

«ЧТО ДЕЛАТЬ, ЕСЛИ ...?»

***(МИНИ-СБОРНИК ФРАГМЕНТОВ УРОКОВ В ПОМОЩЬ
УЧИТЕЛЯМ АНГЛИЙСКОГО ЯЗЫКА)***

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Аннотация

Данная методическая разработка может послужить основой для создания уроков английского языка в 3-10 классах. Адаптируя представленные в этом сборнике фрагменты планов уроков под свои УМК, уровень и количество учащихся в группах, учителя английского языка смогут получить ответы на следующие вопросы:

- 1 – как проработать значение иностранного слова без прямого перевода;
- 2 – как ввести новый грамматический материал с применением различных современных технологий;
- 3 – как построить урок так, чтобы процент речи учащихся во время урока преобладал;
- 4 – как работать с группой учащихся с разными уровнями владения языком.

Введение

Процессы глобализации привели к возрастанию интереса к изучению иностранных языков, прежде всего английского языка, который стал общепризнанным языком международного общения. Поэтому английский язык стал обязательным компонентом обучения не только в вузах, старшей, средней школе, но и в начальной школе.

В связи с введением государственных стандартов нового поколения изменились требования к учащимся: они должны владеть английским языком для общения в устной и письменной форме в контексте диалога культур через освоение разного вида УУД. Эти требования не могли не отразиться на методике преподавания иностранных языков: ведется активная работа над сбалансированным обучением всем четырем видам УУД.

Сущность работы учителя состоит в стимулировании интереса учащихся к изучению иностранного языка путем создания комфортной обстановки обучения и повышения творческого потенциала каждого ученика, в использовании различных форм и методов обучения для повышения мотивации учащихся, усовершенствовании отдельных сторон труда.

Целью создания данного сборника послужило внедрение новых технологий в методику преподавания английского языка.

Задачи:

1. Создать условия для формирования коммуникативной компетенции обучающихся;
2. Создать условия для усвоения учащимися знаний о культуре страны изучаемого языка, для использования полученных знаний в устной и письменной речи;
3. Создать условия для повышения мотивации к изучению английского языка путем проведения игрового урока;
4. Развивать умения и навыки устной речи, осуществления репродуктивных и продуктивных действий, анализа и систематизации полученных знаний;
5. Развивать творческие способности учащихся.
6. Повысить интерес к изучению английского языка, воспитать чувство удовлетворения от проделанной на уроке работы.

Основным результатом стал разработанный и апробированный мини-сборник фрагментов уроков английского языка для учащихся разных классов. Апробация позволила оценить эффективность мини-сборника на практике. Несомненным **результатом** станет повышение уровня методической компетенции учителей английского языка, приобретение навыков критического анализа отбора материалов для составления конспектов уроков и разработки заданий в формате требований ФГОС для разных ступеней обучения.

Мини-сборник составлен на основе разных УМК по английскому языку и дополнительной литературы (Кузовлев В.П. «Английский язык 10-11 класс», Биболетова М.З. «Enjoy English-4» и «Enjoy English – 7», Барашкова Е.А. «Грамматика английского языка. Сборник упражнений к учебнику Биболетовой М.З. «Enjoy English-4», Frances Eales “Speak out for upper-intermediate level”, Tim Falla and Paul A Davies «Solutions for intermediate and upper-intermediate levels»). Но несмотря на это, фрагменты уроков универсальны, т.е. направлены на демонстрацию применения той или иной технологии и могут быть адаптированы под любой уровень и возраст учащихся.

Мини-сборник состоит из четырёх глав, каждая из которых нацелена на презентацию фрагмента урока и последующее создание собственного фрагмента для решения одной из методических «проблем» (в каждой главе – два фрагмента урока). Кроме того, в конце каждого фрагмента прилагается краткий анализ – описание опыта работы педагога с использованием данной методической разработки.

Фрагменты уроков включают в себя работу с лексикой, грамматический аспект (времена глагола), аудирование, role-plays, ряд заданий на говорение.

Основная часть

Глава 1.

«Что делать, если нужно to clarify the language?»

Фрагмент 1

UNIT 1 *The world teenagers' competition*

Section 1 "Welcome to the world teenagers' competition"

Lexis for taking part in a competition:

My story: "The Sun and the Wind"

Once there was a beautiful 1) _____ between the sun and the wind to see which of the two was stronger.

Soon they saw a man who had a coat on. The sun said, "Let us see who makes the man take off his coat."

The wind tried first. But the man did not take off his coat, and even wrapped it more and more. So, the wind 2) _____.

Now the sun tried its 3) _____. It began to shine. It became hotter and hotter. And the man removed the coat. The wind lost and the sun was the 4) _____.

1) An event, a situation in which people try to find out who is the best at something and a person who is the best usually gets a prize (**Competition**)

CCQs

Did they want to see who is stronger?

Did they do something for it?

Did they have the same task or different tasks?

2) To not be successful in doing something (**Fail**)

CCQs

Did the man took off his coat?

Did Wind do his task?

3) A suitable time or a situation when you have the opportunity to do something (**Chance**)

CCQs

Did Wind do the task?

Was it good for Sun?

Did Sun do anything for that or just waited for its turn?

4) Somebody (a person, a team, an animal, etc.) that is the most successful in a contest and usually gets a medal, a certificate, a prize, etc.
(Winner)

- CCQs: Did Sun do the task?
 Did Wind do the task?
 Was Sun stronger than Wind?

Section 3 Grammar

These were the words that two competitive teams said when the final football match was over.

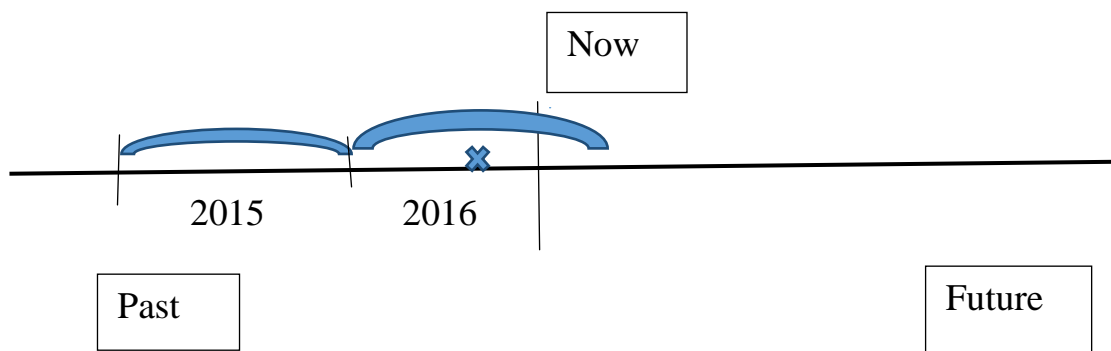
The team that won the competition: “We 1) have won the Cup! It’s ours at last!”

The team that lost the competition: “Well, we 2) won the Cup last year.”

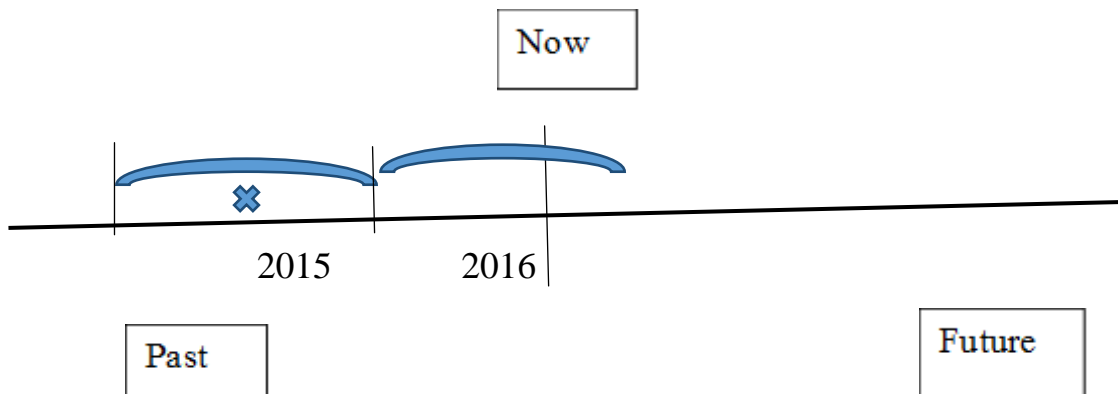
CCQs

WINNER TEAM	LOSER TEAM
Did they win the Cup sometime in the past or now?	Did they win the Cup sometime in the past or now?
Do we know when they won the Cup?	Do we know when they won the Cup?
Do they have the cup now?	Do they have the Cup now?

Timelines: 1) The Present Perfect tense



2) The Past Simple tense



Analysis:

1) ***Characteristics of the group:*** students of the 7th form, 12-13-year-old, elementary or pre-intermediate levels.

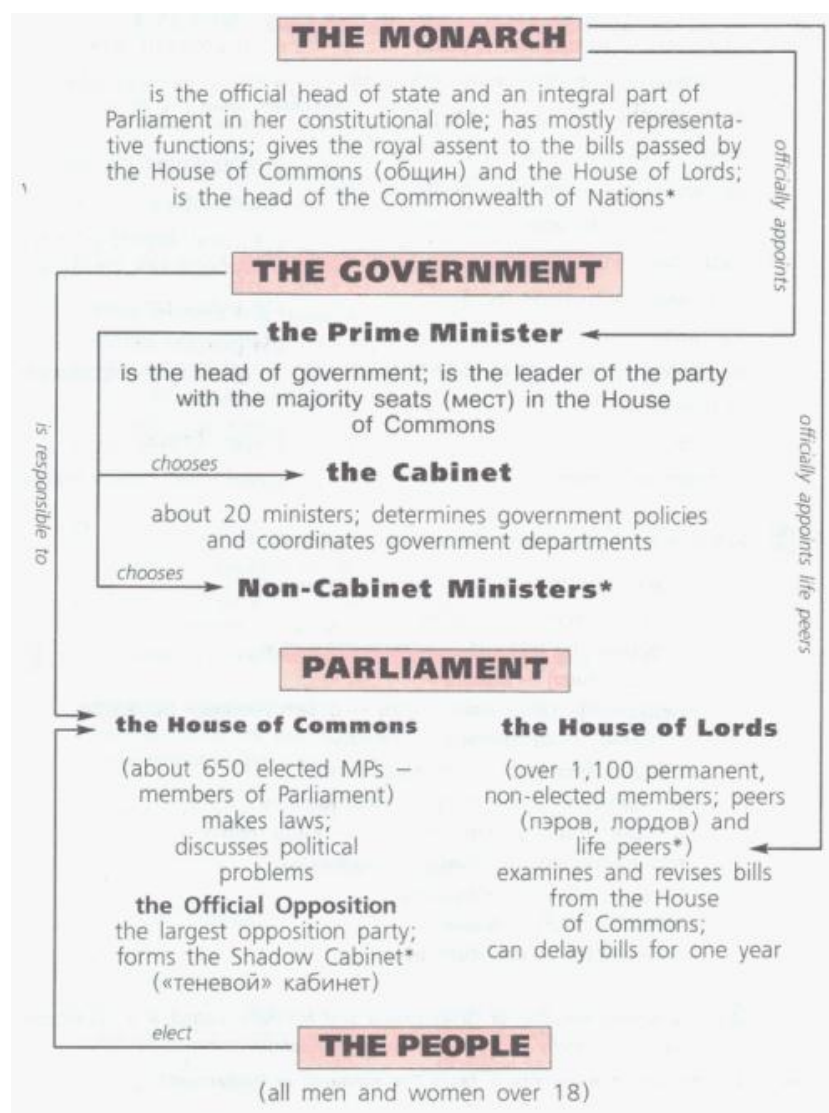
2) ***Strong points of the practice:*** a) topic was interesting, appropriate for teens; b) context was recognizable, in the form of the famous parable; c) the usage of timelines (they were very helpful)

3) ***Weak points of the practice:*** a) some definitions were too long and not exact; b) the context for grammar was short and not enough for some Ss to understand the difference between those two tenses clearly.

4) To sum up, I'd like to say that the lesson was successful thanks to the fact that the Ss liked being involved in work with CCQs and timelines and guessing about the words. Most Ss said that this way of presenting vocabulary and grammar helped them to memorize words and grammar points much better.

Фрагмент 2

Form 10. Topic: Parliamentary Democracy.



The Prime-minister

- 1) CCQs
 - Is Prime-minister the head of the government in some states?
(Yes)
 - Do we have a Prime-minister in Russia? (Yes)
What's his name?
 - Do the British have a Prime-minister?
What's his name?
 - Is there a Prime-minister in the USA?
- 2) Prime-minister – a *noun*, [ˌpraɪmˈmɪnɪstə], formal

When you watch news on TV you may see somebody from a group of people who make laws in our country. In case something serious is discussed you may have a chance to see their leader, in other words, the most important man from that group.

To elect

- 1) CCQs
 - Is this about government? (Yes)
 - Do people choose their president? (Yes)
 - Do they vote for their candidate? (Yes)(Yes)

If they elect him/a candidate, does he become President?

- 2) To elect – *a verb*, [ɪ'lekt], formal

Every fourth year all people in the Russian Federation take part in a very determining event for the whole country. They vote for their candidate for the Presidency, so we *elect* our new president.

Responsible

- 1) CCQs
 - Did my family care about the party?
 - Did we want to arrange it well?
 - Did we want to finish everything in time?
- 2) Responsible – *an adjective*, [rɪ'spɒnsəbl], neutral

My family wanted to make a birthday party for my little son. We had a lot to care about: to buy balloons, to choose presents, to invite guests. My thing to do was to make a birthday cake. So I wasfor baking a cake.

An opposition

- 1) CCQs
 - Is it the main political party?
 - Is it part of the Parliament?
 - Is it part of the government?
 - Can they disagree with the government?
 - Can they change the government's decisions?

- 1) Opposition - *a noun*, [ˌɒpə'zɪʃ(ə)n], formal

In some countries such as Britain this is the main political party in the parliament that is not part of the government. It has its leader. Nowadays it's Jeremy Bernard Corbyn.

Form 6. Topic: Faces of London.

Ex.3 Read and act out.

- Hi! You look so excited!

- That's right! I've been to a lot of places this summer. It was fantastic!
- Wow! It's cool!
- What about your summer?
- I've been to London. I went to Madame Tussaud's museum.
- Oh, did you? I have not been there. Is it worth visiting?
- Yes, sure.

I've been to...

Travelling is an interesting hobby. A lot of people like travelling. I think you like it, too. One of you went to Sochi, the others went to Turkey or Egypt. If I ask you about the places you visited since your birthday, you may say...



Analysis:

1) **Characteristics of the group:** form 10 (Parliamentary Democracy), form 6 (Faces of London). Level: from elementary up to lower-intermediate (in both forms)

2) **As for the implementing:** form 10: it was a challenge for both pupils and me to study new lexis as 1) this was an absolutely new thing for me to practice in class, 2) students' level of English, 3) I am a new teacher for the class so we are getting used to each other. Form 6: there immersed no difficulties thanks to the timeline

Глава 2.

«Что делать, если нужно to choose an effective implementing approach?»

Фрагмент 1

TEST TEACH TEST approach is used for introducing the following grammar point: **Present Perfect Simple and Continuous**

- Students look at the photo of a mountain climber and discuss in pairs what mental qualities people need to climb mountains.
- Students read the text and find the name, age and nationality of a person it is describing.

At first glance, Jordan Romero appears to be a typical American teenager, but for the past three years 1) he has not been leading/has not led an ordinary life. Since he was ten, he's had a single goal: to climb the highest mountain on every continent in the world.

Now thirteen, 2) Jordan has already climbed/has already been climbing seven of the eight mountains on his list, including Mount Everest; he is due to climb the last, Mount Vinson in Antarctica, next month. 3) He's been using/he's used Facebook and Twitter to publicize his climbs and raise money. And recently, 4) Jordan has been giving/ has given motivational talks to schoolchildren around the world via an online link. "5) I've learned/ I've been learning a lot about setting goals, healthy eating and living, and of course climbing mountains."

But some experts 6) have been voicing/ have voiced concerns about the climbs. Have Jordan and his family been considering the risks? Or have they been thinking more about the publicity?

- Students look again, and this time choose (circle) which option they think is correct
- Students read *Learn this!* box.

Learn this!

Present perfect simple and present perfect continuous

1. We use the present perfect continuous form for an action **in progress** and, the simple form for a **completed** action.

I've been learning Russian, but I can't speak it well.

I've learnt a new piece on the piano, I can play it now.

2. We use the continuous form for something which has been happening **recently** and **repeatedly**:

I haven't been doing my homework this term.

But we use the simple form for one occasion or an exact number of occasions:

I haven't done my project/my last three projects.

3. The continuous form is more frequent with **for** or **since** to say **how long** a current action has been in progress.

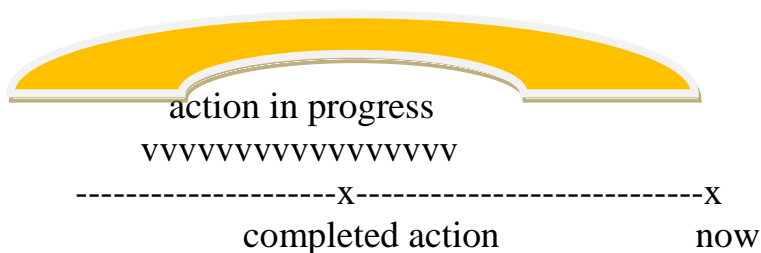
I've been waiting for hours!

- Students look at the board where two examples from the text are written:

1) ...for the past three years he _____ an ordinary life.

2) Now thirteen, Jordan _____ already _____ seven of the eight mountains on his list.

- Students complete the sentences according to *Learn this!* box and the following timeline:



- Students go back to the text and see if they want to change any of the answers they put before. Then, we check as a class.

Analysis:

1) **Characteristics of the group:** students of the 10th form, 16-year-old, intermediate or upper-intermediate levels.

2) **Strong points of the practice:** a) the context is the text about a teenager and this fact attracted the Ss' attention as they are almost at the same age, b) the timeline helped a lot, c) the last stage (when Ss go back to the text and check themselves) displayed Ss' progress and this fact encouraged some weak Ss.

3) **The weak point of the practice is,** I think, the only one. It's the stage of the lesson when Ss just read *Learn this!* box. Ss were not involved in clarifying and that resulted in misunderstanding some examples by 2-3 Ss.

4) Later, at the lessons with another group of Ss, I had an opportunity to make sure that the usage of Guided discovery approach (instead of reading *Learn this!* box) could improve Ss' performance.

Фрагмент 2

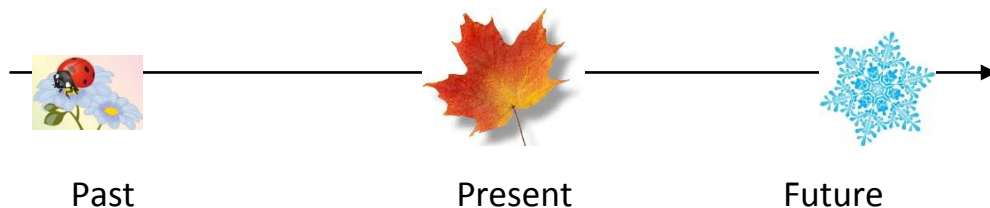
Form 4. Topic: Future Simple. PPP.

The Donkey's favourite season.

Autumn comes. It's cloudy and rainy. Now the Donkey has got a lot of apples and carrots to eat. But he is sad. 'I don't like autumn because it's cloudy, windy and rainy. In winter I **will** play snowballs and toboggan.'

- 1) Read the text.
- 2) Answer the questions:

- Is it winter now? (No)
 - Is it autumn now? (Yes)
 - Can the Donkey play snowballs in autumn? (No)
 - Can the Donkey toboggan in autumn? (No)
- 3) Look at the timeline and find Present and Future.



- 4) Answer the questions:
- Are sentences 1,2,3,4 in Present Simple? (Yes) Prove it. (-s, has, is, don't)
 - Is sentence 5 in Present Simple? (No) Why? (There is no -s, has, is, don't)
 - If it's not about now and it's not Present Simple, then it's about future. To speak about future we need Future Simple.

Model: In winter I will play snowballs.

CCQs: Is it winter now? Is it about present or future?

Form: Model: In winter I will play snowballs.

I + _____ + _____ + snowballs.

S + _____ + _____ +

(SS fill in the gaps with WILL, PLAY, inf/base form/V – depends on how they are taught)

- 5) Write down what will happen

	Future Simple
he / play	he will play
1. he / visit
2. I / help
3. she / dance
4. we / sing
5. it / run
6. they / have
7. she / have
8. he / have

6) Look at the pictures and say what the Donkey will do in winter.
Follow the example :

The Donkey will make a snowman in winter.



7) Tell what you will do in winter.

Example: I will make a snowman in winter.

Analysis:

1) **Characteristics of the group:** form 4. Level: elementary

2) **As for the implementing,** this topic was learned perfectly.

Test results were pretty high.

Глава 3.

«Что делать, если нужно to increase STT (Student's talking time) and decrease TTT (Teacher's talking time)?»

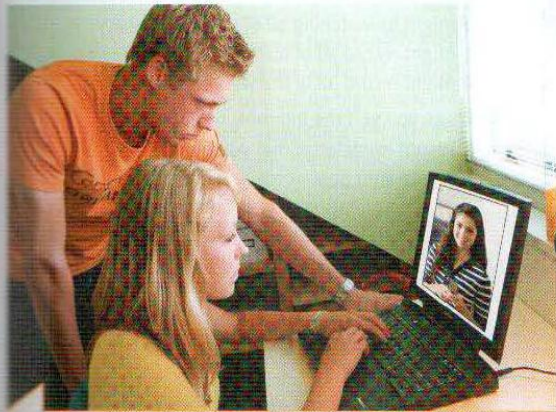
Creating a student-centered classroom

“Present tense contrast”

1 Decide if the sentences are correct or not. Correct the sentences that are incorrect.

- 1 Is your dad usually wearing a suit to work?
- 2 I live with a family in Ireland for a month.
- 3 What are you reading at the moment?
- 4 The train is arriving this evening at six o'clock.
- 5 We don't go to the cinema this Friday night.
- 6 It's quite cold today. I take a coat.
- 7 She's a surgeon. She works in a hospital.
- 8 My brother is always borrowing my mobile! It's really irritating!

1 SPEAKING Look at the picture of Zoe. What is she doing?



Max Hey, Zoe. You're always using the computer when I need it! It's so annoying!
 Zoe I'm chatting with Ella.
 Ella Hi, Max. What are you up to?
 Max Oh, hi, Ella. I'm doing my science homework, but I need to look something up on the Internet.
 Zoe Ask Ella. She always comes top of the class in science.
 Max OK, what about this? At what temperature does oxygen change from a gas to a liquid?
 Ella Minus 183° C.
 Max Wow! Thanks, Ella.
 Zoe Hey, Ella, do you fancy seeing *Inception* at the cinema tonight?
 Ella OK. What time does it start?
 Zoe Seven. I'm meeting Jo at 6.45 outside the cinema.
 Max Cool. I love science fiction films. Can I come?
 Zoe No, you can't!

2 **1.03** Read and listen to the dialogue. Underline the examples of the present simple and present continuous forms in the text.

3 Study the examples in the dialogue. Then write *simple* or *continuous* for each use in the chart below. Which two uses refer to the future?

We use the present ...

- 1 _____ for habits and routines.
- 2 _____ for something happening now or about now.
- 3 _____ for describing annoying behaviour (with *always*).
- 4 _____ for a permanent situation or fact.
- 5 _____ for arrangements in the future.
- 6 _____ for timetables and schedules (e.g. cinema programmes).

4 Read the *Learn this!* box and find two examples of state verbs in the dialogue in exercise 1.

LEARN THIS!

Dynamic and state verbs

Dynamic verbs describe actions and can be used in the simple or continuous forms. State verbs describe states or situations, and are not usually used in continuous tenses. Common state verbs include:

believe belong forget hate know like love mean need prefer remember understand want

GRAMMAR BUILDER 1.2: PAGE 108

5 **1.04** Complete the dialogue with the present simple or present continuous form of the verbs in brackets. Listen and check.

Ella Who ¹ _____ (you / phone)?
 Zoe Jo. The film ² _____ (start) in five minutes. She ³ _____ (never / arrive) on time. ... Hi, Jo. ⁴ _____ (you / come) to see the film? ... OK. She ⁵ _____ (just / get off) the bus. She'll be here in a minute.
 Ella Great. What ⁶ _____ (you / do) after the film?
 Zoe We ⁷ _____ (go) for a pizza. ⁸ _____ (you / want) to join us?
 Ella Yes, I ⁹ _____ (love) pizza. But the last bus home ¹⁰ _____ (leave) at 10.30. I mustn't miss it.
 Max Hi, Zoe. Hi, Ella.
 Zoe What ¹¹ _____ (you / do) here, Max?
 Max I'm going to see the film. I ¹² _____ (wait) for Sam. Shall we all sit together?
 Zoe No way!

GRAMMAR BUILDER 1.3: PAGE 109

6 For each verb below write two sentences, one in the present simple and one in the present continuous. Remember that the present continuous can refer to current actions or future arrangements.

go have play speak study wear

My dad goes to work by bus. Tomorrow he's going to work by car.

7 SPEAKING Tell your partner:

- 1 two things you do every weekend and two things you don't do.
- 2 two things that are happening in the classroom now.
- 3 two things you're doing this evening and two things you aren't doing.
- 4 two facts about yourself or your friends.
- 5 two things that people are always doing which annoy you.

Stage	Stage Aims	Time	Procedure	Interaction pattern
<i>The Ss have read a dialogue (ex.1) before this, which serves as context for the TL.</i>				
Clarifying language (ex.3)	<p>Ss to work on their own with guidance to consolidate knowledge of TL.</p> <p>This is a review of TL as at this level Ss should know this.</p> <p>The purpose here is to revise.</p>	<p>10' 3'</p> <p>4'</p> <p>3'</p>	<ul style="list-style-type: none"> • T asks Ss to find and underline all the examples of the present simple and present continuous forms in the text of the dialogue. • Ss work on their own, then in pairs. T monitors • T conducts FB quickly with the group • T asks Ss to look at the table in ex.2. Elicits 'simple' • Ss then complete individually, and then check in pairs. • T conducts FB quickly with the group, clarifying if necessary by referring back to the context • T asks Ss to read the <i>Learn this!</i> box and find state verbs in the dialogue. • Ss complete the task individually, then in pairs • T conducts FB quickly with the group, clarifying the fact that we can't make these verbs continuous (by referring back to the context in the dialogue) 	<p>T-CI</p> <p>S, S-S</p> <p>T-CI</p> <p>T-CI</p> <p>S, S-S</p> <p>T-CI</p> <p>T-CI</p> <p>S, S-S</p> <p>T-CI</p>
Controlled Practice One (ex.1, p.109)	This gives Ss practice in understanding the basic differences between present tense use	15'	<ul style="list-style-type: none"> • T puts sentence 1 on the board and asks Ss to look at it and try to correct it. T puts Ss's ideas on the board and then elicits the unnecessary usage of the Present Continuous tense in the sentence instead of the Present Simple tense. • Ss work with the other sentences individually, and then Ss work in pairs to discuss mistakes in the incorrect sentences, tick the correct ones and to explain the use of TL to each other. T monitors, noting down areas the Ss have 	<p>T-CI</p> <p>S, S-S</p> <p>T-CI</p>

			<p>difficulty with.</p> <ul style="list-style-type: none"> • T conducts FB. T elicits answers from the entire group. 	
Controlled Practice Two (ex.5)	This gives further practice, but this time in a longer and more realistic context.	20" 5'	<ul style="list-style-type: none"> • T asks Ss to look at the dialogue in ex.5, read it quickly ignoring gaps, and answer one question: 'Are the teenagers watching a film at the cinema or are they discussing the film they've already seen? (watching) • Ss read quickly individually, and then check in pairs. • Quick FB 	T-Cl S S-S T-Cl
		15'	<ul style="list-style-type: none"> • T puts the first sentence on the board and elicits the correct form of the verb. T explains Ss • Ss complete individually finding key words in order to justify the choice of the particular verb form in each gap • then Ss compare their answers in pairs • T monitors • Ss listen to the recording to check themselves, then compare in pairs • T gets answers, if there are any Ss unsure, the recording is played again to check • Ss discuss in pairs any difficult answers to give reasons for the choice of TL • T conducts final FB with Cl 	T-Cl S S-S T-Cl S-S T-Cl S-S T-Cl

A role-play (for freer practice of the Present Simple tense – for habits, facts and schedules, and the Present Continuous tense – for something happening now and arrangements in the future)

Stage	Stage Aims	Time	Procedure	Interaction pattern
<i>The Ss have already had presentation and controlled practice of vocabulary for nationalities, jobs, hobbies and family status as well as functional language for introducing.</i>				
Role-play: Freer practice of functional language and lexis	Ss will consolidate and practice language in a real life context.	30' 5'	<ul style="list-style-type: none"> T tells students that all of them will meet at a party. T then gives Ss the role cards and badges with their new names. 	T-CI
		3'	<ul style="list-style-type: none"> In pairs, Ss discuss what language they need to complete the task. Ss can support and help each other and T can monitor and support where necessary 	S-S
		5'	<ul style="list-style-type: none"> Demonstration: T takes the role of one of the guests. T invites a stronger student and they perform the role-play in front of the class. After, the teacher praises the student, but also gives feedback on TL and some advice how to improve. 	T-S (CI)
		3'	<ul style="list-style-type: none"> The Ss now do the role play (their task is to speak with at least 3 people) in realistic situations (the sounds of quiet music, no desks, posters and pictures of parties on the board and walls, some Ss walk around the classroom and some Ss sit relaxed) to make the task more authentic and enjoyable. T monitors 	S-S
		5'	<ul style="list-style-type: none"> Two stronger students now perform the role-play in front of the class. T praises them and also gives FB on language for all the class. 	S-S –CI T-CI
3'	<ul style="list-style-type: none"> The Ss now do the role-play again. This time they can speak with other people. T monitors Two different stronger students now perform the role-play again 	S-S		

		6'	<p>in front of the class. T praises them and also gives FB on language for all the class. Final FB on TL for the group.</p> <ul style="list-style-type: none"> As a follow-up activity, T joins the party as a guest and Ss need to introduce their new friends to T (this activity is optional) 	<p>S-S – Cl T-Cl T-Cl</p>
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<p>You're Pharrell. You're an American singer. You're 41 and you live in Virginia. You're divorced. You like music and fashion. Now you're enjoying the party. Tomorrow you're going to the theatre (the play starts at 6 p.m.)</p>	<p>You're Michelle. You're an Irish lawyer. You're 50 years old. You're from Dublin but now you live in London. You're married and you have 2 kids. You like cooking. Now you're drinking juice. Tomorrow you're going on a business trip to Paris (the train leaves at 7.30 a.m.)</p>	<p>You're Miley. You're an American actress. You're 21 and you're from Nashville, Tennessee. You're single. You like going to parties. Now you're dancing. Tomorrow you're having a Spanish lesson (the lesson starts at 4 p.m.)</p>
<p>You're Jamie. You're an English chef. You're 39 and you live in London. You have a girlfriend. You like cooking and reading. Now you're reading a magazine. Tomorrow you're working late (the restaurant closes at the midnight)</p>	<p>You're Angela. You're a German politician. You're 60 and you live in Berlin. You're married. You like films and swimming. Now you're talking over the phone. Tomorrow you're going to the dentist (the meeting starts at 9.15 a.m.)</p>	<p>You're Manuel. You're French. You're 52 and you're married. You work in a bank and you live in Paris. You love cars and travelling. Now you're listening to music. Tomorrow you're playing volleyball (the match starts at 6.30 p.m.)</p>

Analysis:

1) ***Characteristics of the group:*** students of the 8th form, 14-year-old, pre-intermediate or intermediate levels. During the lesson, all Ss spend much time in pairs (thus, helping each other as well). Their pair work and the role-play for freer practice improved Ss' performance. At the end of the lesson, the first part of the group had less fear about contrasting these two tenses, thanks to the role-play, and the second part of the group found out and practiced some peculiarities in usage of Present Simple and Present Continuous.

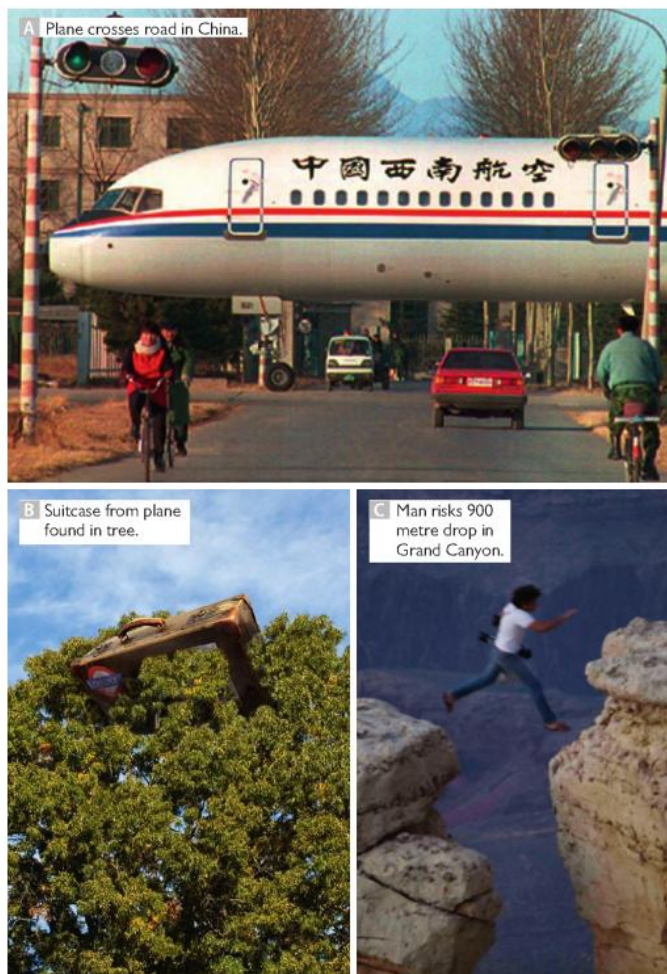
2) ***Strong points of the practice:*** a) the context was very close to Ss (discussion of problems at school and plans for free time), b) there was much more STT than TTT, c) the role-play was a success and gave an opportunity for Ss not only to practice target grammar point but as well to communicate with each other.

3) ***The weak point of the practice*** is that in the cards for the role-play I gave Ss the language they were supposed to use productively, that's why some Ss used the cards for rather reading than speaking. But I'm going to replace some phrases in the cards and use them for other groups of Ss

4) ***As a result*** , I got the answers to my questions. For example, what should I do if some Ss run out of things to talk about while others are still talking a lot? (it didn't happen during implementing my lesson plan but I was afraid of such situations a lot). The answer is to get Ss to talk in more detail.

Фрагмент 2

Task 1. Practicing language. Listening.



- T tells students to close books and write on the board the title ‘The News that Wasn’t’ and the question ‘When is the News not news?’

- Brainstorm some ideas with the class about what they mean, e.g. a certain topic might not be considered important enough to be ‘newsworthy’, or a story might be examined so much that it’s exhausted and no longer relevant as news.

- If Ss mention the idea of someone trying to make people believe a story that isn’t true, T pre-teaches ‘hoax’.

- T checks that Ss understand the idea of a ‘hoax’ and a ‘composite photo’, i.e. when two or more photos are combined.

- Ss are put in pairs to discuss them.

- T asks Ss just to listen for whether the photo is a hoax or not.

- T gives Ss a minute or two to look at the questions and think about what they already know about the answers from listening the first time.

- 1 Why does the studio guest want to remain anonymous (hide his identity)?
- 2 What do the police pay him to do?
- 3 What feature in each photo makes him think the photo could be a hoax?

- T plays the recording again.
- Ss compare their answers in pairs.

Task 2. A role-play.

7A Work in pairs. For each statement, think of two points that support the opinion and two points against it.

- Thirteen is too young to join a social networking site.
- A seventeen-year-old boy shouldn't be allowed to get a tattoo.
- An eighteen-year-old who has just passed his driving test isn't ready to drive the family car alone.

- T tells both Ss to in the pair to write down as many points as they can in support of and against the opinion.

- Ss should be able to generate more ideas this way and this also gives T the opinion of separating them to work with a different partner for the next stage of the activity.

- Ss are put into groups of three. T makes sure that they don't work with their partner from the previous stage.

7B Student A:

- 1 You are the DJ. Ask Student B to tell you about their situation. Ask for clarification to check you understand. Then invite Student C to give their opinion. Encourage B and C to exchange their points of view.
- 2 Now change roles. You are a caller. Give your opinion when the DJ asks you.
- 3 Now change roles. You are a different caller. Explain your situation to the DJ:

A well-known social networking site has a minimum age of thirteen. Your daughter is thirteen next week and she says some of her friends' parents have allowed their kids to join. You think she's too young.

7B Student B:

- 1 You are a caller. Explain your situation to the DJ:

Your son, who is seventeen, has started going out with a young woman who he says is the love of his life. He wants to get a tattoo linking her name and his. You're strongly against the idea.

- 2 Now change roles. You are the DJ. Ask Student C to tell you about their situation. Ask for clarification to check you understand. Then invite Student A to give their opinion. Encourage A and C to exchange their points of view.
- 3 Now change roles. You are a different caller. Give your opinion when the DJ asks you.

7B Student C:

- 1 You are a caller. Give your opinion when the DJ asks you.
- 2 Now change roles. You are a different caller. Explain your situation to the DJ:

Your eighteen-year-old son has just passed his driving test. He wants to borrow your car so that he can drive his friends around. He says that his other friends' parents let them borrow their cars. You think he's not ready yet.

- 3 Now change roles. You are the DJ. Ask Student A to tell you about their situation. Ask for clarification to check you understand. Then invite Student B to give their opinion. Encourage A and B to exchange their points of view.

- T explains Ss are going to act out three calls to the radio phone-in show and each time they will take a different role: the DJ, the caller with a problem, or the caller who listens and gives his opinion.

- T directs Ss to their instructions and once they've read them, asks three Ss to start acting out the first situation in front of the class to make sure everyone understands what to do

- If T wants all the groups to move through the three situations at the same pace, he/she can use a signal (e.g. clapping his/her hands) to stop them and tell them to move on to the next one.

- T monitors and makes notes so T can give Ss feedback on their language afterwards.

- If T has access to recording facilities, T can record each group acting out one of the situations. Then T can play the recordings for the class and give Ss 'live' feedback on their language.

Analysis:

1) *Characteristics of the group*: form 11. Level: upper-intermediate

2) **As for the implementing**, this task was very interesting to implement as I had a goal to make my pupils speak more than I do. So I controlled this during the lesson. What a surprise it was that it worked out! I didn't have any difficulties here. The lesson was interesting and very challenging.

Глава 4.

«Что делать, если нужно to deal with mixed ability groups?»

Фрагмент 1

№	Student	Level	Vocab	Grammar	Reading	Listening	Writing	Speaking
1.	<i>Adel</i> – open-hearted, hardworking (is fond of psychology)	Intermediate	Good word stock of any topic	Some problems with Sequence of tenses	Likes working with key words	Is good at matching speakers to statements	Some grammar mistakes occur	Tends to be more philosophical than others
2.	<i>Anastasia</i> – easy-going, friendly (is going to be a translator)	Upper-Intermediate	Sufficient word stock of many topics	Works excellent with verb patterns	Sometimes is inattentive in reading tasks	Is the best at gap filling	Can easily find counterarguments and justify them	Is never lost for words
3.	<i>Victoria</i> – pessimistic, persistent (her hobby is dancing)	Pre-Intermediate	Some problems with personalities, shopping, the environment	Problems with Perfect tenses, questions	Problems with long texts	Problems with multiple-choice tasks	There are grammar mistakes	Spends much time on thinking over what to say
4.	<i>Tamara</i> – level-headed, considerate (her hobby is reading)	Pre-Intermediate	Some problems with technology, sports	Problems with questions	Is a big fan of reading classical literature	Problems with matching speakers to statements	Is very good at formulating arguments	Has a language barrier
5.	<i>Sabina</i> – shy, nervous (is going to be a linguist)	Intermediate	Good word stock of different topics	Problems with wordformation	Likes reading for details	Problems with gap filling	Sometimes confuses words	Has difficulties with communicating, eye contact
6.	<i>Daria</i> – serious, self-confident (wants to be a journalist)	Upper-Intermediate	Sufficient word stock of many topics	Is the best at dealing with different tenses	Is very thoughtful during reading	Works excellent with both dialogues and long audios	Is good at making logical links and at using linking words	Enjoys asking questions and making dialogues
7.	<i>Denis</i> – confident, impatient (Informa-	Intermediate	Good word stock of any topic	Some problems with Sequence of	Sometimes is inattentive	Some-times is inattentive	Some grammar mistakes occur	Monologue speech is good, but

	tion technology is his favourite subject)			tenses				in dialogues can put pressure on classmates
8.	Michael – not persevering, sociable (has been succeeding in karate for many years)	Pre-Intermediate	Some problems with personalities, the environment, culture issues	Problems with questions, Perfect tenses, verb patterns	Doesn't like working with keywords	CD is hard	There are grammar mistakes	Likes talking about himself (friends, family, hobbies future plans)
9.	Alina – closed, calm (is interested in fashion)	Intermediate	Good word stock of different topics	Problems with wordformation	Likes reading articles from magazines	Problems with listening for gist	Enjoys using vocabulary of high level which is not always relevant	Has some problems with communicating
10.	Nastya – emotional, intelligent (wants to be a writer)	Upper-Intermediate	Sufficient word stock of many topics	Is the best at working out questions of different types	Likes reading everything, but pays more attention to poetry	Is the best at dealing with True/False/Not Given statements	Opinion essays are her strong point	Likes giving comments on classmates' statements

Dealing with different personalities

6 SPEAKING Work in pairs. Agree on three out-of-school activities which would be best for developing a person's social skills. Give reasons for your choices. Use the activities below or your own ideas.

Extra-curricular activities doing drama doing karate
 doing yoga going dancing going shopping
 joining a choir jogging learning an instrument
 playing basketball playing computer games
 watching sport

- T asks “If someone wants to have good social skills, what can they do out of school?” Each S’ task is to give his/her example according to his/her sphere of interests (i.e. Michael can advise to “do karate” as he has been

succeeding in this sport for many years). Ss can use the phrases given in ex.6 or their own ideas, but they must give reasons for their choice

- Ss share their ideas and reasons in pairs. T monitors and gives help where necessary
- Then Ss mingle and try to find the classmate with the idea from the same (or almost the same) sphere of interests (sport, fashion, foreign languages, etc.)
- In these groups, Ss decide on the best piece of advice
- T plays the role of a teenager (a boy called Cameron, from the text from the previous exercise) who wants advice on how to improve poor social skills. T elicits the answer from each group of Ss

Dealing with different levels

Exercise 4

Complete this contrasting pairs of phrases for describing character and behavior. Use the verbs below. <i>Count get give keep let look play take wear</i>	
be up for anything	1 _____ it safe
(always) 2 _____ on the bright side	expect the worst
speak your mind	3 _____ your opinions to yourself
4 _____ things in your stride	get stressed
5 _____ your heart on your sleeve	not 6 _____ much away
never be lost for words	7 _____ tongue – tied
you never 8 _____ me down	can't 9 _____ on you

- Ss' task is to complete the phrases with the given verbs. Weaker Ss (*Sabina, Michael, Tamara, Victoria, Adel*) do it with dictionaries and with the help of the text from the previous exercise in which they can see the phrases used in context. Stronger Ss (*Alina, Denis, Nastya, Daria, Anastasia*) do it without dictionaries and texts. Ss of any level can check their answers independently from each other as the correct answers are written on the other side of the board. T monitors

- If it is necessary for weaker Ss (if they still have problems with understanding the meaning of the phrases), T asks stronger Ss to explain the expressions in their own words, or to use them in the examples, or even (in the most difficult situations) give Russian equivalents

- For further practice with the phrases (from ex. 4) stronger Ss can do rephrasing task (ex.5). They complete the task individually and only after

that compare answers with a partner to check. If weaker Ss have enough time, they can do this task in pairs (T monitors and gives help where necessary)

Exercise 5

**Complete the second sentence so that it means the same as the first.
Write 2-5 words, including the word in brackets.**

1 a She takes everything in her stride.

b She _____ about anything. (stressed)

2 a You can always count on me.

b I'll _____ down. (never)

3 a Suddenly, I got tongue-tied.

b I was _____ words. (lost)

4 a He doesn't give much away.

b He doesn't _____ his sleeve. (heart)

5 a I usually expect the worst.

b I rarely _____ side. (bright)

Analysis:

1) ***Characteristics of the group:*** students of the 10th form, 16-year-old, from pre-intermediate to upper-intermediate levels. As for a part of the lesson plan for dealing with different personalities, Ss were quite motivated at the beginning of the lesson as they knew that we were going to continue speaking about a 14-year-old Maths prodigy called Cameron (at the previous lesson we worked with the text about this outstanding boy with poor social skills). As for a part of the lesson plan for dealing with different levels, Ss were motivated as well because they always enjoyed working with collocations and idioms. From my point of view, by the end of the lesson, Ss' performance had been improved thanks to involving their own hobbies in the discussion in the first case, and thanks to individual approach in the second case.

2) ***Strong points of the practice:*** a) the table with information about Ss' hobbies, levels, skills, personal traits helped a lot in modeling lesson plans, b) including Ss' personal interests in the speaking activity diminished the problem with vocabulary (Ss were never lost for words) and encouraged shier and unsure-footed Ss to speak more confident, c) completing the table of collocations and idioms was successful thanks to the opportunity for different Ss to work under different circumstances (with dictionaries or without them, with explanation of new words or their translation, in pairs or individually)

3) Frankly speaking, I can't point at any *weak points of the practice* because after the corrections of these parts of lesson plans, their implementing was very successful and effective

Фрагмент 2

















Student	Level	Vocab	Grammar	Reading	Listening	Writing	Speaking
Kirill - a chatterbox full of energy, restless interested in everything around but not the lesson	Elementary	Good - Products - Animals - Colours - Do you like..? Weak - Would you like..? - Help yourself	Good - Countable/un-countable nouns - Some/a, much/many Weak - Does she/he like..? (Yes, she does. No, she doesn't)	Ok with separate sentences. Can't stand reading any kind of text. Prefers reading instructions for the exercises from SB	Enjoys listening to CD not classmates. Hears everything what is in the task.	Likes writing despite of some mistakes. Three notebooks for English.	Likes talking about everything around but not the topic of the lesson
Vika – shy a little, open-hearted, sensitive	Elementary	Good - Products - Animals - Colours - Do you like..? Weak - Would you like..? - Help yourself	Good - Countable/un-countable nouns - Some/a, much/many Weak - Does she/he like..? (Yes, she does. No, she doesn't)	Ok with short texts. Gets lost in longer ones	Can hear both her classmates, and the CD. The last one sometimes can be problematic	A certain number of mistakes, not crucial. Doesn't mind writing	Is ready to speak on any topic but if it is not a new one. She needs some time to get used to it
Artemiy – confident, well-organized, h/w is always done	Elementary	Good - Products - Animals - Colours - Do you like..? - Would you like..? - Help yourself	Good - Countable/un-countable nouns - Some/a, much/many Does she/he like..? (Yes, she does. No, she doesn't)	Confident enough in any kind of reading	Very attentive. Listening is not a problem	Likes writing. Finds his own rare mistakes.	Likes talking on any topic

Alisa – smiling and lovely creature, charming and eager to answer	Elementary	Good - Products - Animals - Colours - Do you like..? - Would you like..? - Help yourself	Good - Countable/un-countable nouns - Some/a, much/many - Does she/he like..? (Yes, she does. No, she doesn't)	Confident enough in any kind of reading	Very attentive. Listening is not a problem	Very accurate, handwriting is perfect. Rare mistakes	Likes talking on any topic
Alyona - smiling and lovely creature, charming and eager to answer (Alisa's friend)	Elementary	Good - Products - Animals - Colours - Do you like..? - Would you like..? - Help yourself	Good - Countable/un-countable nouns - Some/a, much/many - Does she/he like..? (Yes, she does. No, she doesn't)	Confident enough in any kind of reading	Very attentive. Listening is not a problem	Very accurate, handwriting is perfect. Rare mistakes	Likes talking on any topic
Roma – inconfident a little, needs constant support, sometimes can lose his attention	Elementary	Good - Products - Animals - Colours - Do you like..? Weak - Would you like..? Help yourself	Good - Countable/un-countable nouns Weak - Does she/he like..? (Yes, she does. No, she doesn't) - Some/a, much/many	Ok with short texts. Gets lost in longer ones	Can hardly hear both his classmates and the CD. The last one sometimes can be too problematic	Spontaneous in writing, it can be seen as if he doesn't realize what he writes	Words are rarely can be heard from him. Needs constant examples and repetitions, clichés.

Nikita – very energetic, ready to answer all the time, confident but restrained	Elementary	Good - Products - Animals - Colours - Do you like..? - Would you like..? - Help yourself	Good - Countable/un-countable nouns - Some/a, much/many - Does she/he like..? (Yes, she does. No, she doesn't)	Confident enough in any kind of reading	Very attentive. Listening is not a problem	Likes writing. Finds his own rare mistakes.	Likes talking on any topic
Dasha – confident, polite, 'perfect lady', helpful	Elementary	Good - Products - Animals - Colours - Do you like..? - Would you like..? - Help yourself	Good - Countable/un-countable nouns - Some/a, much/many - Does she/he like..? (Yes, she does. No, she doesn't)	Confident enough in any kind of reading	Very attentive. Listening is not a problem	Likes writing. Almost no mistakes	Likes talking on any topic
Maya – active, responsible, if she is wrong she'll never give up	Elementary	Good - Products - Animals - Colours - Do you like..? Weak - Would you like..? Help yourself	Good - Countable/un-countable nouns - Some/a, much/many Weak - Does she/he like..? (Yes, she does. No, she doesn't)	Ok with short texts. Gets lost in longer ones. Misses her turn while reading one by one.	Can hear both her classmates, and the CD. The last one sometimes can be problematic	A certain number of mistakes, not crucial. Doesn't mind writing	Is ready to speak even if she is wrong. Fight with English every lesson. And wins.
Vova – calm, confident, well-mannered, responsible	Elementary	Good - Products - Animals - Colours - Do you like..? - Would you like..? - Help yourself	Good - Countable/un-countable nouns - Some/a, much/many - Does she/he like..? (Yes, she does. No, she doesn't)	Confident enough in any kind of reading	Very attentive. Listening is not a problem	Likes writing. Finds his own rare mistakes.	Likes talking on any topic

1. Different levels of knowledge

2. Расскажи о ком-нибудь из своих друзей по плану:

- 1)    . 4)   not  .
- 2)    .
- 3)    . 5)     .

This is for stronger Ss (Vova, Dasha, Nikita, Alyona, Alisa, Artemiy)

- Another variant for weaker Ss (Kirill, Roma, Maya, Vika)

Finish sentences about your friend.

- 1) I have got (a friend)
- 2) She/He is... (smart, clever, nice, kind, etc.)
- 3) She/He can...(run, jump, draw, play football, etc.)
- 4) She/He can not ...(fly, swim, play table tennis, etc.)
- 5) She/He likes ... (sweets, cakes, bananas, etc.)

2. Personal differences

5. Прочитай и отгадай загадку, которую Билли загадал своим гостям.

I have got a pet. It is not big.
It can't swim. It likes to sing.
It is black and red. It likes corn.



6. Придумай и загадай загадку своим одноклассникам.

- 1) Ss who like drawing can draw their pet on a piece of paper. We'll put those pictures on the board, we'll listen to Ss and guess. (Vika, Roma)
- 2) Ss who like acting out can pretend to be animals and make riddles about themselves. (Maya, Kirill)
- 3) Ss who like taking photo and making mini-projects can make it as a project work on a piece of paper.(Dasha)
- 4) Ss who like making computer presentations, can present their puzzles and pets using projector.(Vova, Artemiy, Nikita)
- 5) Ss can bring a toy-copy of their pet (or even the real pet???????) ☺ in a box (a bag), say their riddles and we'll guess (Alyona, Alisa)

Analysis:

- 1) **Characteristics of the group:** form 3. Level: elementary
- 2) **As for the implementing,** the lesson was super! Everyone felt like he/she brought something really valuable to the lesson. Everyone was engaged in the activities. Everyone realized his/her importance and abilities.

Заключение

Эффективность упражнений, направленных на снятие трудностей при овладении лексическими единицами и грамматическими структурами на уроках английского языка на всех этапах обучения была подтверждена практической работой, которая проходила в 3-х, 5-х, 7-х и 10-11-х классах.

Исходя из результатов практической работы, упражнения, направленные на снятие трудностей при овладении лексико-грамматическими навыками, привели к сокращению количества ошибок в употреблении лексических единиц и грамматических структур. Это доказывает эффективность предложенных упражнений.

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