

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

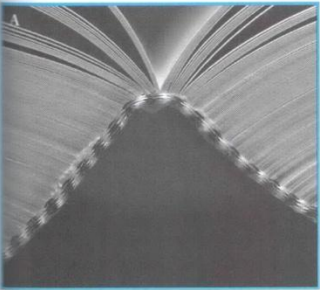
Grammar for Exam classes

Modals 3
certainty and possibility; ability

15

A Context listening

A1 Look at these photos of two ordinary objects. What are they?



A2 **15** You are going to hear part of a quiz programme. 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 book.
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 or different things?

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?


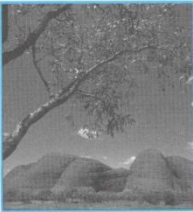
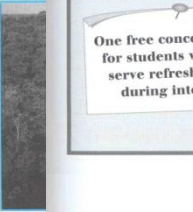
Carlotta: They (6) could/can't be in the car because I opened the door. They (7) can't/must be here somewhere.

George: I can't see them. Let's think. They (8) might/can't be in your pocket. 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

It can't be Australia.
It might be Nepal.
It must be Sweden.

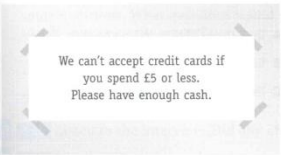
Modals 3

D Exam practice

Reading Part 1

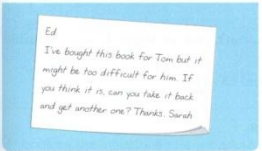
- Look at the text in each question.
- What does it say?
- Mark the letter next to the correct explanation – A, B or C.

1



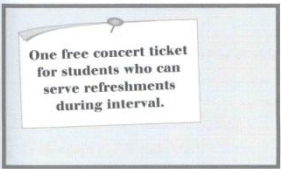
A It is possible to pay bills of more than £5 by credit card.
B We can give you cash if you pay your bill by credit card.
C We will charge you extra if you pay bills of under £5 by credit card.

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.

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Modal verbs

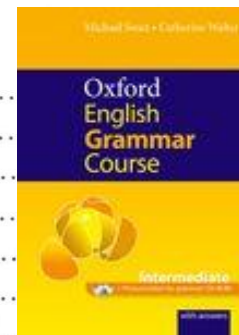
- Modal verbs –one of the biggest troubleshooters in exams:

Can/might ?

must/should/have to ?

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*)

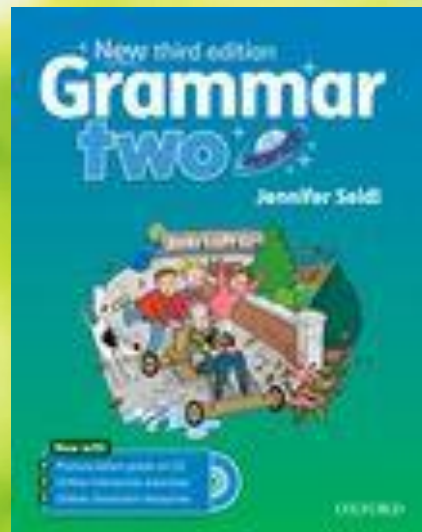
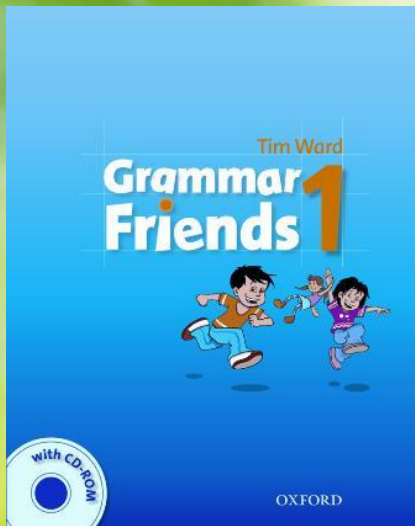
7 What do you think are the missing words in the cartoon caption?



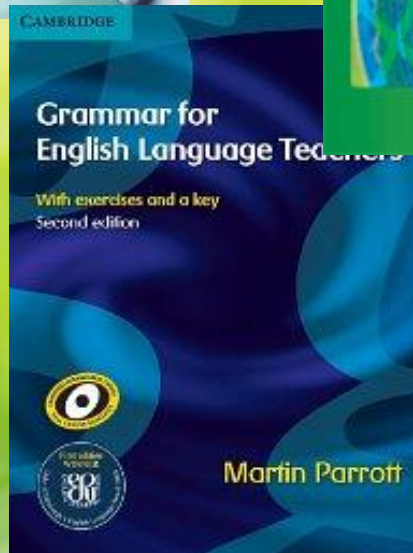
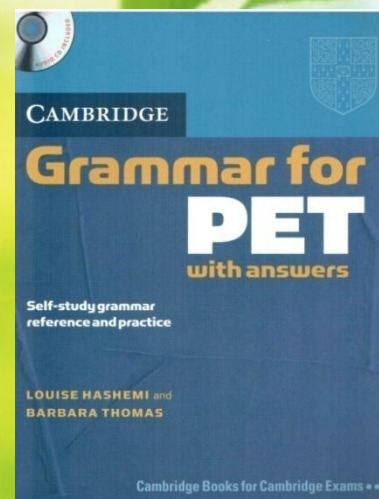
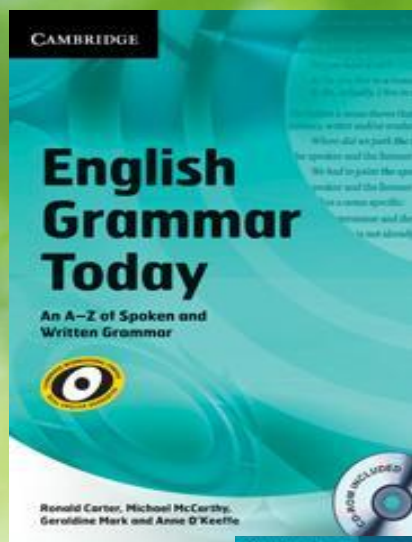
'But the good news is that you'll never
..... smoke,
drink or drive a car again.'

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

Очень весело и
медленно



учебная
деятельность

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**

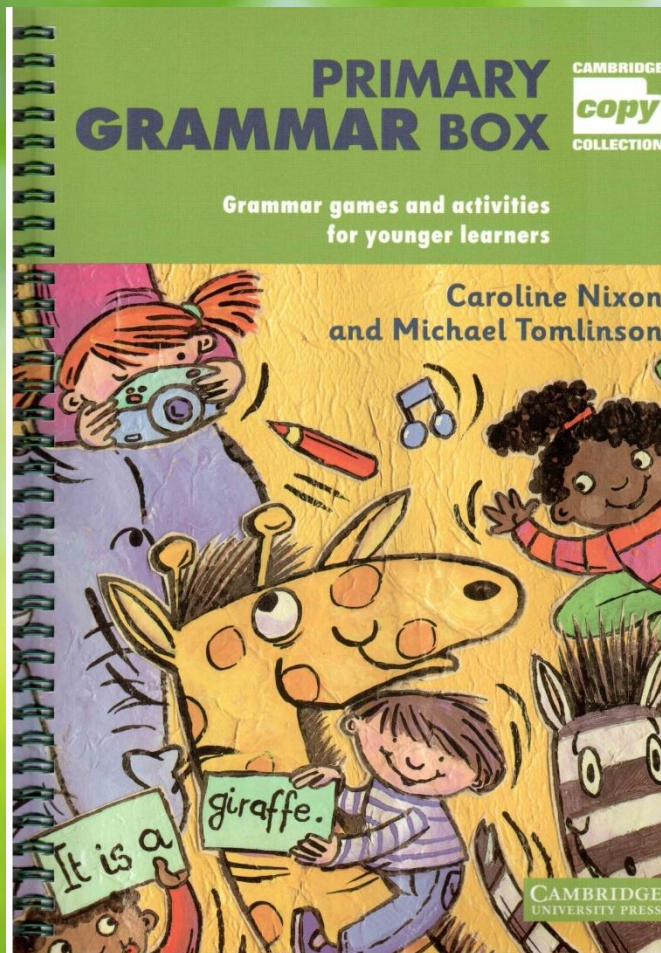
«Аффективный» фильтр –

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



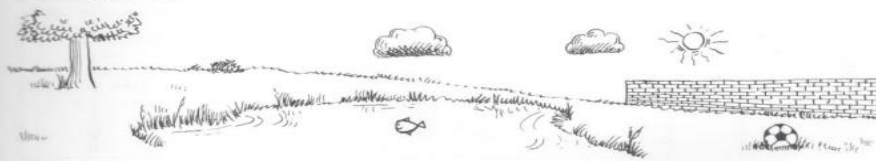
3



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 _____.

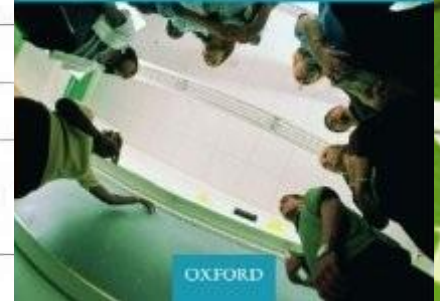
If someone offered me the chance to work abroad for a year I would _____.

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

RESOURCE
BOOKS FOR
TEACHERS
James E. Hall
Alan Maule

Classroom Dynamics

Jill Hadfield



OXFORD

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

