclusions

Looking ahead

9	How to test grammar	141
	<ul style="list-style-type: none"> • Grammar testing • Sample test 1: Testing grammar using discrete-item tests • Sample test 2: Testing grammar in an oral performance test 	
	Conclusions	
	Looking ahead	
10	How NOT to teach grammar	151
	<ul style="list-style-type: none"> • Sample lesson: How not to teach the past perfect • Some rules • Some conditions • Some caveats 	
	Task File	157
	Task File Key	177
	Further reading	179
	Index	180