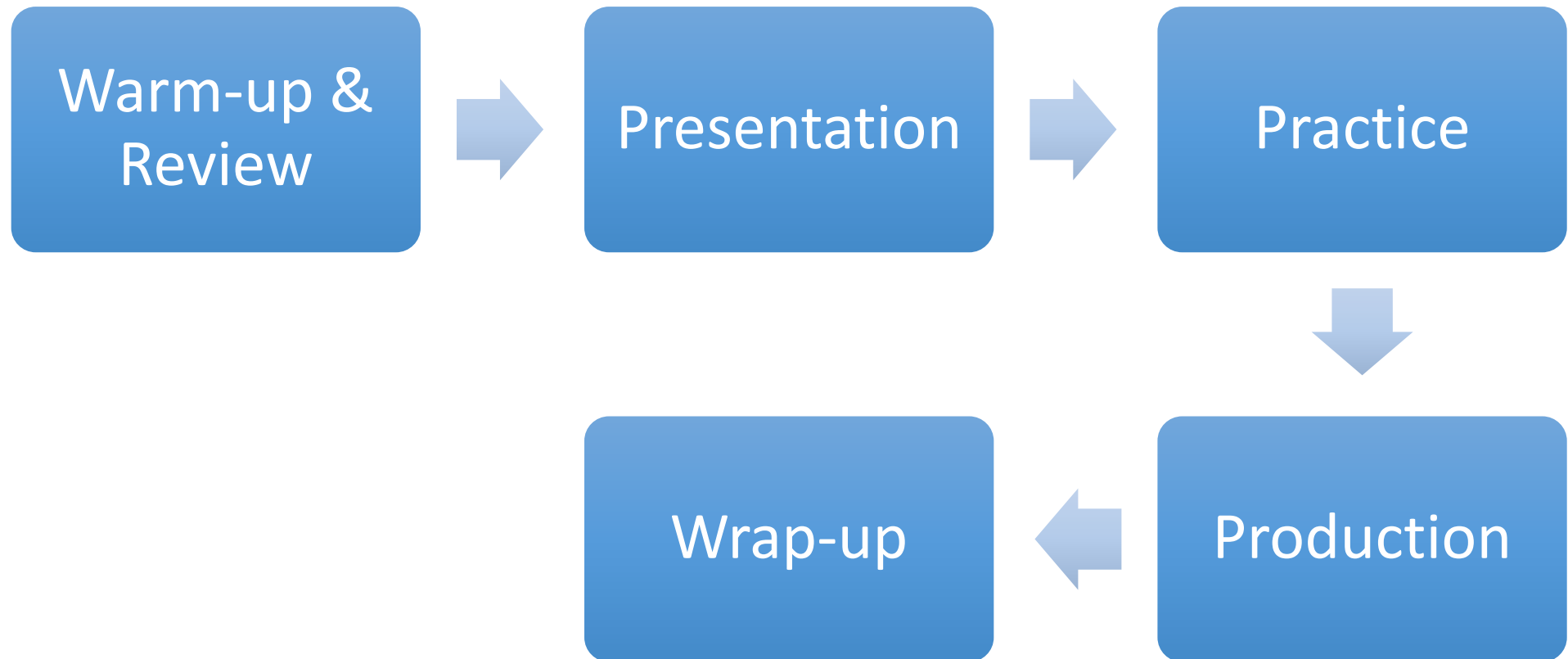


# Practising Structure

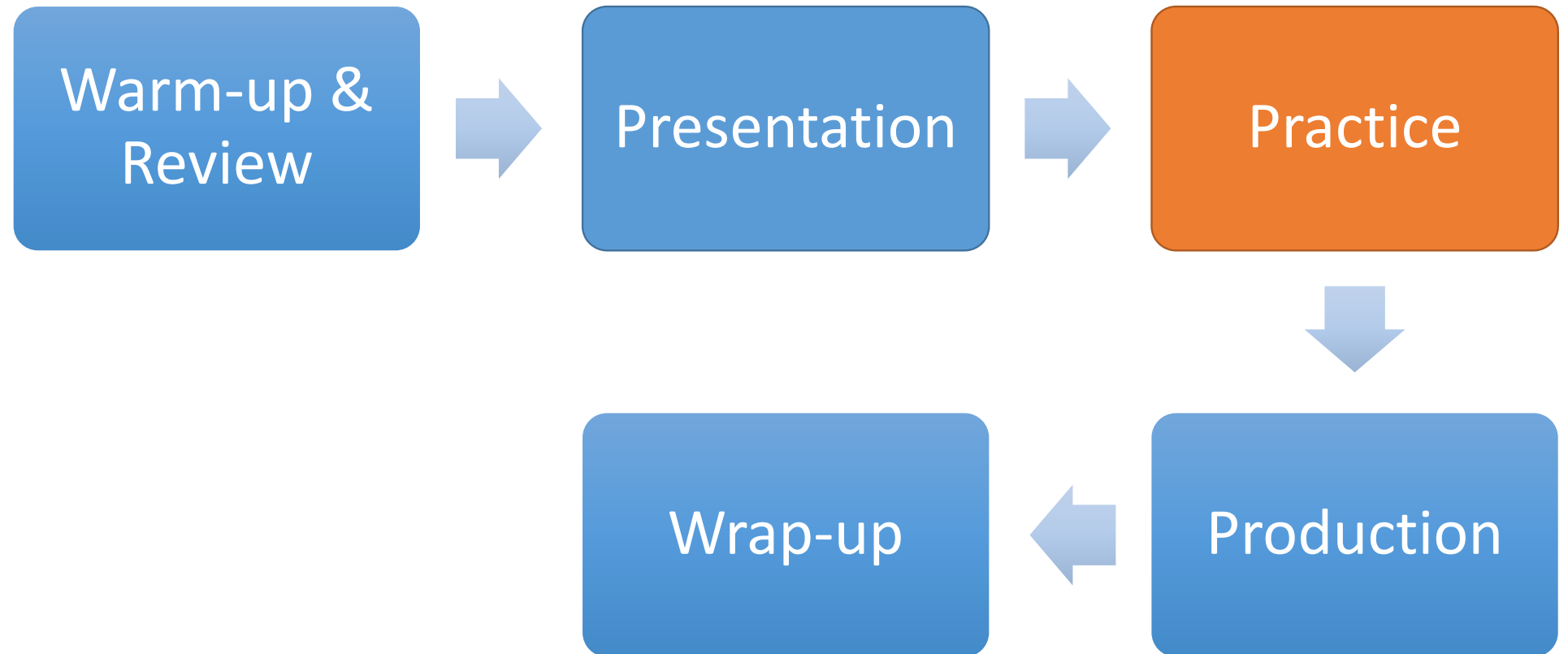
Teach English 6

YUKIO TONO (TUFS)

# Stages of a lesson



# Stages of a lesson



## 6 Practising structures

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### 1 From presentation to practice

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Here is part of a teacher's lesson plan.

**Aim:** To teach Ss to make suggestions using 'Let's . . . '.

**Presentation**

1. Give a situation and example:

You're sitting at home with a friend. You can't decide what to do. You suggest different things. For example, you want to watch television – so you say 'Let's watch television'.

2. Chorus repetition: .

Let's watch television.

Write the sentence on the board.

?

What should the teacher do next? Consider these possibilities.

What should the teacher do next? Consider these possibilities.

***Repetition***

**T: Let's play football.**

**Ss: Let's play football.**

**T: Let's go swimming.**

**Ss: Let's go swimming.  
etc.**

***Substitution***

**T: You want to play football.**

**Ss: Let's play football.**

**T: You want to go swimming.**

**Ss: Let's go swimming.**



*Single word prompts*

**T:** cinema

**Ss:** Let's go to the cinema.

**T:** football

**Ss:** Let's play football.

*Free substitution*

Students make up their own sentences, e.g.:

Let's go fishing.

*Picture prompts*

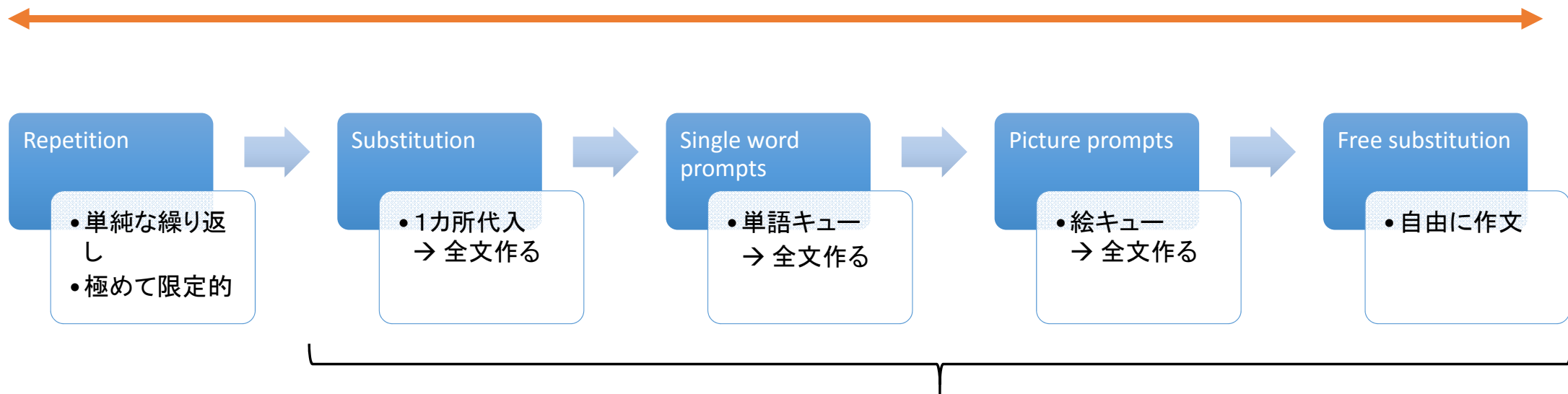


# From presentation to practice

Structureを用いて sentence の作り方を教える → 構造の操作方法

易しい

難しい



- Substitution : 代入
- Prompts (キュー) → 自分で例文を作る

# Simple repetition

T : Let's play football.

Ss : Let's play football.

T : Let's play tennis.

Ss : Let's play tennis.

T : Let's go swimming.

Ss : Let's go swimming.

最初はリピートする文も  
変化させるところは最小限がわかりやすい

Let's の後の V+N の単語の難易度で  
レベルの上下をコントロールする



# Substitution

T : Now, can you make some more sentences.  
Listen. **You want to watch television, so you say,**  
“Let’s watch television.” Now you want to listen to the radio.  
Let’s …

Ss : Let’s listen to the radio.

T : **You want to play football.**

Ss : **Let’s play football.**

T : **You want to play tennis.**

Ss : **Let’s play tennis.**

T : You want to go swimming.

Ss : Let’s go swimming.

繰り返しの代わりに、キューを別の文で出し  
その一部を入れ替えてターゲットの構造で言う

You want to → Let’s を代入すれば良い

一見難しそうだが、慣れれば簡単

# Single word prompts

T : Now, I'll say a word, and you say the sentence. OK?  
Television.

Ss : Let's watch television.

T : Cinema

Ss : Let's go to the cinema.

T : swimming

Ss : Let's go swimming.

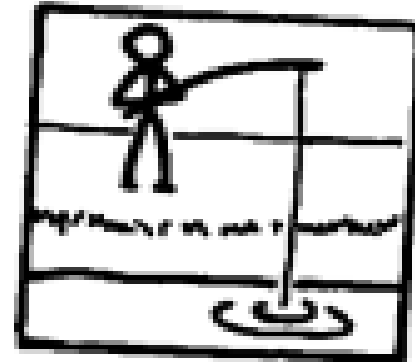
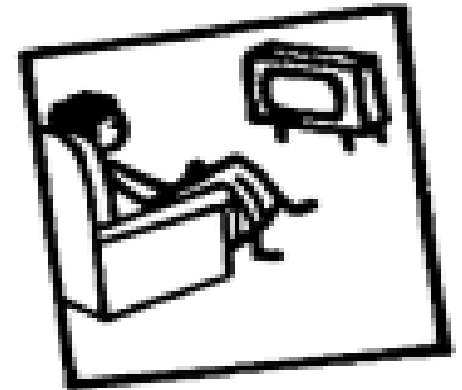
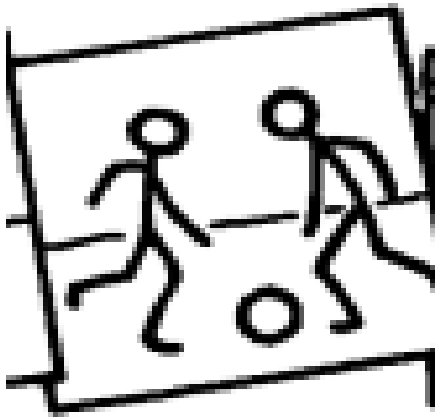
} 1語のキューを与えて全文を引き出す  
1語はたいてい名詞

} 動詞を添えなければいけないので難しい

T : football

Ss : Let's play football.

# Picture prompts



# Free substitution

T : Now, **who can make another suggestions?**

**Make your own sentence.**

S : Let's go to the cinema.

T : Good. Another one.

S : Let's go for a walk.

T : Great. Let's repeat. Let's go for a walk.

Ss : Let's go for a walk.

# Controlled practice

- このタイプのドリルは練習の最も初期段階の練習であり、あまり授業中に時間をかけ過ぎない方がよい。
  - 完全に機械的 (completely mechanical)
  - 生徒が本当に意味を理解しているか不明 デモ
  - 形式面 (form) の練習としてはよいが、表現したい意味 (meaning) を重視していない

## 2 Meaningful practice

Do each pair of exercises. How are exercise (a) and exercise (b) different?

1a.

Anne likes *tea* but she doesn't like *coffee*.

- a) folk music/pop music
- b) walking/swimming
- c) cats/dogs
- ... ..

1b.

Say *true* sentences about yourself:

I like tea.

or I don't like tea.

- What about:
- a) coffee?
  - b) pop music?
  - c) cats?
  - ...

2a.

You are a stranger. Ask about places in the town.

a café:

Is there a café near here?

- a) a grocer's shop
- b) a cinema
- c) a fruit stall
- ...

2b.

You are a stranger. Ask about places in the town.

You want to see a film:

Is there a cinema near here?

- a) You want to buy some fruit.
- b) You want to post a letter.
- c) You want to spend the night here.
- ...

3a.

'Where are you going?'

'I'm going to the station.'

- a) cinema
- b) zoo
- c) river
- ...

3b.

'Where are you going?'

'I'm going to the station.'

'Why?'

'Because (I want to buy a train ticket).'

- a) cinema
- b) zoo
- c) river
- ...

# Mechanical vs. Meaningful Practice

- 練習を「意味のある (meaningful) 」にするポイント：
  - By getting students to say real things about themselves  
自分自身のことを言わせる
  - By giving situations which imply the structure, but leave the students to decide exactly what to say  
その表現を使わせたい場面を与える
  - By letting them add something of their own  
自分で何か一言付け加えさせる

Mechanical

Meaningful

---

### 3 Organising practice in class

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Here is an exercise practising questions and answers with 'can'.

Can you . . . swim? drive a car? ride a horse? speak English? stand on your head? sing? fly?	Yes, I can.
	No, I can't

Here is a possible lesson plan:

- Ask the students to close their books. Read out the questions and answers, and ask the students to repeat them.
- Ask the questions, and the students reply 'Yes, I can' or 'No, I can't'.
- Then the students open their books. Students read out questions in turn, and other students answer.

Comment on the lesson plan. What improvements would you suggest?



# Organizing practice in class

- レッスンの改善点：
  - すべての疑問文をリピートさせるのは機械的で不必要である
  - 第2段階の練習では、自分のこととして答えさせることで、練習をより meaningful にする
  - 疑問文の音読だけは機械的。本を閉じたまま、覚えているか確認するなど、工夫が望まれる
  - 最後には、Can you …? で質問を作らせ、お互いに質問させる。活動を面白くする工夫が望まれる

# Organizing practice in class

- i. Write example on the board. Students repeat it.
- ii. Ask questions. Students give real answers.
- iii. Give prompts. Students ask each other questions.
- iv. Students make up their own questions.

# Procedure

- i. Write on the board:  
Can you swim? Yes, I can.  
No, I can't.  
Get students to repeat the question and answers.
- ii. T: Now, **give me true answers**. Can you swim?  
S1: Yes, I can.  
T: What about you? Can you swim?  
S2: No, I can't.  
T: Now, listen. Can you drive a car? (repeat)  
S3: No, I can't.
- iii. T: Now, can you remember the questions? **Yuki, can you ask Rie. Sing.**  
S: Can you sing?  
S: Yes, I can.
- iv. T: Now, **can you ask your own questions?** Yes?  
S: Can you ride a bicycle?  
T: Good. Who can answer?  
Takashi?  
S: Yes, I can.

# Procedure

- i. Write on the board:  
Can you swim? Yes, I can.  
No, I can't.  
Get students to repeat the question and answers.
- ii. T: Now, **give me true answers**. Can you swim?  
S1: Yes, I can.  
T: What about you? Can you swim?  
S2: No, I can't.  
T: Now, listen. Can you drive a car? (repeat)  
S3: No, I can't.

Short prompts  
Do not "give away" the question.

- iii. T: Now, can you remember the questions? **Yuki, can you ask Rie. Sing.**  
S: Can you sing?  
S: Yes, I can.
- iv. T: Now, **can you ask your own questions?** Yes?  
S: Can you ride a bicycle?  
T: Good. Who can answer?  
Takashi?  
S: Yes, I can.

# Free oral practice

- これらの練習の後、より自由な会話練習に移行できればする
  - 自分自身のこと、実生活のことを話させる **real life**
  - 本当のことではなくても、ある場面を想定して話させる **imagine**
- 生徒にとって関心のある内容
- 基礎レベルからも導入できるが、丁寧なサポートが必要
- 大きなクラスではある程度先生が指示を一貫してする必要がある

# 課題

- プリント参照