**PRESENTATION TECHNIQUES AND ACTIVITIES FOR TEACHING NOUNS**

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**Disciplina: Limba engleză**

**Scopul materialului propus:**

* **Didactic ( de utilizat la clasă cu elevii)**
* **De documentare pentru cadre didactice**

**Nivel de învăţământ: Liceal**

**Clasa: a-IX-a**

 Presentation techniques are essential in teaching. I have decided to offer you some examples of presentation techniques and activities for teaching nouns. I have used these examples of noun teaching techniques and activities in order to facilitate my students’ knowledge acquisition of new grammatical structures.

 During the presentation stage, the students make observations and attempt to piece them together to come to the abstraction. They focus on the meaning, uses and forms of the grammatical structures they find in different situations or examples and analyse the differences between them. There are numerous presentation techniques that the teacher can use to introduce the structures: ***brainstorming, mind mapping, dialogues, overt grammar instruction, texts/ situations, pictures, photographs, drawings***, etc.

 Here are some ***examples of presentation techniques*** which I have used to introduce nouns:

* **Web mapping**

**Aim:** to introduce nouns related to crimes; / **Level:** intermediate and upper- intermediate;

 In order to introduce the vocabulary related to the topic, the teacher draws a web map on the board and writes the word *“crime”* in the centre. In pairs, the students have five minutes to write as many words as they can in their notebooks. The teacher elicits answers from the students and writes them on the board.

 Then, the students may be asked to do a reading activity. They can work in pairs and match *nouns designating crimes to their descriptions*. For example:

|  |  |
| --- | --- |
| **Crimes:** | **Descriptions:**  |
| 1. THEFT=2. ARSON= | -illegally setting fire to a buiding;-the act of stealing; |

* **Dialogues**

**Aim:** to focus on countable and uncountable nouns; / **Level**: intermediate;

 The teacher gives the students the following dialogue to read.

“Hi Fred!”

“Hi Mary!”

“I was wondering if you would come with me to the grocery store. Mom has a long list of things she needs to buy. I want to go with her, too and help her carry those heavy bags.”

“You are too small to carry all that. All right Fred, I’ll come with you.”

“Thank you, Mary! Look! I have a shopping list with me.”

“Oh! So what do you need to buy?”

“We need to buy one watermelon, ten apples, milk and sugar. I love eating watermelons! I’m going to ask mom to buy one more.”

“Ok Fred! Then we will have to buy two watermelons, ten apples, milk and sugar.”

“Ya…..I want to buy many watermelons!”

*Later……..*

“How much milk and sugar do we need Fred?”

“We need a bottle of milk and two kilograms of sugar.”

“Ok……..Let’s add that to the list!”

 After reading the dialogue the students answer the following questions: *“Who are the main characters of the dialogue?”/ What does Fred ask Mary? / What does he want to do? / What does Fred show Mary? / “What do they need to buy?”*

 The teacher listens to the students’ answers and elicits once again the items written on the shopping list (two watermelons, ten apples, milk and sugar) writing them on the board. Then, the teacher asks the students what parts of speech the words are. After they offer their answer (nouns) they are asked to pay attention to the shopping list and specify if they see any difference between *two watermelons, ten apples* on the one hand, and *milk* and *sugar* on the other hand. The students make careful observations on the difference between objects that can be counted and substances or liquids that cannot be used with numbers.

 Examples from the text: “I want to buy many *watermelons*”/ “How much *milk* and *sugar* do we need Fred?” etc.

 Teacher’s example: *When I go shopping I usually buy many apples, pears and bananas and much sugar and milk.*

 Then, the teacher asks the students to give their own examples using the nouns from the text.

* **Brainstorming**

**Aim:** to introduce quantifiers and expressions of quantity; /**Level:** intermediate;

 In order to introduce quantifiers and expressions of quantity the teacher can ask the

students to brainstorm expressions of quantity used with food, such as “a lot of/lots of rice/flour/ oil”; “a great deal of sugar”; “two cartons of milk”; “ten loaves of bread”; “six kilograms of tomatoes”; etc.

 Then, the students can decide on the quantity of food needed for a particular celebration (e.g. a birthday party).

* **Overt grammar instruction**

**Aim:** to present irregular plurals of nouns; /**Level:** intermediate and upper-intermediate;

 Irregular plurals of nouns are rather difficult since these nouns form the plural in a way totally different from the standard one in which most nouns in English become plural by simply adding an "-s" or "-es" to the end of the word.

 The teacher makes some theoretical presentation of the ways the irregular plurals of nouns are formed, writing on the board the most important aspects and offers examples.

* **Reading texts**

**Aim:** - to focus on irregular plurals of nouns; / **Level**: intermediate;

 The teacher gives the students a handout which contains some words written in a box and a paragraph entitled *“Make believe or real?”*

In pairs, they circle in the paragraph the plural forms of the words written in the box.(Words may appear more than once)

|  |
| --- |
| **child deer sheep man goose moose woman mouse fish** |

**Make-Believe Or Real?**

 *“Two kinds of books are the most common: fiction and nonfiction. Both kinds are fun to read. In fiction books men, women, children, and animals have made-up adventures. These adventures could have happened in real life, but they didn’t. A nonfiction book could also be an adventure story. But it is true and it is filled with interesting facts. If you read a nonfiction book about geese, it might tell you how geese fly south in the winter and how long it takes them to grow up.*

 *Animals such as sheep, mice, fish, deer, and moose sometimes talk in fiction books. They never talk in nonfiction books because real animals can’t talk.*

 *Charlotte’s Web is a fiction book. A book about the author, E. B. White, would be nonfiction*.”

*From:* **Web. 19 Mar. 2015,** <[*https://www.mheonline.com/assets/sra\_download/ALL-STARPhonics/SampleLessons/LVD\_Sample.pdf*](https://www.mheonline.com/assets/sra_download/ALL-STARPhonics/SampleLessons/LVD_Sample.pdf)

 Then, the teacher asks them to read the paragraph once again and answer the following questions: *“Who made up adventures in fiction books?”/“What happens if you read a non-fiction book about geese?”/“Which animals talk in fiction books?”/“Why don’t they talk in non-fiction books?”*/*“Which kinds of books do you like better, fiction or non-fiction? Why?”*

 The teacher listens to the students’ individual answers and corrects their pronunciation mistakes regarding the plural forms of the nouns written in the box (*men, women, children, geese, sheep, mice, fish, deer,* and *moose*).

 The teacher writes the forms on the board and asks the students *to identify the difference* between the nouns with plurals formed according to regular rules and the plural of these nouns.

 **Observation**: To help them offer the correct answers more easily, the teacher can have them make a comparison between, let us say, the past tense forms of the verbs *to play* or *to visit* and the past tense forms of the verbs *to be* or *to speak* or the degrees of comparison for the adjectives, for example, *beautiful* or *clean* on the one hand, and *little, good* or *bad* on the other hand.

 The students make careful observations coming to the conclusion that irregular forms of verbs, adjectives and nouns have specific forms when they are turned into the past tense (irregular verbs), when they are used in comparisons (irregular adjectives) or when they are made plural (irregular nouns). *The students discover that these plural forms do not follow the rules they have learned.*

 Then, the teacher asks the students to make sentences using the irregular plurals from the paragraph. The students write them down in their notebooks.

* **Pictures/Photographs /Drawings**

**Aim:** to introduce the topic of the lesson -“Healthy food”**; / Level:** intermediate and upper-intermediate;

 At the beginning of the activity the students are asked to discuss about the photos below in order to introduce the topic.

 The teacher asks the following questions: 1. *“What job do you think the man in the pictures has?”/“Is there any connection between the man and the picture with the salad?”/ “Does he have a healthy lifestyle? Why yes? / Why not?”/ “Which is your favourite dish? / Why?*

 The teacher elicits their predictions, without confirming or denying them. For example, they may say: *“The man may be a very good sportsman whose hobby is cooking; He is fond of cooking. Actually, he prepares healthy food for his entire family.* (Thus, the topic was introduced)

 Then, they give examples of healthy food and their favourite dish.



**Picture 1: Web. 20 March 2015.**<https://encrypted. google.com/search? q=chefs+pictures& biw=1366&bih=558&tbm=isch&tbo=u&source=univ&sa=X&sqi=2&ved=0CBsQsARqFQoTCNz8u96cpMcCFcNYFAodJNwAWQ.>.

**Pictures 2 and 3: Web. 20 March 2015.**

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