

# **Современные подходы к обучению грамматике (практикум)**

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# **Темы практикума**

- **3 approaches to teaching grammar**
- **Grammar for Exam classes**
- **Problem-solving**

## 3 approaches to teaching grammar

- Text-based approach
- Test-teach-test approach
- Context build approach



# Text-based approach

1. Ls read or listen to the text
2. Ls answer comprehension questions about the text
3. The T sets questions that allow Ls to discover the target Language . The T writes the examples on the board
4. The T checks the meaning by asking questions
5. The T highlights the forms of the language
6. The Ls do a controlled practice task to check their understanding of the form and meaning

# Test-teach-test

1. Ls do a free oral practice task that encourages the use of the target language the T wants to focus on
2. The T listens to Ls and notes down any errors the make in using the target language
3. The T writes up a list of errors associated with the target language and elicits corrections
4. The T uses oral concept checking questions to check the meaning of the correct language on the board
5. The T checks the form of the language at the board
6. The T asks learners to redo the original task or another similar one

# Context –built approach

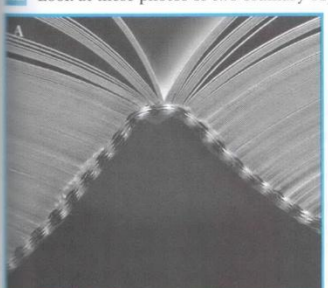
- 1. The T uses visuals and word prompts to build up a context that will generate examples of the target language**
- 2. The T elicits (or gives) an example sentence of the target language (the board)**
- 3. The T uses oral concept checking questions to check the meaning of the target language**
- 4. Having checked...the T highlights the form and then rubs the example sentence off**
- 5. The T writes up key words (prompts) on the board that are clearly connected to the context**
- 6. The T elicits an example of the target language on to the board for the second time and highlights aspects of pronunciation that have just been practised**

# Grammar for Exam classes

**Modals 3** 15  
certainty and possibility; ability

**A Context listening**

**A1** Look at these photos of two ordinary objects. What are they? Write three sentences beginning *It might be ...*, *It could be ...*, *It must be ...*. Use the words in the box.



**A2** **015** You are going to hear part of a quiz programme. Write three sentences beginning *It might be ...*, *It could be ...*, *It must be ...*. Use the words in the box.

**A3** **15.4** Listen again and complete these sentences.

Photo A	Photo B
1 It <u>might</u> be an insect.	5 It ..... be a hairbrush.
2 It ..... be a flower.	6 It's the wrong shape.
3 It ..... be a book.	7 It ..... be a flower.
4 It ..... be a book.	8 It ..... be a book.

**A4** Look at the sentences in A3.

- In which sentences does the speaker feel sure? ...
- In which sentences does the speaker feel unsure? ...

**A5** Look at the recording script on page 189. Complete the teams.

- Team A, ..... say what's in your photo?
- Team B, ..... say what the object is?

Look at the words you've written. Do they mean the same as the words in the box? Write *Yes* or *No*.

Sweden Nepal Australia India Brazil South Africa

*can't be Australia.  
might be Nepal.  
must be*

**Grammar exercises**

**Underline the correct verbs.**

Carlotta: I can't find my keys and I'm late. There (1) might/must be in the town so I need to hurry. They're not in my bag so they (2) must/might be in the kitchen.

George: Have you looked in the kitchen?

Carlotta: They (3) can't/could be there because I haven't been in the kitchen. They (4) must/might be in the bedroom because I changed my clothes. They (5) could/must be on the table in the hall. I'll go and look.


George: Did you leave them in the car?

Carlotta: They (6) could/can't be in the car because I opened the door. They (7) can't/must be here somewhere.

George: I can't see them. Let's think. They (8) might/can't be in your pocket because you weren't wearing one but they (9) can't/might be in your pocket. Have you looked there?

Carlotta: Oh, thanks. I've found them. I (10) can/may be home a bit later.

**Look at these photographs. Where are they? Write three sentences beginning *It might be ...*, *It could be ...*, *It can't be ...*, *It must be ...*. Use the words in the box.**



Sweden Nepal Australia India Brazil South Africa

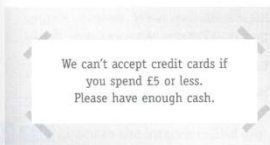
**Modals 3**

**D Exam practice**

**Reading Part 1**

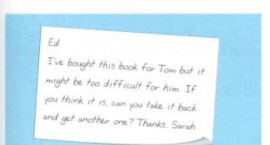
- Look at the text in each question.
- What does it say?
- Mark the letter next to the correct explanation – A, B or C.

**1**



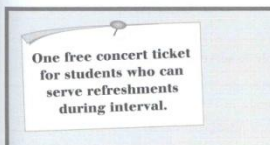
A It is possible to pay bills of more than £5 by credit card.  
B We can give you cash if you pay your bill by credit card.  
C We will charge you extra if you pay bills of under £5 by credit card.

**2**



A Sarah is happy to go and get a different book if Ed wants her to.  
B Sarah is worried that the book isn't suitable for Tom.  
C Sarah wants Ed to give the book to Tom.

**3**



A Refreshments are included in the price of concert tickets.  
B Students who help with the concert get free refreshments.  
C Students don't pay for concert tickets if they help with the refreshments.

89

**Grammar for PET with answers**

BARBARA THOMAS

Cambridge Books for Cambridge Exams

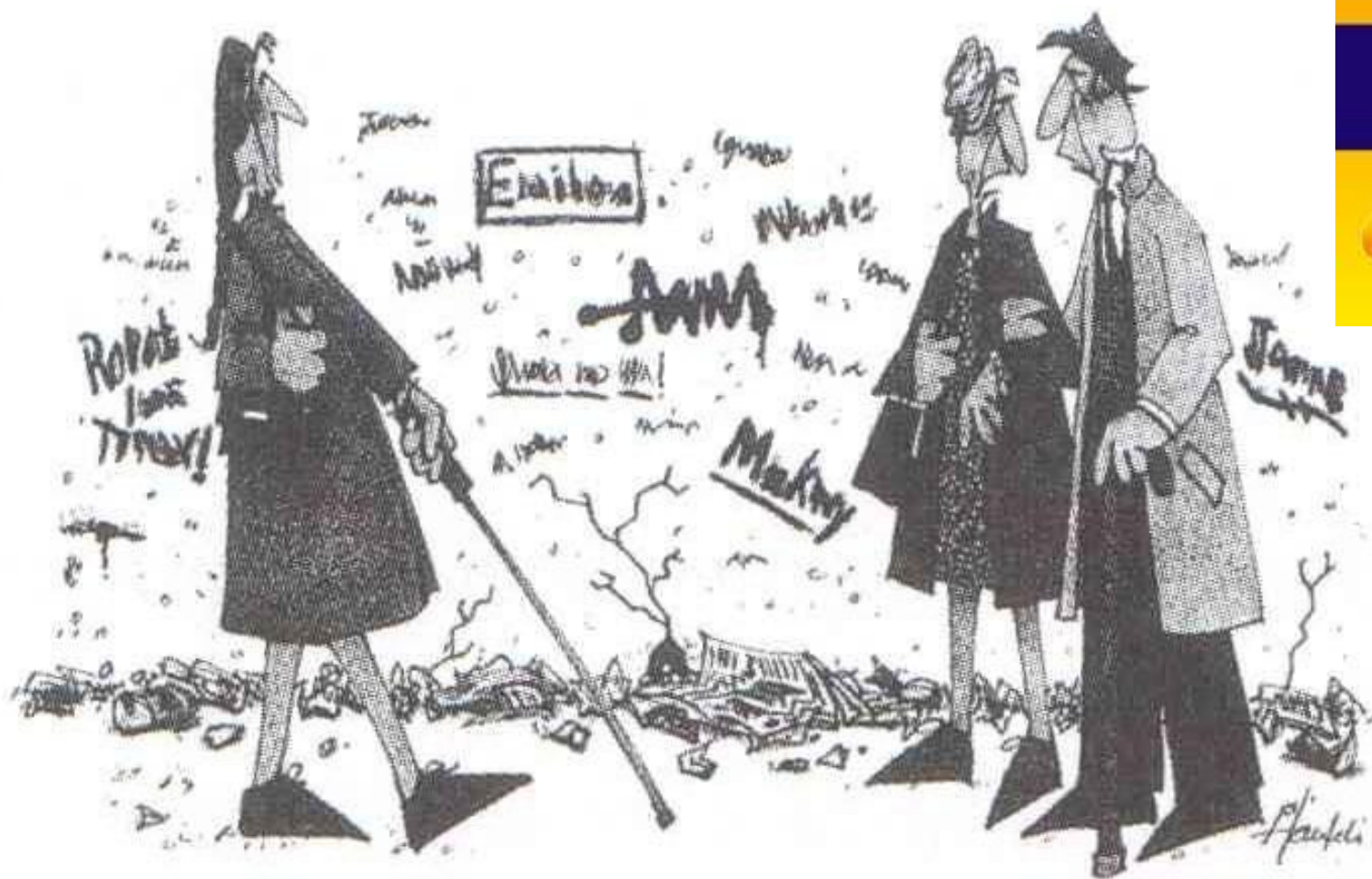
# Modal verbs

- Modal verbs –one of the biggest troubleshooters in exams:

**Can/might ?**

**must/should/have to ?**





‘She must be blind. She’s smiling.’

5 Complete some of these sentences.

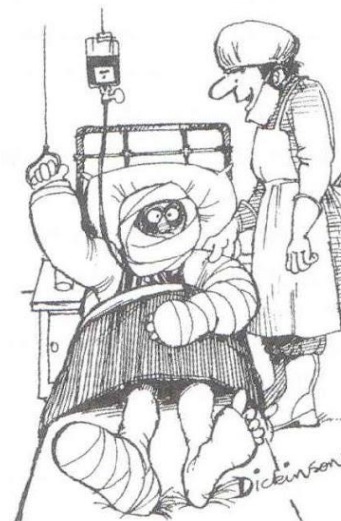
- 1 I've never been able to .....
- 2 I'd like to be able to .....
- 3 One day, people will be able to .....
- 4 I wouldn't like to have to .....
- 5 I've always had to .....
- 6 I've never had to .....
- 7 When I am President of the World, people will have to .....
- 8 I've never been allowed to .....



6 Choose the best word(s).

- 1 ..... you swim? (*may, can, shall*)
- 2 I really ..... go now. (*shall, would, must*)
- 3 We ..... see Ann tomorrow. (*might, ought, would*)
- 4 You ..... to see the doctor. (*should, could, ought*)
- 5 I ..... understand him. (*couldn't, mustn't, be able*)
- 6 You ..... be here at exactly 10.00. Don't be late.  
(*must, may, might*)
- 7 ..... I carry your bag? (*might, will, can*)
- 8 It ..... rain tomorrow. (*may, would, shall*)
- 9 It ..... be 10 o'clock already!  
(*might not, can't, oughtn't to*)
- 10 You ..... be very tired after your journey.  
(*would, must, can*)

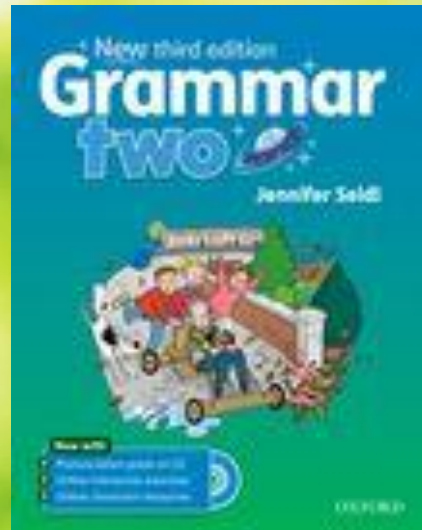
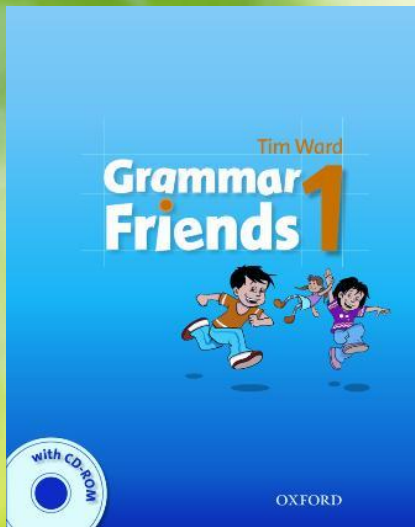
7 What do you think are the missing words in the cartoon caption?



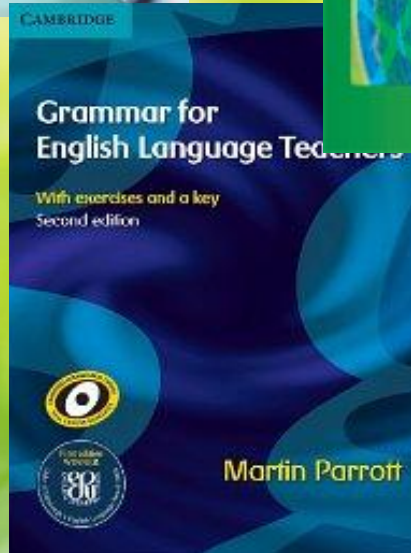
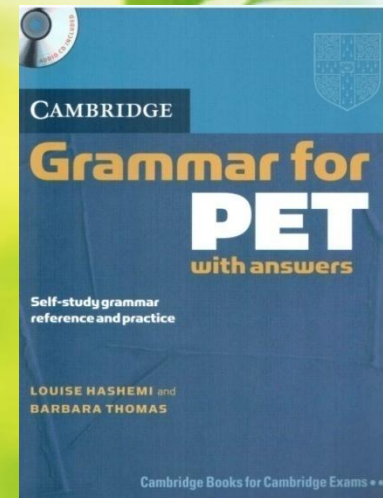
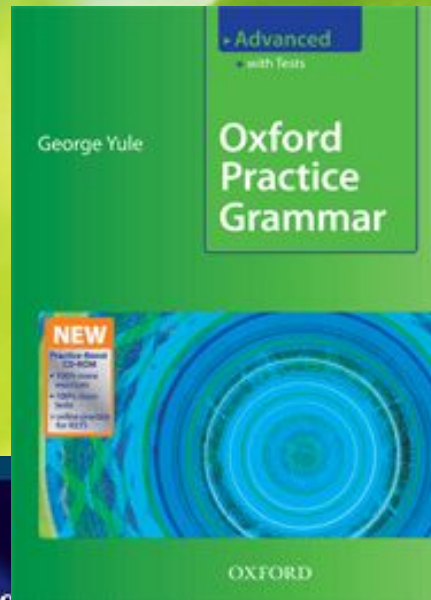
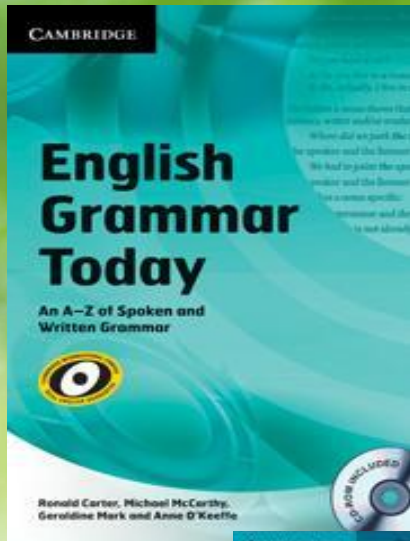
'But the good news is that you'll never  
..... smoke,  
drink or drive a car again.'

In some answers, both contracted forms (for example *I'm, don't*) and full forms (for example *I am, do not*) are possible. Normally both are correct.

# Grammars to consider



# В помощь преподавателю





*Language Grammar  
games*



# Деятельностный подход в педагогике

*П. Я. Гальперин в своих исследованиях поставил вопрос: для чего человек учится?*

И ответил: для того, чтобы научиться что-либо делать, а для этого – узнать, как это надо делать. Т.е. цель обучения – дать человеку умение действовать, а знания должны стать основой и средством обучения действиям.

# Младший школьный возраст: сочетание учебной и игровой деятельности

игровая  
деятельность



учебная  
деятельность

**Очень весело и  
медленно**

**Очень серьёзно  
и скучно**



**Йохан Хёйзинга, нидерландский  
философ и историк культуры**  
**Человек = Homo Ludens=человек  
играющий**

- 1. Игра -свободная деятельность,  
«излишество»**
- 2. Игра-выход во «временное  
пространство, понарошку»**
- 3. Игра имеет определённые рамки,  
традиции и правила**
- 4. Игра – повторяется**
- 5. Восторг, увлечённость,  
одержимость игрой**

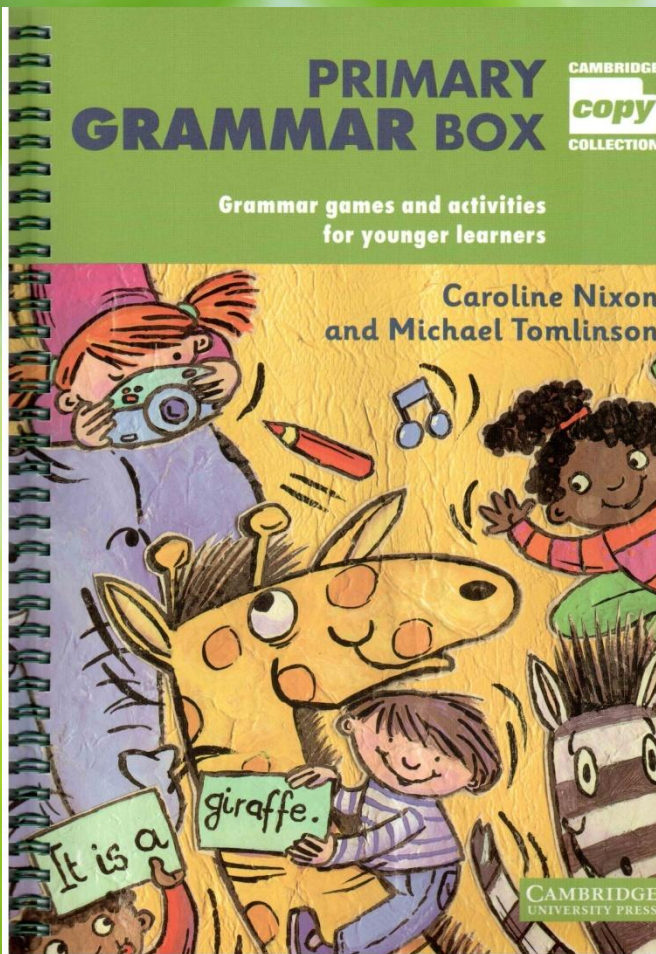
# «Афффективный» фильтр –

Affective filter – mental block, caused by affective factors ... that prevents input from reaching the language acquisition device' Krashen, 1985

*"The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear.» Stephen Krashen*

**motivation, self-confidence, and anxiety all play a prominent role in language acquisition**

# Photocopiable activities for young learners



## The animal train

PRIMARY GRAMMAR BOX 1.6

Write the sentences.

Example:



There's a fish in the pond.

1



2



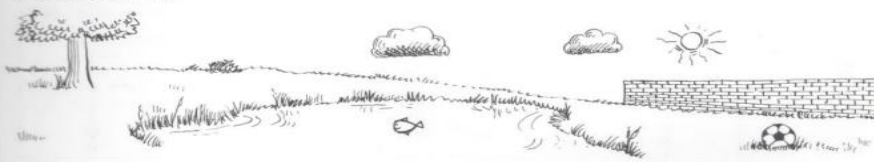
3



4



Draw the animals.



## Как это поможет при подготовке к экзаменам?

- ✓ **Активизация навыков и умений**
- ✓ **Формирование беглости речи**
- ✓ **Дополнительная практика аудирования**
- ✓ **Расширение словарного запаса**
- ✓ **Активное использование средств логической связи**
- ✓ **Личностно-ориентированное оформление заданий (for\against essay и personal letter)**

## IF I WERE YOU

**Complete the sentences as if you were your partner.**

If I found some money in the street I would \_\_\_\_\_

If I saw a rat in the bedroom, I would \_\_\_\_\_

If I could travel anywhere in the world, I would \_\_\_\_\_

\_\_\_\_\_ .

My idea of a good evening out would be to \_\_\_\_\_

If I won a lot of money I would \_\_\_\_\_

A perfect day for me would be one where \_\_\_\_\_

If a hot air balloon landed in my garden, and the balloonist said 'Come for a ride!', I would \_\_\_\_\_

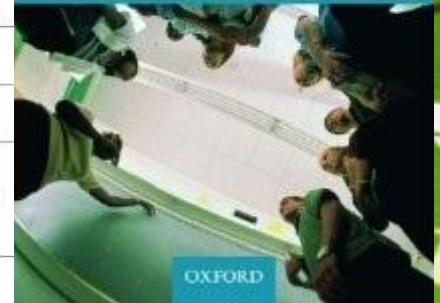
If someone invited me to join the crew in a Round-the-World yacht race I would \_\_\_\_\_

\_\_\_\_\_ .

If someone offered me the chance to work abroad for a year I would \_\_\_\_\_

\_\_\_\_\_ .

If I had the choice between an interesting but badly-paid job and a more boring but well-paid job I would \_\_\_\_\_ .



**How often do you:**

very often

often

sometimes

rarely

never

cry

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

laugh

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

quarrel with your sister/brother

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

feel happy for no reason

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

feel sad for no reason

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

daydream

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

forget things

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

wish you were someone else

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

get angry

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

do silly things

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

make mistakes

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

really enjoy yourself

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

change your mind

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

