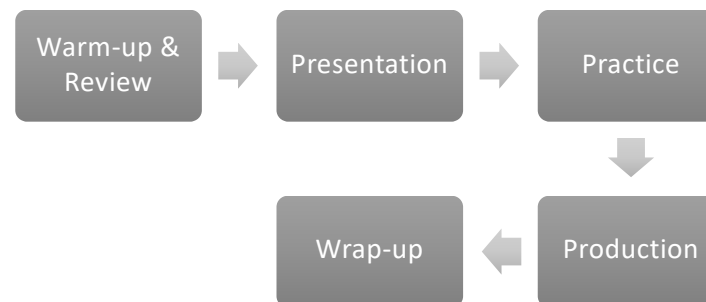


Practising Structure

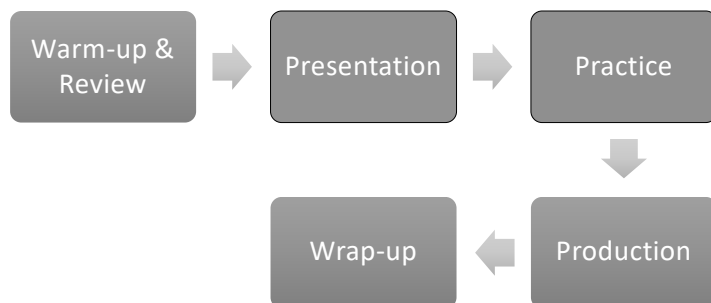
Teach English 6

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.



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

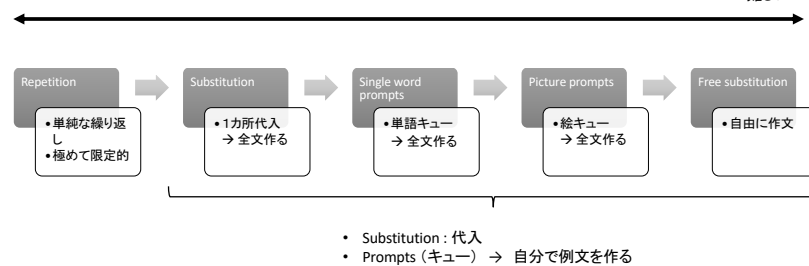


From presentation to practice

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



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?

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

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

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

Procedure

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

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

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