

## GRAMMAR TEACHING TECHNIQUES

<u>KM Team:</u>	Siripen	Sutharoj
	Supansiri	Vathakanon
	Vimolchaya	Yanasugondha
	Wipakorn	Chayopong Kawasaki
	Tusni	Tassniyom

**How to teach:**

- Noun clauses**
- Fragments/Run-on sentences**
- Active-passive construction**
- If-clause**
- Relative clause**
- Participial phrases**
- Tenses**
- Past tense**
- Present simple/ Present continuous**
- Present continuous showing future time**
- Tense agreement in adverb of time**
- Auxiliary verbs in negation and interrogation**
- Articles**

### LANGUAGE FOCUS 1 ---NOUN CLAUSES

#### **Technique 1**

1. Ask students to make sentences in English.

e.g. ฉันอยากรู้ว่าเขาชื่อใคร

เขาบอกว่าเขารู้ความลับ

2. Explain the structure of noun clause.

A noun clause is a dependent clause that works like a noun. It can be a subject, object or the compliment of a subject.

3. Identify the noun clause in no.1

I want to know who she is.

He tells that he knows the secret.

Show more examples of sentences with noun clause.

4. Type of noun clause: that-clause, wh-clause, if/whether-clause  
 5. Listen to some songs and fill in the blanks with noun clauses.

e.g. **Hello** by Lionel Ricchi

**I Believe I can Fly** by R. Kelly or **Never, My Love** by the Association

### ***Hello***

*I've been alone with you inside my mind  
 And in my dreams I've kissed your lips a thousand times  
 I sometimes see you pass outside my door  
 Hello, is it me you're looking for?*

*I can see it in your eyes  
 I can see it in your smile  
 You're all I've ever wanted, (and) my arms are open wide  
 'Cause you know just what to say  
 And you know just what to do  
 And I want to tell you so much, I love you ...*

*I long to see the sunlight in your hair  
 And tell you time and time again how much I care  
 Sometimes I feel my heart will overflow  
 Hello, I've just got to let you know*

*'Cause I wonder where you are  
 And I wonder what you do  
 Are you somewhere feeling lonely, or is someone loving you?  
 Tell me how to win your heart  
 For I haven't got a clue  
 But let me start by saying, I love you ...*

*Hello, is it me you're looking for?  
 'Cause I wonder where you are  
 And I wonder what you do  
 Are you somewhere feeling lonely or is someone loving you?  
 Tell me how to win your heart  
 For I haven't got a clue  
 But let me start by saying ... I love you*

### **I Believe I can Fly**

*I used to think that I could not go on  
 And life was nothing but an awful song  
 But now I know the meaning of true love  
 I'm leaning on the everlasting arms*

*If I can see it, then I can do it  
 If I just believe it, there's nothing to it*

*[1] - I believe I can fly  
 I believe I can touch the sky  
 I think about it every night and day  
 Spread my wings and fly away*

*I believe I can soar*

I see me running through that open door  
 I believe I can fly  
 I believe I can fly  
 I believe I can fly

6. Identify types and functions of noun clauses in those songs.
7. Rearrange scramble sentences.

e.g. why I loving don't keep know I you

What you do to me makes me crazy. We say that we'll be nice to each other.  
 I wonder why we stay together. Tell me what you think we should do.

8. Some verbs are followed by noun clauses.

e.g. notice, remind, conclude, show, say, tell, inform, think, realize, suggest, agree,  
 conclude

9. Make sentences using those verbs.

## LANGUAGE FOCUS 2 ---FRAGMENT / RUN-ON SENTENCES

### Technique 1

1. Ask students what makes a sentence.
2. A sentence = subject + verb +complete thought
3. Show some examples of fragments and ask if those are sentences or not. If not, correct them.

e.g. Three little girls in the front row  
 Ran behind the blue couch  
 In the attic at the top of the stairs  
 Sat behind me  
 After the rain stop  
 Because I feel sick

4. Explain what a fragment is and how to correct it.
5. Rule -Find the verb  
 -Locate the subject  
 -Check for completeness
6. Do some exercises on fixing fragments.
7. Show run-on sentences and ask student what is wrong?

e.g. I am a student I study at Thammasat.  
 The grocery store was really packed with people there must have been a big sale today.

8. Let student find out how many ways to correct run-on sentences.
9. Run-ons can be corrected by adding punctuations or conjunctions.

The grocery store was really packed with people. There must be a big sale today.  
 The grocery store was really packed with people, **so** there must have been a big sale today.

**Because** the grocery store was really packed with people, there must have been a big sale today.

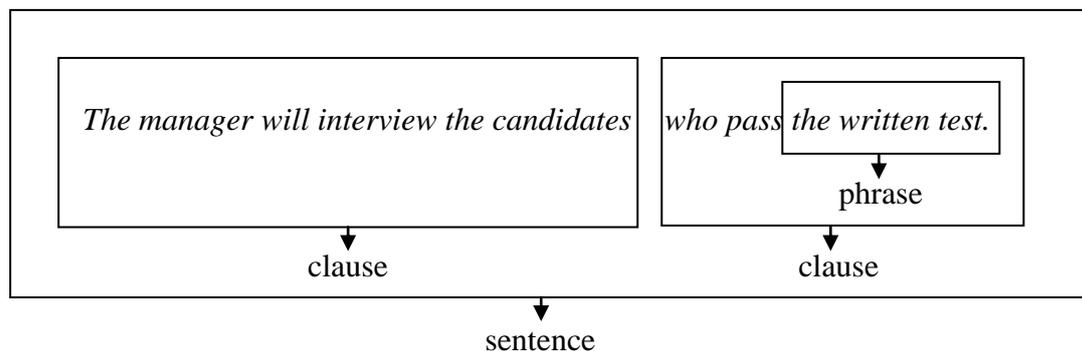
10. Do some exercises on run-ons.

### Technique 2

1. Ask students how a “sentence”, “clause”, and “phrase” are different.
2. Write a compound or complex sentence on the board. For example:

*The manager will interview the candidates who pass the written test.*

3. Ask the students to locate the sentence, the clauses and the phrases in the sentence on the board.
4. Draw boxes around the sentence, the clauses and the phrases.



5. Explain to the students that a sentence can contain only one clause or more than one clause. A clause contains a subject and a finite verb. It can be either an independent clause or a dependent clause. An independent clause can stand alone and is considered a complete sentence; however, a dependent clause cannot and is considered a sentence fragment. A phrase is just a group of words containing no finite verb.
6. Show the following statements on the board and ask the students if they are sentences, clauses or phrases.

Because the school was late

The shop selling newspapers and magazines

The basement of the house around the corner of that road

Although the traffic was heavily congested, we managed to get to class on time.

When everybody was ready to leave for the school field trip

7. Ask the students if the clauses they identify are dependent or independent clauses and how they distinguish a dependent clause from an independent clause.
8. Discuss how to fix sentence fragments with the students.

### LANGUAGE FOCUS 3 --ACTIVE-PASSIVE CONSTRUCTION

#### Technique 1

Since passive construction is generally used in formal writing, newspaper (news reports/news headlines). So, one way to teach them is to show them the authentic materials, i.e. from a newspaper, a cook book, or the package of cooking products.  
How to cook/prepare....

The students are to point out the passive sentences and show subject verb agreement

#### Technique 2

**Start-up:** Show the students a couple of pictures related to *active-passive construction*. For example, 'A dog bit a child.', 'A woman is decorating her house.', etc. The students will be more interested if the pictures are funny or cartoon-type. Then, ask the students to illustrate what they see.

Here is what one of the teachers suggested:

The teacher shows PICTURE A, in which the elephant was blowing the water to the mouse. The teacher says:

- a. The elephant frightened a mouse.

Next, the teacher shows PICTURE B, the mouse fought back.

The teacher says:

- b. The elephant was frightened by a mouse.

Then the teacher shows another set of paired-pictures. The students are asked to produce the active-passive form from the structure provided.

However, in order not to have L1 interference, the teacher may clarify the meaning with the students about English passive construction that it can have positive and negative concepts. Thai students are less likely to produce passive construction in positive meaning correctly.

POSITIVE	NEGATIVE
was invited	was stolen
was elected	was punished
was awarded	was broken

For advanced level, the teacher can show the sentences from authentic materials like newspapers (headlines), etc.

### **Technique 3**

Show the pictures of manufacturing process (Step 1,2,3,...), but do not show to them in correct orders yet. Ask the students to re-arrange them in correct orders. Then, provide the clue of correct step order (STEP 1 + sentence (in passive construction), (STEP 2 + sentence (in passive construction), etc. Tell them to re-check whether they match the steps correctly with the pictures. Point out how the sentences are structured and used. After, the teacher can explain about the form and meaning.

You may illustrate the passive form in all different tenses in order that the students wouldn't be confused, but instead they could be familiar with the forms.

I clean the house. → The house *is cleaned*.

I cleaned the house. → The house *was cleaned*.

I have cleaned the house. → The house *has been cleaned*.

I had cleaned the house. → The house *had been cleaned*.

As for modal verbs, just add “*be*” after the modals. This should be the easy way to guide the students.

may		bought
will	<b>BE</b>	bought
can		bought
should		bought

If the action is happening at the time of speaking, “**being**” should be added after *verb to be*.

Mangoes are being eaten.

Have a look in the book called ‘*Grammar Games*’ for many more ideas of grammar activities that you can use in your classes.

### **Technique 4**

Show SS a movie and ask them to identify passive voice sentences they have heard e.g. “The man was killed.” “The girl was raped.”

### **Technique 5**

Ask SS to translate active voice sentences to passive ones and vice versa.

### **Technique 6**

Show corpus to SS so that SS know what verbs are not possible to be used in a passive voice sentence.

**Technique 7**

1. Explain SS subject and object functions. (อ.ดร.ชนิกาน)
2. Introduce conceptual framework (vt-vi) first. (A passive voice sentence is possible only with a transitive verb).
3. Explain SS that some verbs are used active instead of passive (stative passive) e.g. "This book sells well." "Meringues don't travel well."

**Technique 8**

Using EL 172 on the topic of Ice Cream Production, the teacher asks SS what they like to eat and how to cook or produce that food. Then the teacher shows SS to You Tube URL to check answers on ice cream manufacturing process. After that, the teacher asks SS to change sentences from a passive to active voice e.g. "The milk is poured into a vat." "The ice cream mixture is churned."

**Technique 9**

The teacher asks SS what they like to eat in their daily life. A student may come up with a menu like French fries, and the teacher is the one who writes out the cooking instruction.

- Peel the potatoes
- Cut them into sticks
- Heat some oil

After that, the teacher asks other SS to write out a paragraph and guess that menu. (อ. Zia)

**Technique 10**

Grammar translation is explained: Passive voice means "ผู้ถูกกระทำ". Then the teacher assigns each group to write out daily activities using present tenses only. (Too many tenses are too difficult).

**LANGUAGE FOCUS 4 ---IF-CLAUSE****Technique 1**

1. Write down sentences on the board:
  - I. "If I study hard, I will pass the exam."
  - II. "If I studied hard, I would pass the exam."
  - III. "If I had studied hard, I would have passed the exam."
2. Ask the students to explain the situation of each sentence. When and where would the speaker would say the sentences above?

3. Most students get the ideas of type 1 and 3. Give them some time to discuss about type 2. Eventually (not more than 5-10 mins), they come up with the idea of how to use type2.
3. Let them produce their own if-clause sentences.
4. Play games, speaking activities

-Show the students a set of photos/pictures/words. For example MONEY / CAR  
HAVE A FEVER / SEA / RAIN / FOOTBALL

## **Technique 2**

**1. Start-up:** Ask the students whether there is an *if-clause* construction in Thai. Can they provide some sample sentences? Do they know any Thai songs which contain *if clause* construction? The teacher could also ask them to do the translation from Thai to English. (For example: “HAAK-RUU-SAK-NID”, a very well-known song from a Thai drama *Baan-sai-tong*). Ask them to SING for you!!!

*‘If I **had known** (a little bit) that he loved me, I **would not have lost** my love to someone else.....’*

Another sample is: “TAA-WANNI-YANG-MEE-KHAW-YUU”. (Oh dear, this is a very old song! If your students are over 45 years old, they can tell you how to sing it! Let’s leave that for evening class courses, shall we?)

There are a lot of English songs containing *if-clause* construction. Here are the examples: (You can scramble the lyrics and ask the students to re-arrange them.)

- Songs: 1. “Change the World” (by Eric Clapton)  
2. “Tears in Heaven” (by Eric Clapton)

OR: You can write the lyrics yourself. Here is the example:

Song: Melody “Happy Birthday”  
*‘If you leave me, I will cry.  
If you left me, I would die.  
If you had left me, I would have cried.  
I would have cried and died.’*

2. Explain to the students that *if clause* construction consists of 2 parts; i.e. condition and reason.

I don’t have money, **so** I can’t buy a car.  
(I can’t buy a car **because** I don’t have money.)

→ If I have money, I can buy a car.

- Give clear sample sentences to students.  
(If I were taller, I could reach the ceiling!)

(If I were Miss Universe, I would be with Paradon.)  
 (Yesterday was my birthday anniversary. If I had met you, I would have asked you to come.)

3. Prepare a set of *if clause* sentences, SET A-if clause; SET B-subordinate clause. (i.e. MATCHING GAME). Teachers can check if the students match the two sets correctly both in form and meaning.

You can pre-teach FORM first, then explain the meaning (if they are low-level students).

### **Technique 3**

**For advanced level students**, you can ask them to write one story for the whole class on the board. Each student (or group) writes only one sentence. The sentence must be meaningful and grammatically correct. Here is the sample:

STUDENT A: If I were taller, I would have a lot of boyfriends.

STUDENT B: If I had a lot of boyfriends, I would be tired.

STUDENT C: If I were tired, I .....

Another suggested activity for advanced level students is that they can write a story as opposed to the passage of what they had read in class. They can imagine themselves as being in that situation.

## **LANGUAGE FOCUS 5 ---RELATIVE CLAUSE**

### **Technique 1**

1. If students already have a solid background on the differences between a clause and a sentence, I will start by giving the examples of two sentences below.

A. The man wrote a letter to his wife who is in Chiangmai.

B. The man wrote a letter to his wife, who is in Chiangmai.

I will then ask students to differentiate both the pattern and the meaning between these two sentences. After that, I will elaborate more of the structural pattern (e.g. defining VS non-defining, the use of who, which, that, the omission of who, which, that, and other relevant areas.)

2. If students have a loose background on the differences between a clause and sentence, I will start by explaining their differences. After that, I will lead students to the two sample sentences shown above and continue on with the same technique.

### **Technique 2**

Formulas are introduced first. Explain SS simple sentences and functions of “which” and “that.” After that, ask SS to combine sentences.

**Technique 3**

“Contextualized” teaching technique is applied. The teacher asks “Look at that girl.” SS ask “Which one?” Then the teacher says “The girl who is wearing a red shirt.” Also, the teacher explains SS that it is not necessary to say so when there’s only one girl around. After that, the teacher teaches more information regarding non-identifying type.

**Technique 4**

Using Azar textbook and pictures as guidelines in teaching this type of structure is advised.

**Technique 5**

1. The teacher identifies why we need a relative clause.
2. The teacher asks SS to combine sentences.
3. The teacher asks SS to look for repetitions in the sentences and underline the word.
4. The teacher asks SS to cross out the repeated word.
5. The teacher asks SS to identify whether that word is a person or not. The table is provided.

	man	non - man
subject	who	which
object	whom	that
possession	whose	

Sample exercise: a) Peter is my friend.  
b) He is handsome.

6. SS have to underline “He” first. Then, delete “He” and select the appropriate pronoun from the table and rewrite the whole sentence.

**Technique 6**

Information transfer technique is used. The teacher asks SS to “find someone who....” For example, “Find someone who has long hair.” Then, combine the sentences into one: “Suda is a girl/ someone who has long hair.”

**Technique 7**

The teacher asks SS to combine sentences which contain an identical part. However, the teacher must inform SS of the use of “that”.

- e.g. a) I can’t teach a person  
b) You spoke with a person yesterday.

= I can't teach a person with that you spoke yesterday. ✘ In this case, you must use "whom" because "a person" is an object.

But, you can say "I can't teach a person that you spoke with yesterday." ✓

### **Technique 8**

Show SS pictures of places (instead of people) and explain the relative clause form and "who", "which", and "that". Then draw SS to a relative clause exercise. (ผศ.ศุชาติ)

### **Technique 9**

Explain "form" before "meaning".

### **Technique 10**

The teacher describes an object e.g. "It is an object which is in the kitchen." Then the teacher asks SS to guess what that object is.

### **Technique 11**

SS play a game of exchanging descriptions of each person in class (SS should know one another) and guess who that person is.

e.g. The boy whose girlfriend is....

### **Technique 12**

A story of a burglar from the Internet is used. SS then join sentences with who, which, that or whose.

### **Technique 13**

Show 20 pictures of boys and girls to SS. Give a sample sentence like "I like a girl who is wearing a green shirt" to SS. Each student then has to say a sentence containing a relative clause based on pictures.

## **LANGUAGE FOCUS 6 ---PARTICIPIAL PHRASE**

### **Technique 1**

Exactly like how I teach relative clauses, I will start by explaining details between a phrase, a clause, and a sentence if students are still in doubt. Next I will give two sample sentences.

A. The ship hitting a torpedo sank.

B. The ship hit by a torpedo sank.

Students have to come up with the answers of how these two are different. We will then move to the explanation of their origin: how the two sample sentences are formed.

-The ship hit a torpedo. + The ship sank. = The ship which hit a torpedo sank.

-The sentence “The ship which hit a torpedo sank” is a sentence embedded with an active voice relative clause which is to be reduced by taking away the relative pronoun “which”. Next we have to make the verb in the clause a progressive form by attaching –ing to it.

-Students will also learn that the sentence can be rewritten to “Hitting a torpedo, the ship sank” if there is only one subject.

I repeat the same technique for example B.

### LANGUAGE FOCUS 7 ---TENSES

#### Technique 1

Draw on the board the table showing all forms of tenses in English.

Aspect Time Frame	Simple	Continuous	Perfect	Perfect continuous
Present	eat(s)	is/am/are eating	has/have eaten	has/have been eating
Past	ate	was/were eating	had eaten	had been eating
Future	will eat	will be eating	will have eaten	will have been eating

#### Technique 2

In order to make students understand the use of tenses in English, the teacher needs to show how tenses are related. This can be done by composing a story to show how all past tenses are related. Then, continue that story to the present time. The teacher can use the present perfect tense to show a connection between the past time and the present time. In this part of the story the teacher can include the use of present simple and present continuous. The teacher ends the story by talking about future to show the use of future simple, future continuous and future perfect.

## LANGUAGE FOCUS 8 ---PAST TENSES

### Technique 1

This activity can be used after the students have learned the uses of past tenses. The activity is called “Who is the liar?”

1. Divide the students into groups of three or four. Tell them that the focus of this activity is on past tenses and then ask each of them to think about one of the most unforgettable experiences to tell the class. However, each group has to make-up an untrue story and assign a member to tell that make-up story to the class.
2. Give the students about 15-20 minutes to work on this. After that, ask each group to take turns to come up in front of the class to tell their stories. The other groups try to find out who is the liar in each group. The group that can get the liar gets one point. If no groups can, the group telling the stories gets two points.
3. The teacher may prepare some small tokens for the winners of this game.

### Technique 2

1. Give students one day before class to prepare five sentences about their five most memorable days of their lives. (One sentence for one event; for example, On March 6, 2005, I had the best birthday party in my life.)
2. In class, give each students 5 little cards to write what they’ve prepared as homework; one card per one sentence.
3. The teacher scrambles all the cards from every student together and places them on a sheet of A3 paper.
4. The teacher rolls the dice and moves the counter. When the counter is on whosever sentence, the students who wrote that sentence has to tell the story in past tense about what they’d wrote for one minute.

### Technique 3

1. Divide students into 5 groups.
2. The teacher gives each group one topic sentence.
3. Each group adds one sentence to the topic sentence.
4. When the group finish writing, rotate the paper to another group so that the students in another group will write another sentence to add to what has been written.
5. Keep rotating until having the satisfied length of the written story.

### Technique 4

1. The teacher prepares cards listed the alphabet A-Z (one each).
2. Students sit in a circle with all the cards scrambled in the middle.

3. The teacher gives a topic such as, some events in the past e.g. your best friend, things you did that annoyed people, a country you like to visit, etc. (any tense can be used.)
4. Students think of the answer and run to find the first alphabet from the pile.
5. After the students get the card, have them tell the story starting with that alphabet.
6. If other students have thought of the same topic or of the same first alphabet, but didn't get a chance to grab that alphabet, he or she has to think of something else and find the alphabet needed.

### **Technique 5**

1. Write the following sentence on the board:

*Yesterday, while I was shopping at MBK, I found a CD that my brother had asked me to buy one for him. It was the CD he had been looking for many years.*

2. Discuss the uses of past tenses with SS. Then draw the time line of the above events.

## **LANGUAGE FOCUS 9 --- PRESENT SIMPLE VS. PRESENT CONTINUOUS**

### **Technique 1**

1. Cut out or make photocopies of pictures from magazines, newspapers or even children's stories. Pictures showing many actions would be perfect for this activity.
2. Divide the students into groups. (You can have the students work in pairs if you have a small class.) Give each group (pair) a picture and tell them to describe what they see in the picture. Tell them to use present simple tense with state verbs and present continuous tense with action verbs in their description.
3. Show the pictures together with the descriptions on board and check if they can distinguish the difference between state verbs and action verbs.

Remark: The teacher can also ask the students to bring pictures taken during their holidays and have them write a short paragraph describing their pictures, using past simple and past continuous. The teacher then put the pictures together with their descriptions on the board so that the students can read their friends' paper.

### **Technique 2**

1. The teacher prepares pictures with different actions.
2. Students have to come up with some action sentences; for example, He is swimming in the pool.

### **Technique 3**

The teacher points outside the window and lets the students answer what is happening now.

**Technique 4**

The teacher can test the students' understanding of present continuous and past simple by throwing a paper ball to the students. Then, ask the student: *What am I doing?* Many students may come up with the answer "*You are throwing paper to us.*" Now, the teacher can explain the students that you are actually teaching them English grammar, but what you just did was you threw a paper ball to them.

**LANGUAGE FOCUS 10 ---PRESENT CONTINUOUS SHOWING FUTURE TIME****Technique 1**

1. Ask each student to write out his/her schedule for this weekend. The schedule may look like this.

Saturday	
9:00-10:00	See the dentist
12:00	Lunch with Tom's family
14:00	See movie at Siam Paragon

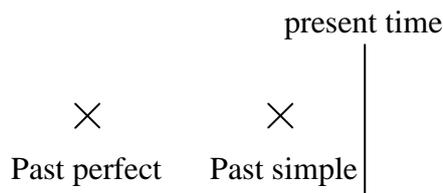
Sunday	
8:00-10:00	Tennis at Racket Club
18:00	Ann's birthday party

2. Each student has to think of one activity he/she wants to do with his/her friend this weekend. Then let the students go around the class to invite a friend who is free to go out with them.
3. Tell the students to use present continuous when talking their weekend plan.

**LANGUAGE FOCUS 11 ---TENSE AGREEMENT IN ADVERB CLAUSE OF TIME****Technique 1**

A time line with some symbols can be used to help the students see how one action is related to another action. Here are some examples.

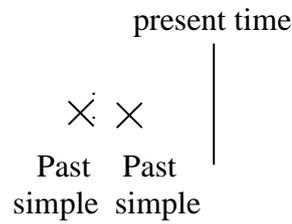
1. An action in the past that occurred before another past action.



The teacher may need to tell the students that past simple tense can be used in this situation when time clause connectors clearly indicate the occurrence of one past action before another. For example,

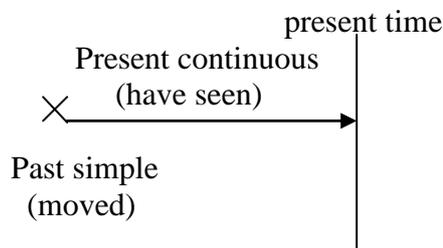
The boss left / had left the room before we finished the meeting.  
 The boss left the room after we finished / had finished the meeting.

2. An action in the past that occurred immediately after another past action



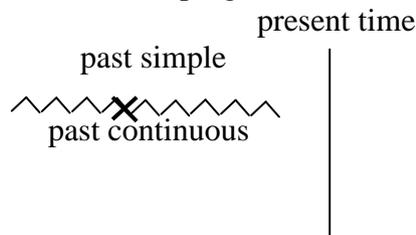
He went straight to the kitchen to find something to eat as soon as he arrived home.

3. An action that started at a particular point of time in the past and continued up to the present time



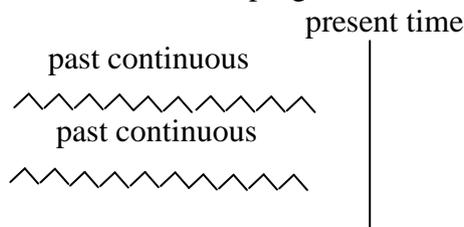
I have never seen him since he moved to Phuket last summer.

4. A past action was in progress when the other action occurred.



He was studying in his room when the lights went out.  
 I slipped on the ice while I was getting off the bus in front of the dorm

5. Two past actions were in progress at the same time.



I was studying in my room while my sister was playing outside.

## LANGUAGE FOCUS 12 ---AUXILIARY VERBS IN NEGATION AND INTERROGATION

### Technique 1

1. Tell the students that auxiliary verbs are used together with a main verb to give grammatical information (such as auxiliaries in perfect and progressive aspects, future tenses and passive voice) and to add extra meaning to a sentence, which is not given by the main verb. (such as modal verbs expressing possibility, ability, advice, obligation and etc.)
2. Show the students some examples of how auxiliaries are used in both cases and ask the students to identify the auxiliary in each sentence.

To give grammatical information:

Continuous tenses: I will be seeing him in his office tomorrow.

He was driving back home at that time.

Perfect tenses: He has just arrived.

The teacher had already started the lesson when I arrived.

Future tenses: She will graduate next year.

She will have finished the project by the end of this month.

Passive voice: The finished products are transported to the warehouse.

The new highway has just been completed.

To add extra meaning:

Possibility: He may want to go with us.

Ability: He can speak many languages.

Advice: You should contact the customer immediately.

Obligation: He must talk to his boss now.

3. The students may notice that more than one auxiliary can be used with one verb to give grammatical information. For example, “will be seeing” indicates both future tense and progressive aspect, or “has been completed” indicates both perfect aspect and passive voice.
4. In order to form questions or negatives for the sentences with auxiliaries, the adverb “not” is simply put after the auxiliaries. In the case that there is more than one auxiliary, “not” is put after the first auxiliary. The teacher may write the negative and question constructions on the board.

Negative: Subject + auxiliary + NOT + main verb + the rest of the sentence

Question: Auxiliary + subject + main verb + the rest of the sentence?

5. Write sentences with verbs in the present simple and the past simple on the board.

The factory manufactures stainless steel kitchen wares.

Most workers like to take a leave on Saturday.

The police arrested the two suspects at their house.

6. Point out to the students that the above three sentences contain no auxiliaries. Thus, the auxiliaries “do”, “does”, or “did” are necessary to form questions and negatives. Explain to the students when to use these three auxiliaries.

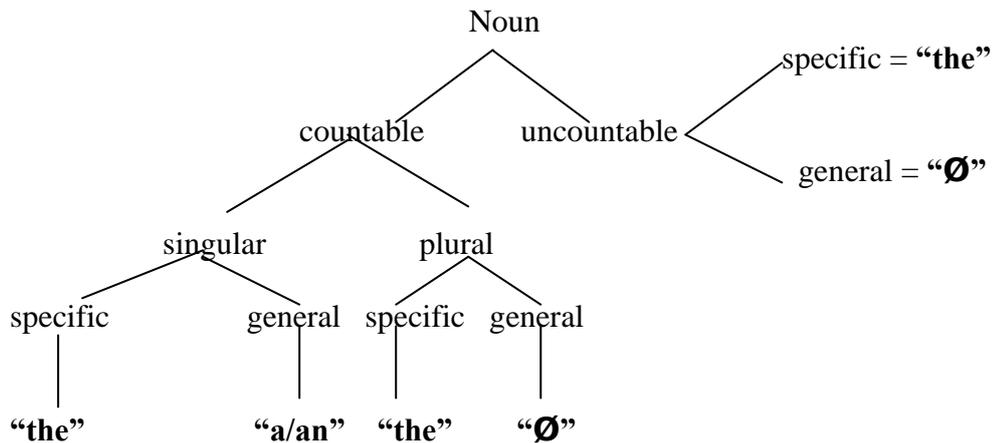
7. There are some exceptions that the teacher needs to point out about the auxiliaries “be”, “do” and “have”.

- ◆ “Be” can be used as an auxiliary and a main verb. When it is used a main verb in the present simple and the past simple, auxiliary “do”, “does” or “did” is not needed. Simply put “not” after the verb “be” when forming a negative, and invert the subject and the verb “be” when forming a question.
- ◆ When “do” is used to mean “perform”, and “have” is used to mean “possess”, they are treated as main verbs. Thus, “do”, “does” or “did” is needed to form negatives and questions.

### LANGUAGE FOCUS 13 ---ARTICLES

#### Technique 1

The teacher can use the following flowchart to show how to choose correct articles.



### Comments/Recommendations

1. A good book with good examples is a must. Rules must be clear and there must be plenty of and enough exercises. Answers should be provided.
2. Structure should go with writing.
3. Accuracy and fluency should be emphasized.
4. Web based technology is crucial.
5. Drills are encouraged (gerund for example). Integration and accuracy should be stressed.
6. Tenses should be explained before teaching active-passive voice constructions.
7. Sequence in teaching grammar is important.
8. Making question exercise is advised when teaching types of sentences.
9. SS should know functions of sentences (functional grammars).
10. Basic structural patterns should be taught.
11. Putting 2 clauses together is advised.
12. Songs provide good exercises of adjective and noun clauses (underline the clauses).
13. Thai-English translation is still essential in some areas e.g. เขาเดิน (vt) เขาดู (vt-vi) เขาดี (adj.)
14. Present-Past-Future Perfect. The teacher should talk about the concept of PERFECT with each tense aspect.
15. Fluency is stressed.
16. For If clause construction, induce patterns first, exercises afterwards. Normally there is a set of 8 items/ questions: Topic sentences 1-2, plus 3 major ideas, plus 3 minor ideas and 1 conclusion. SS then exchange writing.
17. Fluency is stressed, not accuracy.
18. Inductive first.
19. Questions are induced, then concludes all the rules, then exercises with lots of drills (e.g. look for what we have taught in exercises), then quiz (achievement test).
20. Writing can be omitted if SS are of low proficiency.