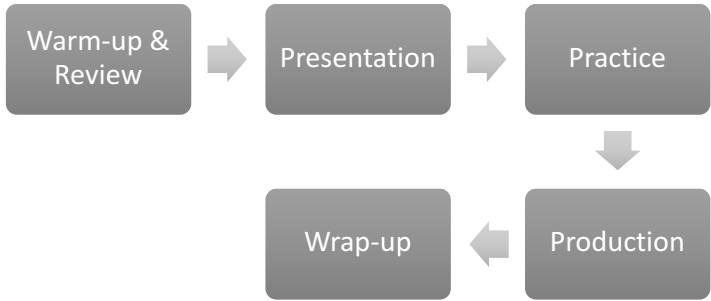


Practising Structure

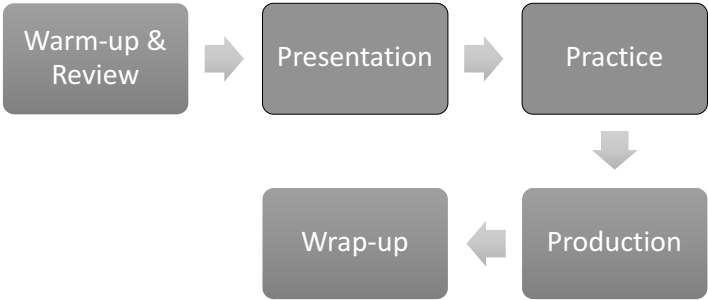
Teach English 6

YUKIO TONO (TUFS)

Stages of a lesson



Stages of a lesson



6 Practising structures

1 From presentation to practice

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.

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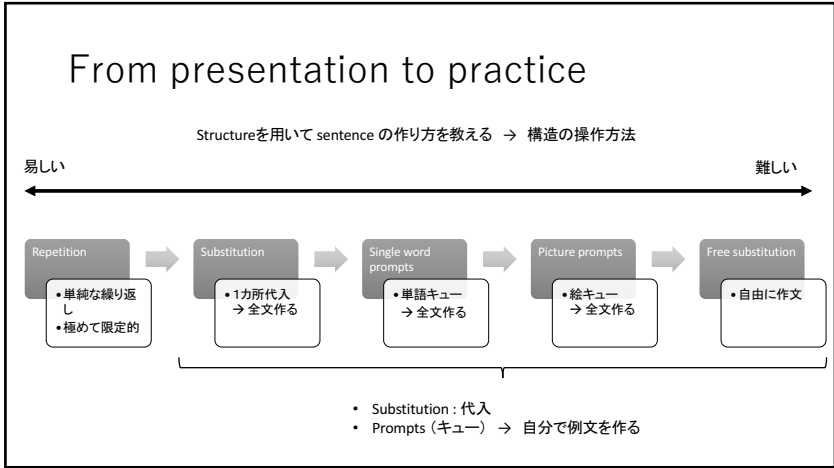
Single word prompts

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



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.

T : football

Ss : Let's play football.

} 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

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?

<p>1a. Anne likes tea but she doesn't like coffee. a) folk music/pop music b) walking/swimming c) cats/dogs ...</p>	<p>1b. Say true sentences about yourself: I like tea, or I don't like tea. What about: a) coffee? b) pop music? c) cats? ...</p>
<p>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 ...</p>	<p>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. ...</p>
<p>3a. 'Where are you going?' 'I'm going to the station.' a) cinema b) zoo c) river ...</p>	<p>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 ...</p>

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



3 Organising practice in class

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

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

- レッソンの改善点：
 - 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

- | | |
|---|---|
| <p>i. Write on the board:
Can you swim? Yes, I can.
No, I can't.
Get students to repeat the question and answers.</p> | <p>iii. T: Now, can you remember the questions? Yuki, can you ask Rie. Sing.
S: Can you sing?
S: Yes, I can.</p> |
| <p>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.</p> | <p>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.</p> |

Procedure

- | | |
|---|---|
| <p>i. Write on the board:
Can you swim? Yes, I can.
No, I can't.
Get students to repeat the question and answers.</p> | <p>iii. T: Now, can you remember the questions? Yuki, can you ask Rie. Sing.
S: Can you sing?
S: Yes, I can.</p> |
| <p>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.</p> | <p>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.</p> |

Short prompts
Do not "give away" the question.

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