

Gold Experience 2nd edition grammar presentations

Helping learners to understand language is one of the key roles of a language teacher. To make it easier for you to clarify language with your students, each grammar lesson in Gold Experience 2nd edition is accompanied by a set of PowerPoint grammar presentation slides. Each grammar presentation covers the meaning/use of the language and how it is formed. It ends with a short practice task to check students have understood the key points.

Time changes in reported speech

We often need to change the time words when we report direct speech as we don't know exactly when the person was referring to when they made the statement.

Direct speech	Reported speech
Today	That day
Tomorrow	The following/next day; the day after
Next week	The following week
Tonight	That night
Next month	The following month
Next Saturday	The following Saturday

When the reporting verbs *say* and *tell* are in the present (e.g. *He says*), the verb tenses and time words when reported do not change. E.g. *He says he will call us, she says she has an appointment today.*

Reporting questions...

Practice activities

Change the direct speech into reported speech.

- Sophie asked, "What time is the party tonight?"
Sophie asked (me) what time the party was that night.
- Francine asked me, "Does Tom write books for a living?"
Francine asked (me) if/whether Tom wrote books for a living.
- James said, "Mark is moving house next Friday."
James said (that) Mark was moving house the following Friday.
- Robert said, "Tina can give you the book tomorrow."
Robert said (that) Tina could give me/us the book the following day.
- Leticia and John said, "We will tidy up."
Leticia and John said (that) they would tidy up.
- Larry asked, "What time is the flight leaving next week?"
Larry asked (me) what time the flight was leaving the following week.

As you can see, the presentations do not just include information to be explained by the teacher. They very much involve the learner through questions designed to encourage students to work out meaning and form themselves. This aims to help learners internalise the language more readily.

You can download each grammar presentation from the Gold Experience 2nd edition resource site or display it in class at the click of a button using the Presentation tool. The presentations can be edited by you quickly and easily, meaning you can adapt them to suit the needs and interests of your class.

Exploiting the presentations

Using a grammar presentation in class

The grammar presentations are primarily designed to be used by teachers when presenting grammar in a lesson. Here are some tips on how to best exploit them in your lessons.

1 Ensure the level is right for your class

Each grammar presentation can be edited which means that you can add, edit or delete content to suit the needs of your class. It could be that you want to reduce the level of challenge with a weaker class, focus on the more challenging aspects of a language point or focus on just one aspect when addressing an issue in remedial work.

2 Personalise the presentation

You can personalise the content by changing the example sentences to make them relevant to your class. This can make the presentation more engaging and entertaining for learners and maintain their interest more readily. Just changing the names of people and places can make a difference.

3 Move through the slides at a pace suited to the class

The slides are designed to be controlled by you which means you can move at a pace relevant to the students in your class. You can spend more time on a slide that students are having difficulty with and less time on one which students have understood quickly. You can also move back through slides to recap on stages if necessary.

4 Involve students and check understanding effectively

The slides include questions to encourage learners to work out meaning and form themselves or to check their understanding of the content. Exploit these successfully by giving all students time to reflect on the questions and think of an answer, either alone or in pairs. Plan how much wait time you will allow for students to come up with an answer (e.g. 20 seconds) to ensure it is not just the fastest students who have this opportunity. Plan how you will gather answers to questions so that you can assess the understanding of the whole class rather than just a few students who put their hands up or call out an answer. One way of doing this is to use a voting system (coloured cards, hands up or a digital version e.g. Socrative) or mini whiteboards where learners write an answer and hold it up for you to see.

5 Use the practice slide to further check understanding

At the end of every grammar presentation is a slide which includes some practice questions. These help you and your students to further check understanding of the grammar presented. Give students time to do the task alone or in pairs and check answers thoroughly to identify problem areas and misunderstandings. You can then return to the relevant slide to clarify anything that is still unclear to students.

Using a grammar presentation out of class

The grammar presentations can be downloaded and then shared with your students, either by email, a document sharing site such as Google Drive, or any virtual learning platform you use with your students. You may wish to do this for the following reasons:

- To provide the material for the students who were absent from a lesson due to illness, etc.
- To provide revision and reference material for students after the presentation is used in class. Students can review it to consolidate their understanding of the language and refer to it when completing homework tasks.
- To flip your lesson. This means that learners work through the slides at home on their own before a lesson. In the next lesson, you spend time checking the learners' understanding of the language but soon move onto speaking activities that give learners a lot of practice in using the language. You could even create a video using a screencasting tool online (e.g. Screencast-O-Matic) so that your class see the slides and hear your explanation at the same time. To find out more about how to flip a lesson, go to the section called How to Flip the Classroom on p16.