

UP-TO-DATE CLASSROOM TECHNIQUES in teaching English

Современные методы обучения английскому языку»
мастер-класс для молодых педагогов



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Brainstorming techniques	Association, eliciting, linking, listing, mind-mapping, predicting
Drilling techniques	Copying, question/answer drill, substitution, transformation, variational drill, chaining
Rhythm emphasizing techniques	Clapping, chanting
Drama techniques	Dramatizing, miming, role-play, simulation
Completing techniques	Completing, expanding, gap-filling, table-filling
Ordering techniques	Prioritizing, ranking, rating, reordering
Matching techniques	Categorizing, correction, finding differences/similarities, matching, multiple choice, true/false statements
Games	Communicative games, language games
Transferring techniques	Describing, dictation, information transfer, note taking, paraphrasing, translation
Dealing with pictures techniques	Labelling, picture completion

Text-processing techniques	Outlining, paragraphing, review, summary
Interaction techniques	Information gap, interview, mapped dialogue, jig saw
Collecting data techniques	Questionnaire, quiz, opinion poll
Creative writing techniques	Essay writing, letter writing, poem writing
Problem solving techniques	Debate, decision-making, discussion, planning, problem-solving
Long-turn speech techniques	Oral presentation, story telling

BRAINSTORMING ACTIVITIES

are appropriate to revise the material
or get involved in a lesson

Phonetic exercise:

- meat-meet
- tail-tale
- their-there
- weak-week
- hear-here
- weather-whether

Where are these people from?

Christopher Wren
Tina Turner
Charlie Chaplin
Arthur Conan Doyle
J.R.Tolkien
Meryl Streep
Isaac Newton

When and where did these events take place?

The Civil War
Industrial Revolution
The Great Depression
The assassination of President J.F.Kennedy
The Battle of Britain
September 11th

Match attractions and countries:

Stonehenge, the Niagara Falls, Cork,
The Grand Canyon, the Statue of Liberty,
Westminster Abbey, Loch Ness
Millennium Bridge, the Great Barrier Reef.

The USA	Great Britain	Canada	Australia	Ireland

Is based at finding connection in the mind
between different things and ideas

ASSOCIATION

Mother

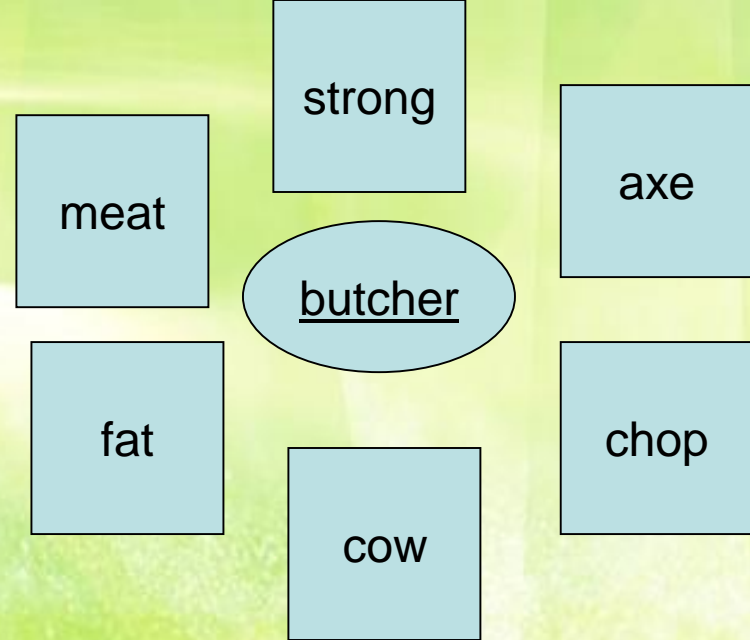
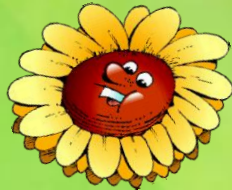
Love
Childhood
Home
Care
Perfume

My native town

The central square
Crowds in the streets
My home
The church...

What English-speaking countries are these words associated with?

Football, cowboy, bacon&eggs, Aborigines, Indians, the Queen, whisky , St.Patrick



T transport, tour, ticket

R railway, road

A airport, airplane

V vehicle, vocation

E emotions

L lorry, luggage



ELICITING

Eliciting verb forms

To work

T: every day

S: work, works

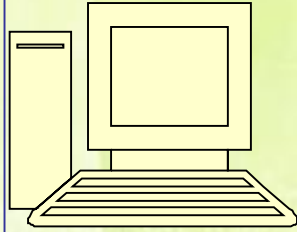
T: now

S: is (am, are) working

Eliciting from a picture

S1: Working on the computer is my hobby. I think it is very easy.

S2: Computer is a new form of addiction.



Eliciting background knowledge

“Reading habits”

-What newspapers do you read?

-What magazines do you read?

-How many books do you read in your free time during a year?

-Are you reading a book in a moment?

LINKING

A bike and a cake

S: I'm going to use my bike to go to the baker's to buy a cake

Since so as too however as well as although therefore

1) I had had no sun for a long time. I was depressed. I went out and booked a holiday.
S1: As I had had no sun for a long time, I was depressed, so I went out and booked a holiday.

2) I hated my school. I decided to stay on there.
S2:

Listing qualities

LISTING

Sound-based listing:

[ai]
tie
mind
High
...
...

Qualities I have	Qualities I do not have	Qualities I would like more of
1. Good sense of humour	1. patience	1. respect

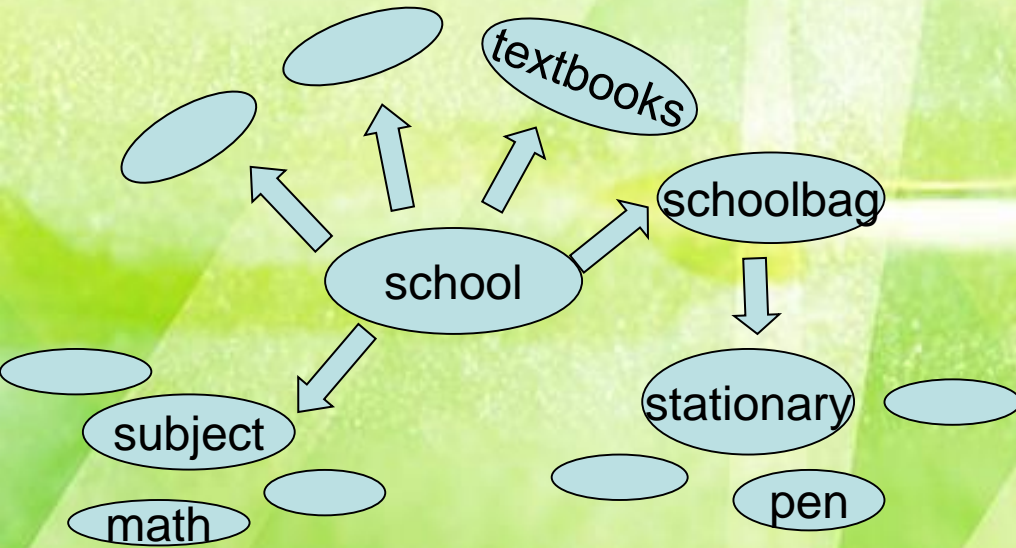
Word-based listing:

British holidays
-New Year
-Christmas
-St. Valentine's Day

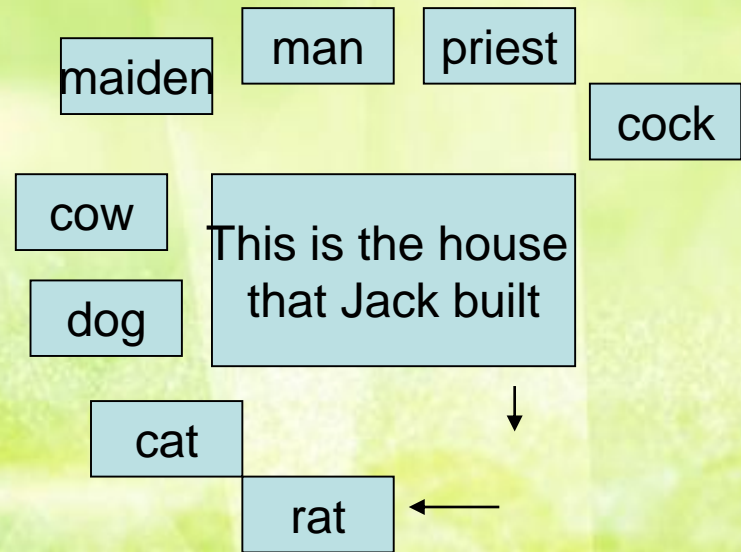
MIND-MAPPING

has a lot of functions: to get involved in a lesson, present new material, sum up the knowledge, revise the material, check comprehension

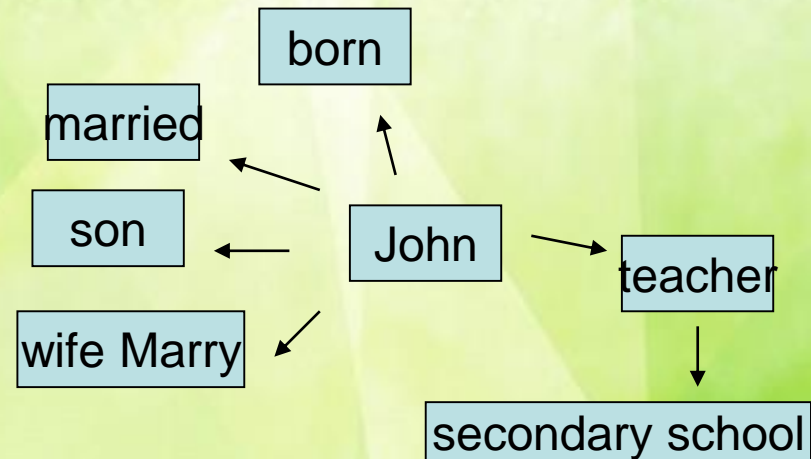
thematic map



Sequenced map



Summary map



Mind-mapping

This mind-map will help you to make up questions or a story about celebrities



PREDICTING

Predicting by a movie scene

Predicting by a title

Students watch a fragment of a film and predict the topic of the lesson.

Predicting by a list of words

The teacher prepares a list of action verbs that come up in the video. The students make predictions, based on the verb list, about the situation they will see in the video.

What will happen next?

Students read the 1st paragraph and predict what will happen next.

VARIATIONAL DRILL

Drilling techniques

Making up sentences

We went to the

and saw

zoo

shop

a film

cinema

a teddy-bear

a fox

Making up questions

can	I	
		go?
may	she	

Questions and answers:

Questions: When did you first--- last---	ride a bike? fall in love? go to the disco?
Answers: I first--- I last---	months weeks daysago



QUESTION/ ANSWER DRILL

can be various to practise grammar and vocabulary

Open-ended questions

The teacher asks the students which do not presuppose the only correct answer and demand personal reflection, pondering and reasoning.

E.g. Why do serious people sometimes do silly things?

Answers before questions

Before reading/listening a text students are given a list of answers. Their task is to write questions for them.

E.g. Who wrote it?

Virginia Woolf

b) -----

In the seventies

c) -----

It's a fiction

Questions for writing

Students are given a list of questions using which they compose a piece of writing

E.g. Have you ever been in an embarrassing situation? Can you describe it? Where did it happen? Why did it happen?



TRANSFORMATION

has different forms to use

Word-building:

Experienced-
inexperienced

Polite-

Kind-

Changing the subject

Changing the voice

Combining two sentences using the conjunctions

Changing the form:

Man-men

Child-children

Negative and interrogative sentences

SUBSTITUTION

Skeleton structure

E.g. I have been learning English for 2 years.
Students: I've been driving a car for 1 year.

Simple substitution drill

E.g. Model sentence: Did you see that aeroplane?

Prompts: car Did you see that car?
 bus... Did you see that bus?

Gapped substitution

1. Where is she? (=Jenny)
2. They (-----) want to be famous but I don't like them.
3. Please, put them (----) on the table.
4. Look at us! We (----) can swim.

the cat
John and I
Paulo and Ann
the books

Substitutional dialogue:

- Can you show me a pair of gloves, please?
- Green or grey?
- Green please.

Prompts for substitution:

1. Jeans/black/blue
 2. Shoes/leather/suede.
- Etc.

Variable substitution drill

E.g.

Model sentence: I was at school.

Prompt:

John and Mary: John and Mary were at school.

CLAPPING

Rhythm emphasizing techniques

is appropriate to practise pronunciation, rhythm ,
intonation, to memorize grammar structures and vocabulary

Clapping the rhythm.

E.g. 'Mom is 'cooking dinner. (Stressed syllables are clapped louder.)

'Tom is always late.

Tom is 'always late.



Clapping vocabulary

Clapping verbs

Clapping a story

DRAMATISING

Drama techniques

are often used as post-reading or listening activities

Dramatizing an anecdote



Dramatizing scene

Students look at the script of a video and act it out.



Reciting a poem

Dramatizing a dialogue

MIMING

is a good way to deliver information
or check comprehension especially in weak classes .



Miming a sentence

- E.g. -You are mending a clock.
-You are opening a can of cucumbers.
- You are hammering a nail.
- You are eating.

Miming a story

E.g. She was eating.
She found something in her food. She called a waiter. She pointed to the food...

Imposing a manner

Students are to walk as if they are

- exhausted
- limping
- happy
- in love

ROLE-PLAY

A situation with detailed hints

You are a tourist travelling around London with your friend who has already been there before. You've dropped into a fast food near the Tower of London to have a bite. You are planning to go to Trafalgar Square.

You should:

- say that you would like to go there;
- ask for your friend's opinion about the ways to get there;
- offer to go by bus;
- ask about ticket prices;
- ask about the time it takes to get there by bus;
- offer to go by underground and ask his opinion about it;
- agree to go on foot.

Act out a situation

E.g. **Role card A:**

You are a customer in a cake shop.
You want a birthday cake for a friend.
He/she is very fond of chocolate.

Role card B:

You are a shop assistant in a cake shop.
You have many kinds of cakes, but not
A chocolate cake.



COMPLETING

COMPLETING TECHNIQUES

are widely used in different kinds of textbooks

Open-ended responses

E.g. -If I were the president,...

-Being young is...

-I always feel good when...

-One of the 1st things I should like to know is...

Completing in forms

E.g. Customs declaration
Personal profile

Completing the dialogue

A. Hello. Fast Pizza. Can...?

B. Yes,...Two pizzas,...

C. Certainly. What kind...?

B. ...vegetarian pizzas?

A. Yes...A plain pizza Margarita.

B. ...that?

A. Cheese and tomato. With garlic...

B.

A.



EXPANDING (EXTENDING)

Incremental drill

E.g. P. Do you like cassettes?

T. **my**

P. Do you like my cassettes?

T. **of pop music**

P. Do you like my cassettes of pop music?

T. **really**

P. Do you really like my cassettes of pop music?

Extending the list

Extending the summary

Extending brief notes

15 years old, born Austral, parents moved to Britain-5, lived Glasgow, then L., study GCSE exams now, likes-pop, basket b....

I'm 15 years old. I was born in Australia. My parents moved to Britain when I was five years old. We lived in Glasgow-that was great-then in London...

Snowball

I have a dog.

I have a dog and a cat.

I have a dog, a cat and a parrot.

I have a dog, a cat, a parrot and a pig.

GAP-FILLING

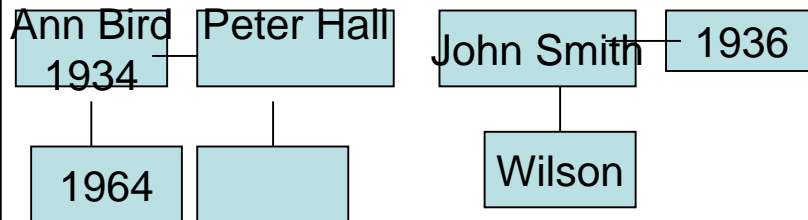
Restoring a text

Lunch land crew speed aboard

“Good morning, ladies and gentlemen.
Captain Gibson and his ...welcome you
...British Airways Flight...to New York...”

Restoring a scheme

Students listen to the description of the family and write in the diagram the names and ages of all the members of the family.



Picture prompts

Usually I work on my 
But today I am decorating 

Gaps-traps

E.g. dau-hter
ne-essary
de-ision

Restoring sentences

E.g. **with hints:** They---(go) to Australia in 1980
without hints: They ---to Australia in 1980.

TABLE FILLING

is used to practise grammar structures,
check comprehension, promote interaction between students

Table for listening information

	Ann	Nick	John
likes			
dislikes			

Tick what you've heard

Table for grammar

Timetable

Monday	11 November
1.English	
2.History	
3.Math	
4.Science	
5.IT	



REORDERING

Ordering techniques

Pupils are suggested to order . . .



Ordering letters

E.g. RGOERRIEDN-REORDERING

Ordering poetical lines

Ordering word

**E.g. brother often us Saturdays visits on my.
My brother often visits us on Saturdays.**

Ordering sentences

Ordering phrases

Ordering pictures

**E.g. -How do I get there?
-Excuse me, please.
-Turn right. It's over there.**

PRIORITIZING

Imposing a situation

E.g. Students imagine that they have some money which they may spend on only one convenience

- telephone
- notebook
- DVD player
- computer
- dishwasher

The main reason for this is....

It seems to me obvious that...

On the one hand...but on the other...

Literary heroes

No	Hero	Reason
----	------	--------

Perfect partner

- sense of humour
- good looks
- patience
- plenty of money

Selecting a place to study

RATING

CLASSICAL TECHNO JAZZ
ACID ROCK R'N'B DISCO
PUNK ROCK ROCK'N'ROLL
POP

SELF-CONFIDENCE

RICH PARENTS

GOOD CONNECTIONS

the secret of success?

HIGH SELF-ESTEEM

TALENT

A LOT OF LUCK

A GOOD EDUCATION

A LOT OF PATIENCE AND HARD WORK

What kind of music is more popular in your opinion?

When would you go first in a touristic centre?

Discos

Museums

Restaurants and cafes

Art galleries

Churches and cathedrals

Parks

Shopping centres

Main streets

Theatres

The zoo

Open-air markets

CATEGORISING

it means grouping words into different categories

Matching techniques

Grouping words into parts of speech, sub-topics and different pronunciation groups.

E.g. grouping the words into antonymic pairs

Monarchy, Shadow Cabinet, legislative, anarchy, executive, Cabinet

legislative – executive

monarchy – anarchy

Shadow Cabinet - Cabinet

Contrasting

E.g. list of features...

positive	negative
kind	silly

Odd one out

E. g. buy, play, cry, why

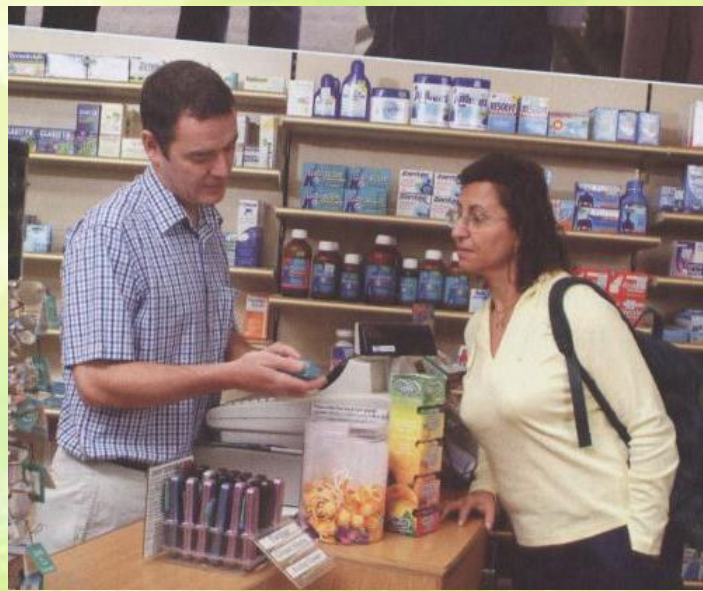
Filling in categories

Family friends work school
other

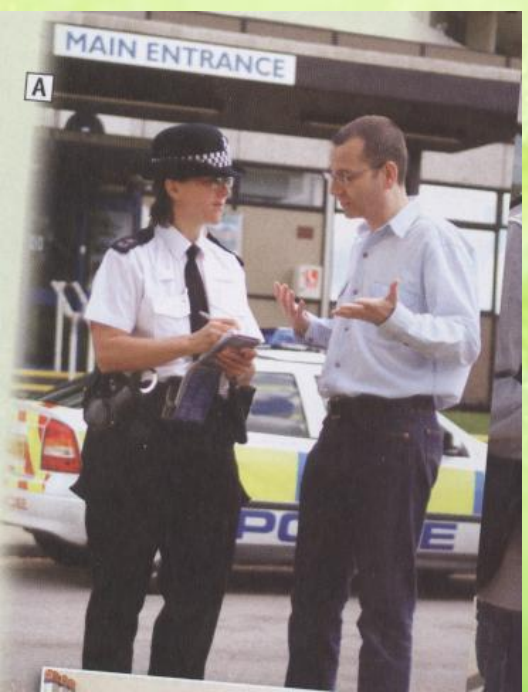
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This exercise drills pupils to choose key words

1



3



Which of the key words might you use in the situations in the photos?

Accident, after-sun cream, tablets, museum, a headache, crossing, traffic lights, path, hotel, tube station, railway station, car, picture gallery.



MATCHING

is used to check comprehension
and practise language

Split dialogues

Matching words with transcriptions

Synonymic pairs

Matching pictures and descriptions

Matching pictures with words

Information search

Students are to match
information they need with the
source where they can find it.

Split proverbs or sentences

- | | |
|-------------------|--------------------------|
| 1) Mother is | a) keeps the doctor away |
| 2) My sister has | b) able to do it |
| 3) You will be | c) coming soon |
| 4) An apple a day | d) done all the work |

CORRECTION

Is a way to recognize errors and mistakes, check knowledge .

Evident mistakes (in facts)

Mistakes in reading

Self-correction

E.g. He live in London.

Symbolic correction

Ww-wrong word

Sp-spelling

T-tense

Wo-word order

P-punctuation

**E.g. I am going to the
village where live my
parents/ **Wo****



FINDING DIFFERENCES/SIMILARITIES

is a kind of comparing. You can compare objects, cultures, structures.

Comparing objects

E.g. Find 7 differences and 7 similarities between horses and elephants.

Differences: Elephants have trunks.
Horses have big tails...

Similarities: They don't eat meat.
They both work...

Comparing cultures/ realia

Comparing structures

E.g. He was used to living alone.
He used to live alone.

Comparing phenomena

E.g. Private and public schools in the USA.

Comparing pictures

Comparing answers

questions	you	your partner
Do you think teenagers need pocket money? Why?		

MULTIPLE CHOICE

Is one of the most essential drills to practise grammar or vocabulary
. We often use it to prepare for State exam.

Choose and complete the sentence

E.g. Once upon a time, in a hot country, there lived Lorry. He was very beautiful-red and green and yellow and blue- and he liked honey.

Lorry is---

- a) a parrot
- b) a sailor
- c) a tiger

Multiple choice with blanks

E.g. He doesn't know when she---the truth.
a) tells b) tell c) will tell

Picture-based multiple choice

Weather forecast

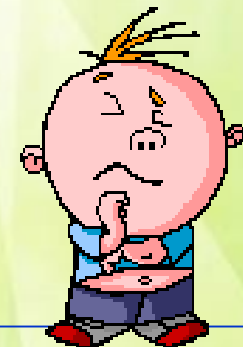


- 1) Today
- 2) Tomorrow

More than one

E.g. Which of the following is correct at the opening of a personal letter?

- a) Dear John,
- b) dear John.
- c) Dear John
- d) Dear John!



TRUE-FALSE STATEMENTS

are used to check comprehension, knowledge explore, ideas especially in reading or listening.

True, false or not mentioned?

Last year my friend Robert went to a small seaside town for a week's holiday. He didn't take many clothes with him. He stayed in a small hotel near the beach. Every morning before breakfast he ran down to the sea and had a quick swim. Once he jumped into the water when a big crab bit him. He jumped up and shouted for the help. People ran from the beach into the water to help him. In a very short time fifty or sixty people were standing round Robert. He became red in the face. He thought a shark was going to eat him. But it was only a crab.

- Robert went to a seaside town for a holiday.
- Robert always takes his holidays in June.
- One day a shark bit him.
- Robert couldn't swim and began to drown.
- A lot of people ran to help him.
- Robert felt ashamed.



LANGUAGE GAMES

Chainword

c	a	t	i	g	e	r	a	t
---	---	---	---	---	---	---	---	---

Hide-and-seek

E.g. -Are you behind the door?
-No. I am not.
-Are you under the bad?
-No, I am not...

Guessing games

E.g. -Is it big or small?
-It isn't very big.
-Is it yellow?...

Tongue twisters

E.g.
Jerry's berry jelly really rankled his broiling belly.

Puzzles

Crosswords

Alphabet games

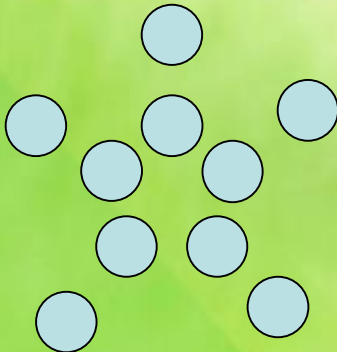
E.g. 11,9,20,3,8,5,14
Key: kitchen

COMMUNICATIVE GAME

Who is who?

Peter
Sister
Dog
Hockey
Saransk

Wheels



Crazy compliments

E.g. -Tell me something nice about my English.
-Tell me how you like my jokes.
-Say something nice about my clothes.

Celebrities

Likes - dislikes

Guess who

Fortunes

Tigers and lions



Transferring techniques

DESCRIBING

Describing places

E.g.-the central square of your town
-your room
-this park

Describing people

Describing personal experience

(a dream, a family celebrations, a ceremony, a sport event...)

Describing a picture

E.g. about an object

What is it? What colour is it?
Where is it? What size is it?

Maze description

E.g.



Dictation



Picture dictation



Silent letters

E.g. half, whistle, walk,
bought, wrong

E.g. *They are dancing*

The man is playing chess

Phonemic dictation

E.g. Students hear “table” and write
[teibl]

Punctuation dictation

The teacher dictates a text without
naming the punctuation marks.
Students are to take it down the right
way.

Word thieves

The teacher chooses a particularly
long reading passage on a particular
topic (e.g. *School*) and reads the
passage to the students, whose task
is to catch and write down every word
they hear that fits the topic.

Cloze dictation

The teacher dictates the text and
from time to time instead of the
right word he/she snaps or claps.

INFORMATION TRANSFER

is used to recode verbal information into non-verbal or explain non-verbal information in pictures or schemes.

Where are you now?

Students listen to the directions and try to follow the route on the map.

E.g.



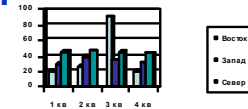
Following instructions

Students listen to the instructions and carry them out.

E.g. To stretch your wrists place hands together, in praying position...

Graphs interpretation

Students are asked to comment on the graph or diagram.



E.g. As the graphs shows “Spenser” used to be one of the most prosperous companies....

NOTE TAKING

pupils learn to put down necessary information ,
to reduce a text or organize the ideas.

Guided note taking

Students read the text and
make notes about the given
points.
E.g.

date	
destination	
town	

Debatable points

(Students listen to their fellow
students' reports and write
down the debatable points
they'd like to argue about)

Free note taking

Main facts



PARAPHRASING

Say in other words

E.g. She said she would do it by all means
She promised to do it.

Expressing negative qualities.

E.g. (not very+ adjective)

1. He is small

He is not very small.

2. He's got a horrible complexion.

Synonyms

E.g. meal-snack, nourishment
insane-mad, crazy, loony

Idioms

E.g. We are like chalk and cheese.
We are completely different.

Definitions

E.g. We sleep there-bedroom
You keep your car there –garage

Say in one word

E.g. Helen looks after people's teeth.
She is a dentist

English or American?

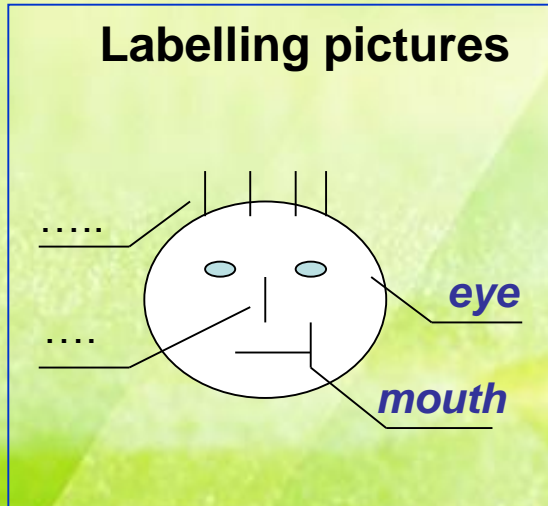
E.g. American
candies

British
sweets

Dealing with pictures techniques

LABELLING

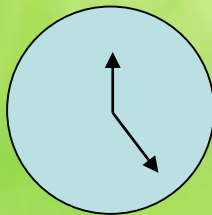
Labelling speech bubbles



Labelling diagrams/ graphs

Quiz shows

comedies



Soap operas

films



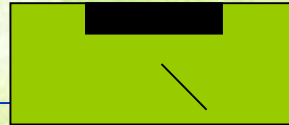
PICTURE COMPLETION

Interior

Students look at the picture of the room and decide where to place furniture.

E.g. S1:I'd put a sofa to the left wall.

S2:I'd like to have a TV set in front of the sofa.



Adding details into the picture

Students read or listen to some description and complete the picture according to it.

E.g. Policeman: We are looking for a young woman. She is about thirty...



Adding objects into the picture

Completing the picture.

Text-processing techniques

the aims of this technique are checking comprehension, identifying the key words and sentences, delivering information in a compressed form.

OUTLINING (MAKING a PLAN)

Outlining the text



Naming paragraphs/passages

(Students are asked to entitle each passage of the text)

SUMMARIZING

Pupils summarize and deliver information in their own words, highlight the key moments, pick up the main points.

Summarizing a text to a paragraph
(the main idea of the text)

Guided summary

Students summarize the text using the given key-words, key –expressions, questions.

Summarizing a text to a sentence

Summarizing a conversation

Students resume the content of conversation in four sentences.



REVIEW

is based on making a written or spoken report of a subject (book, film, event, text).

Book review

Students are given or they work out themselves the scheme of a book review.

E.g. Title

Author

Subject

Characters

Setting

Time

Events

Ideas

Comments

Appraisal of a book

Having read a book students are asked to give their judgments about it.

Appraisal of a film

Students are to give critical evaluation of the film they saw.

Newspaper review

Students are to give a review of the newspaper according to the plan:

E.g. 1. World's news.

2. Home affairs

3. Business and economy.

4. Sport events.

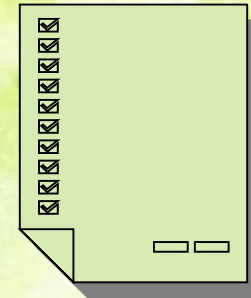
PARAGRAPHING

Is useful to identify ideas and check comprehension

Free paragraphing

The night was bitter and cold and still. The old people said they had not seen such a cold winter for thirty years. Trees, roofs, roads were all covered with thick white snow. There were many stars in the dark sky. The big round moon shone with a bluish light. Christmas Eve was coming. All the children were asleep. Little birds were in their warm nests. Dogs slept curled up in their kennels. Cats purred softly on the warm stoves.

Limited number of paragraphs



INFORMATION GAP

Interaction techniques

Pupils are given different information .They are to find out the necessary information from one another.

Restoring the table

Student1

Animals in danger	What has happened to them
elephant s	
tigers	disappear

Student2

Animals in danger	What has happened to them
elephants	Become less in number
tigers	

Restoring a text

Students find out the necessary information from each other in order to get a complete version of a text.



INTERVIEW

Group interview as if at a press conference

To a famous person:

- How many children have you got?
- In what films have you started?
- What do you prefer for breakfast? Etc.

Practicing structures

E.g. Can you remember what you were doing when:

- your first tooth fell out?
- someone invited you on your first date?
- you first saw a ship?

MAPPED DIALOGUE

Pupils are to compose a dialogue using instructions

A

B

Meets "B" and asks about his new job at school

Answers and expresses his positive opinion about teaching

Disagrees and tells about disadvantages of this occupation

Disagrees and tells the examples from his school

Asks "B" why he has chosen this profession

Tells about his childhood and the event that influenced his choice

Expresses respect for his views and wishes him success in his job

Thanks and invites "A" to his school



QUESTIONNAIRE

Collecting data techniques

is appropriate to practise vocabulary and
grammar structures, show background knowledge.

Are you a good friend?

I. Try this quiz and find out!

1. Your friend has not done his homework.

What do you do?

laugh = 0

let your friend copy = 3

tell the teacher = 0

2. It's your friend's birthday.

Did you...

buy a present = 3

say "Happy Birthday" = 1

forget = 0

3. Your friend has forgotten his/her lunch. Do you...

share yours = 3

eat yours in front of him = 0

c) lend him money = 1

4. Your friend calls or texts you while you are watching your favourite TV programme. Do you...

a) ignore the message = 0

b) chat to your friend = 3

c) tell him to call later = 1

II. Now calculate your points to find out if you are a good friend!

24—30 points You are a very good friend!

20-23 points You are quite nice to your friends but could help them more!

12-19 points You could be a much better friend if you tried!

1-11 points Have you got any friends?



OPINION POLL

FORM-10
PUPILS-30

Is a very interesting and effective technique in real life situations.



Question1: What is your attitude to subcultures?

Answer: positive-7 ; negative-15 ; neutral- 8

Question2: Are you in group?

Answer: no- 27 ; yes-3

Question3: What music do you prefer?

Answer : rock- 6 ; pop -5 ; r'n'b- 6 ; club remix- 4 ; rap-9

Question4: What way of expressing yourselves do you prefer?

Answer: sport-8 ; clothes-5 ; art-3 ; music-8 ; hobby-6

Question5: Why do teens choose subculture?

Answer: they are just stupid-5; they want to show out-8; they protest against grown-ups-9; they want to be in a collective- 8

QUIZ


Making a quiz

Having studied a certain topic (e.g. sights of London) students are asked to make up a quiz to check the knowledge of their fellow-students.

E.g. Nelson Column is situated in

- a) Downing Street
- b) Piccadilly Circus
- c) Trafalgar Square

What Do You Know
About The USA ?



TEST
7th grade



Quiz

DO YOU KNOW
ENGLISH-SPEAKING
COUNTRIES?
QUIZ

викторина

ESSAY WRITING

Creative writing techniques

Organizing points for contrast or comparative essay

Structured essay.

E.g. “Experiments on animals can never be justified”

Introduction

There is growing criticism about animal experimentation, both in Britain and other countries.

Presenting an argument

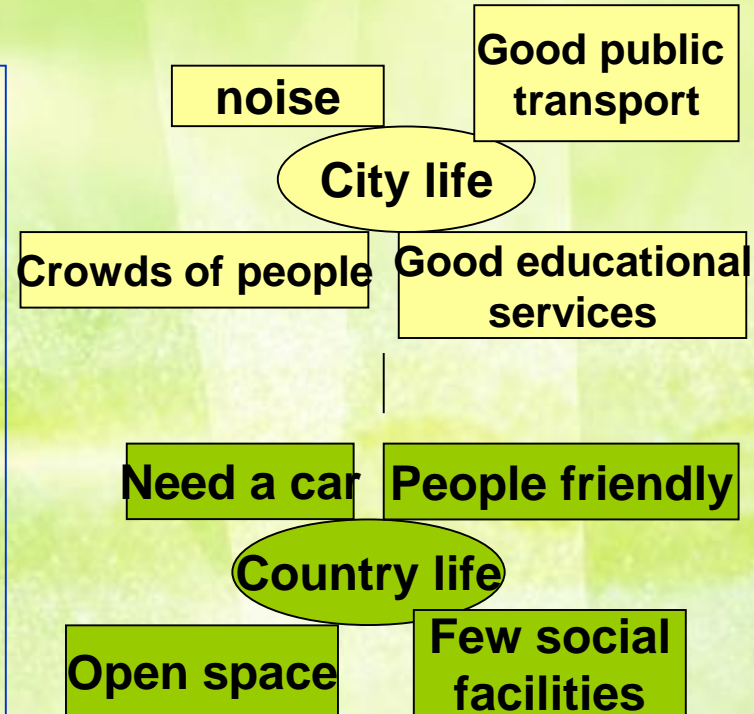
There are several arguments against animal experimentation.

Presenting a counter argument

However, it is often argued that this kind of experimentation is necessary if there is to be progress.

Conclusion.

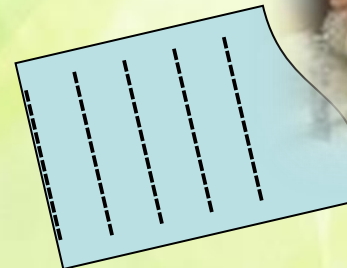
In conclusion, I think that animal experimentation is only justified as emergency measures.



Topic: The country has everything that is good in life; the city all that is bad.

LETTER WRITING

- Let's keep in touch
- I haven't heard from you for ages
- Best wishes
- It was great to hear from you
- I look forward hearing from you soon
- Sincerely yours



POEM WRITING

Poetical associations

Family is....

Family is...

Family is love,

Family is home

Relations from above

And not being alone

Matching the rhymes

prince	sing
queen	win
lord	loyal
king	convince
duke	look
royals	abroad

E.g. Henry was the English King.
He had 6 wives and he could sing.
Mary was the Scottish Queen.
There were many she could win.

BE TRUE TO YOURSELF, FORGOT ALL YOUR FAULTS,
AND YOU SOON BE THINKING MUCH HAPPIER THOUGHTS,
LIVE LIFE TO THE MAX AND PAINT YOUR TOWN RED,
WHO CARES WHAT PEOPLE THINK AND WHAT THEY HAVE
SAID?

LAUREN ROMFORD

*Какая разница, что думают вокруг,
Пусть тобой руководит мечта!!!
Живи ты верой в лучшее и вдруг-
Раскрасишь город в яркие цвета!!!*

Problem-solving techniques

Is based on discussing or disputing about historical, philosophical or moral issues considering different sides of the question.

DEBATE



Text-based debate

Book-based debate

For or against?

Students listen to the information and speak for and against it giving arguments.

Mini-debate

Statement	Agree	Disagree	Reason
Punishment never does any good			
Beauty is only a matter of taste			
Riches are for spending			

DECISION - MAKING

Making a choice

E.g. The teacher gives the students some arts and entertainment advertisements for cinema, concerts, museums... They are to choose the two events they would like to attend.

Coming to an agreement

Students are given the list of items (e.g. a list of different professions). They choose five of the given items and write their own list.

Making decisions according to the situation

Students work in groups. They are given a situation and their task is to make a decision.

E.g. Imagine yourselves in the USA. You and your friends have an opportunity to meet the representatives of the following subcultural groups. Discuss the options and choose one of them:

BIKERS

ROCKERS

HIPPIES

HACKERS

RAPPERS

-say what your choice is;

-give reasons:

-show your attitude towards the group.

PLANNING

Pupils are to decide what to do and how to do, how things will be arranged.

Agenda

E.g. What are your plans for Wednesday?

-for summer?

-for winter holidays?

Drafting a plan

Planning a tour

Planning a menu

Planning within a situation

E.g. Planning a picnic

-place to go

-food to buy beforehand

-people to invite

-things to take

DISCUSSION

Is aimed at exchanging ideas or opinions on a certain topic providing arguments.

Key-phrases

E.g. Your flat is in the suburbs of the town. Your friend lives in the centre. Discuss advantages and disadvantages of your two districts.

Prompts: it's a great convenience, to live near the bus-stop, to live in a quiet by-street, to be lined-up with trees, a yard, an orchard, the noise of the traffic, etc.

Discuss topic:

E.g. The best place to relax

Discuss a quotation:

E.g. "Genius is one per cent inspiration and ninety-nine per cent perspiration"
Thomas Edison

Commenting on a proverb:

E.g. There is no place like home

Objects (E.g. a plastic bag, a spray, a can). Discuss their positive and negative influence on the environment

DISCUSS THESE IDEAS:

If you start your career early, you are likely to be successful.

If you don't get a good education, you are unlikely to achieve anything.

If you work really hard, you are sure to be successful.

Good connections and a good education won't help without a bit of luck.

PROBLEM SOLVING

is based on finding a way out of some difficult situations.

Moral dilemma

E.g. Imagine that you've broken the air-conditioner in the room of the five-star hotel. What will you do?

- try to repair it;
- say that you have nothing to do with it;
- tell the truth;
- your variant

Comment your choice.

Survival games

List of objects:

axe	gun
blanket	guitar
clock	hammer

Finding a solution to a problem

E.g. Lots of tourists have come to the city but all the hotels are already booked.

Long-turn speech techniques

ORAL PRESENTATION

is based on oral report as a demonstration or presentation of information collected as a result of group-work.

Survey report

Presenting a trade mark

Film production



Topic presentation

News report

Presenting a poster

Personal introduction collage



STORY WRITING

is a kind of a composition written in a free form
in contrast to a letter or an essay.

Begin with the headline.

E.g. “Ghost in the hospital”

Memories.

E.g. Once my mother and me, when I was 5, went to the zoo. We saw...

What happened before?

E.g. He was walking down the street and the stars were shining over his head promising something great.

Picture story

Sequence of pictures

What kinds of techniques can you determine here?

FOOD

Какие из продуктов вы любите, а какие-нет?

salt fizzy drinks cheese pasta garlic
mushrooms butter onion coffee sweets
ice-cream fish meat sausage fruit eggs

Could you bring us the menu?

It's delicious

Table for two,
table by the window,
Table in the garden

at a restaurant

To make an order

Cold/spicy/hot

Could I have the bill,
please?

What would you like for
a starter/for dessert?

What would you recommend?



Соотнесите блюда с разделами меню:

Закуски (starters)

Основные блюда (main courses)

Десерты (desserts)

*roast beef with green salad*cheesecake*
broccoli and tomato salad*chocolate
cake*mushroom soup*fruit salad*grilled
steak*potato salad*baked salmon with boiled
vegetables*spaghetti bolognese



Вы в ресторане. Позовите официанта и:

-попросите столик на двоих у окна

-попросите меню и спросите официанта, что бы он порекомендовал

-закажите ростбиф с зелёным салатом для себя и лосося с овощами для друга

-спросите друга вкусно ли приготовлена курица

-скажите, что лосось слишком сухой

--спросите друга, будет ли он десерт

попросите счёт

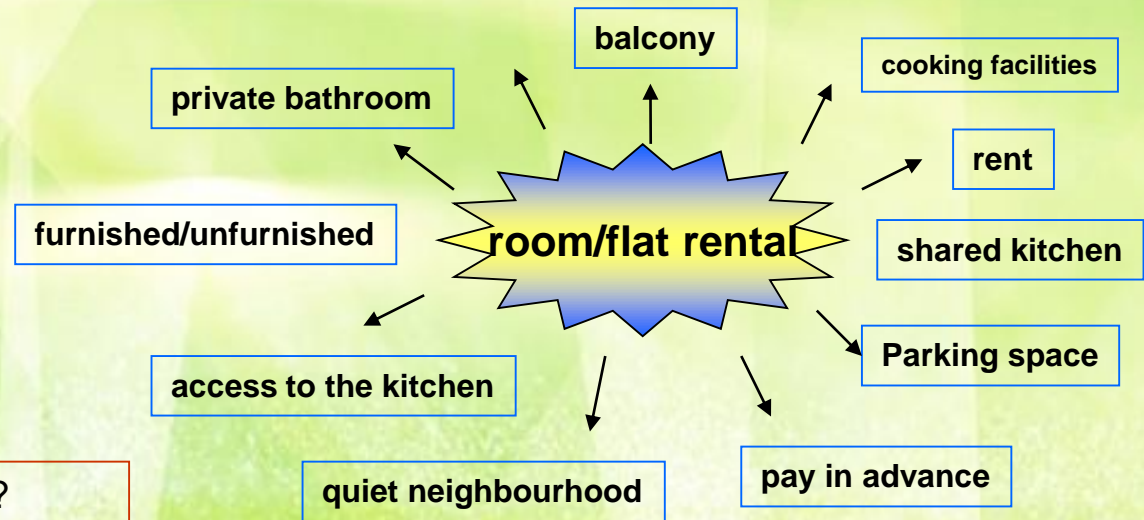
What kinds of techniques can you determine here?

Housing

Какие из этих выражений относятся к городской жизни, а какие-к деревенской? (Put "T" or "C")

- | | |
|------------------|-------------------|
| Suburbs- | Traffic jams- |
| Forests- | Rush hour- |
| Housing estates- | Car parks |
| Blocks of flat- | Wildlife- |
| Open space- | Fields |
| Crops- | Shopping centres- |

Living room overlooks a park



В каких из этих домов вы хотели бы жить?

Аргументируйте, используя критерии:

- | | |
|---------------------------|--------------------------------|
| <i>Comfortable</i> | <i>Uncomfortable</i> |
| <i>Expensive</i> | <i>Cheap</i> |
| <i>Easy to look after</i> | <i>Difficult to look after</i> |
| <i>Quiet</i> | <i>Noisy</i> |

Cottage, block of flats, terraced house, palace, country mension, detached house.

Вы хотите снять комнату на год. Узнайте:

- насколько комната светлая и просторная,
- есть ли в комнате мебель,
- какой вид из окна (есть ли поблизости зелёная зона),
- есть ли в комнате балкон,
- будет ли у вас своя ванная,
- тихая ли комната.
- можно ли пользоваться кухонными приборами

Какие пункты являются недостатками, а какие –достоинствами при покупке или аренде жилья?

- *central heating
- *balcony
- *garden
- *lift
- *garage
- *nice neighbourhood
- *windows overlooking a busy street



**THANK YOU
FOR YOUR ATTENTION**