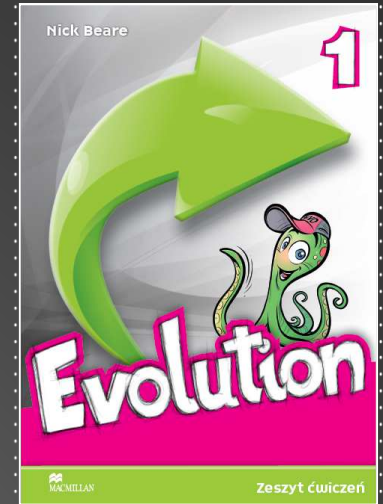


SLOW,
EVOLVING,
KINAESTHETIC.



*On making language teaching
more learner-friendly.*

with Karolina Kotorowicz-Jasińska

4th grade ... difficult time





SLOW
RELEASE

WŁOCCZY

PLAYFULNESS

GRAMMAR IS A PROCESS WHICH
TAKES TIME TO BE COMPLETED.

Students need to learn grammamar.





Grammar is more of a skill than a body of knowledge.

Grammaring takes place over time.

Teaching is not a presentation of facts.



TEACHING \neq ACQUISITION

TEACHING \neq ACQUISITION



LET OUT

EMERGENT GRAMMAR

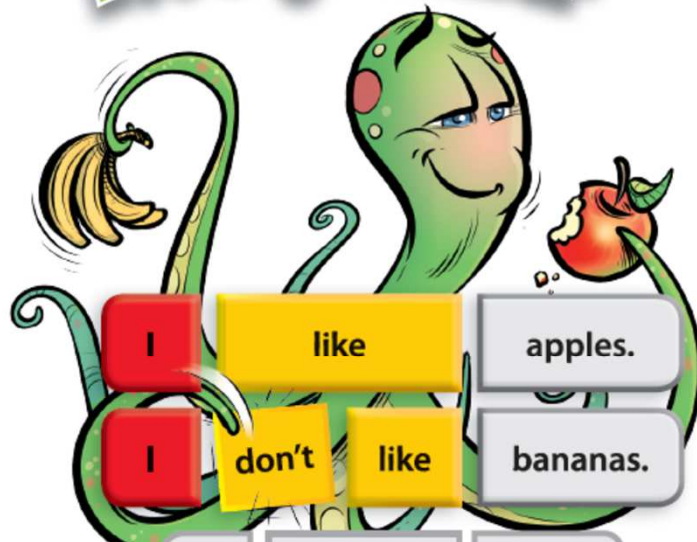
SLOW RELEASE

WHAT DO YOU TEACH WHEN YOU TEACH PRESENT SIMPLE?

- ▶ Conjugation
- ▶ Affrmative
- ▶ Negative
- ▶ Yes/No Questions
- ▶ Specific questions
- ▶ Usage (everyday habits, regular activities)



Evo's grammar




I like apples.
I don't like bananas.

You like apples.
We don't like bananas.
They like bananas.

I don't like ... = I do not like ...

Evolution 1, Students' Book, p. 93

Evo's grammar



Do you like pears?
Yes, **I** do.
No, **I** don't.

Do I we you they like pears?
Yes, I we you they do.
No, I we you they don't.

I don't ... = I do not ...

Evolution 1, Students' Book, p. 95

Evo's grammar

He likes grapes.
 She doesn't like grapes.
 It like grapes.

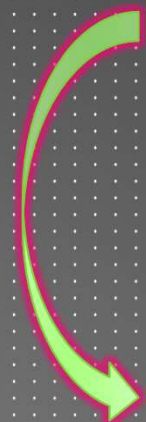
Does he/she/it like grapes?

Yes, he/she/it does.
 No, he/she/it doesn't.

She doesn't like ... = She does not like ...

Evolution 1, Students' Book, p. 97

LEXICAL
CHUNKS



EMERGENT
GRAMMAR

SMOOTH
TRANSITION

UNIT 5 LESSON 1

Evo's grammar

The books **are** in the bag.

The dresses **are** on the bag.

Where **are** the books?

Where **are** the dresses?

They're in the bag.

They're on the bag.

They're under the bag.

They're = They are



Evolution 1, Students' Book, p. 17

Evolution 1, Students' Book, p. 9



SLOW
RELEASE

WŁOCCZY

PLAYFULNESS

PUZZLES



GRAMMAR FLASHCARDS



Evo's grammar

The central graphic shows a grid of grammar flashcards. A cartoon green snake character with large eyes and a smile is holding a yellow pencil and a blue pen. The flashcards contain the following text:

- Top row: 'The books' (with a yellow circle around 's'), 'in', 'the bag.'
- Second row: 'are', 'on', 'the bag.'
- Third row: 'The dresses' (with a blue circle around 's'), 'under', 'the bag.'
- Fourth row: 'Where', 'are', 'the books?' (with a yellow circle around 's?')
- Fifth row: 'the dresses?' (with a blue circle around 's?')
- Sixth row: 'in', 'the bag.'
- Seventh row: 'They're', 'on', 'the bag.'
- Eighth row: 'under', 'the bag.'
- Ninth row: 'They're = They are'

They're

The books

in

the bag.

are

on

The dresses

under

The dresses

Where

are

the books?

Where

the dresses?

under

They're

in

the bag.

on

the bag.

under

the dresses?

They're

=

They are

They are

Thank you.



BIBLIOGRAPHY

Larsen-Freeman, D. 2001. Teaching grammar. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language*. Boston: Heinle & Heinle/Thompson, pp. 251-266.

Roever, C. 2012. What learners get for free: learning of routine formulae in ESL and EFL environments. *ELT Journal* 66(1), pp. 10-21.

Thornbury, S. 2005. *Uncovering Grammar*. Oxford: Macmillan Education.

**W sesji wykorzystano koncepcję łagodnego
wprowadzania struktur gramatycznych
w klasach 4-6 szkoły podstawowej
oraz przykłady z podręcznika „Evolution”**

