

Грамматика «мёртвая» и «живая».

Что такое 'pedagogical grammar'?

Активизация освоенных
грамматических структур в
продуктивных видах речевой
деятельности





Внимание – цитата!

Когда я пошел в школу и взял курсы немецкого языка, Я сделал довольно хорошо на мои устных экзаменов, Однако я полностью провалил письменные тесты, потому что всех грамматических правил. Это заставило меня создать полную нетерпимость к грамматике, Я честно думаю, у меня аллергия.

Вы хотели меня, и вы ненавидите грамматику, или, Вы немного грамматики урод?

<https://www.lingq.com/blog/ru/2015/04/07/4-https://www.lingq.com/blog/ru/2015/04/07/4-грамматики-хаки,-чтобы-сделать-жизнь-менее-напряженной/>

more fun here !!!

Мы не согласны!



- Эффект пилота (Michael Swan) ?

□ Эффект пилота (Michael Swan) ?

Подробности –здесь

(:http://vk.com/videos-40470256?section=all&z=video-40470256_166148676%2Fclub40470256%2Calbum-40470256%2Fpl_-40470256)

- Английский язык –
конфигурационный (Chomsky) -
Порядок слов определяет
грамматические значения



Вопрос для обсуждения!

Мы их учили-учили грамматике, почему же **не пользуются** или **пользуются неадекватно?** Что делать?

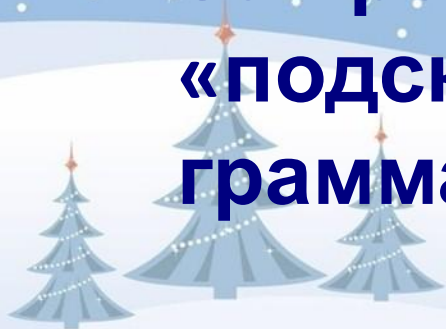
Говорение на ОГЭ
ЕГЭ

Живое общение на
иностранном языке

Гипотезы:



1. Не знают правил и парадигм
2. Мы предлагаем недостаточно много упражнений и отработки
3. Грамматика оторвана от контекста и не встраивается в него в речи
4. За пределами класса не улавливают «подсказок», что именно эта грамматика нужна



Алгоритм формирования грамматических навыков – 4 типа упражнений

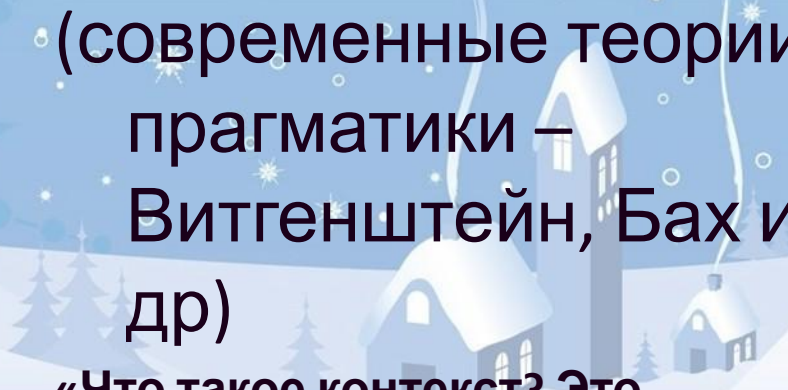
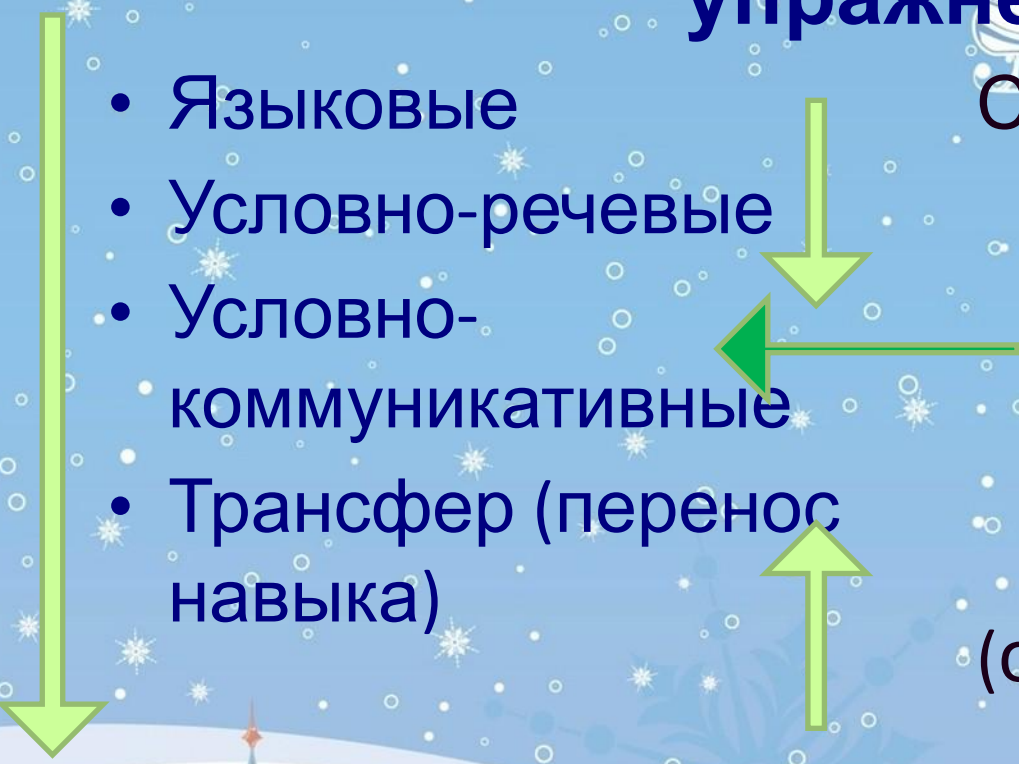


- Языковые
- Условно-речевые
- Условно-коммуникативные
- Трансфер (перенос навыка)

Создание и развитие порождающего контекста для активизации изучаемого материала

(современные теории прагматики – Витгенштейн, Бах и др)

«Что такое контекст? Это ситуация, это значение, это смысл, это живая ткань»



Стр

- Грамм
НОВЫХ

5 He Loves the Ocean (song)

This chant offers practice in simple present third person singular in statements (*he/she loves/likes*). It also provides a review of the subject pronouns *he/she/they* and illustrates the use of the definite article *the*. Students should note the plural nouns *mountains/clouds/crowds*. This chant is also presented as a song on the tape accompanying *Grammarchants*.

5 He Loves the Ocean (song)

He loves the ocean.
He loves the sky.
She loves to travel.
She loves to fly.
He likes the country.
He loves the clouds.
She likes the city.
She loves the crowds.
She loves the telephone.
She loves to talk.
He loves the mountains.
He loves to walk.
She loves to travel.
She loves to fly.
He loves the ocean.
He loves the sky.

<http://musicmobi.ru/search/caryl-grammarchants/>

<http://www.bookshop247.com/search/>

аннотации, рекомендации, цены, покупка

коллекция пособий с «чантами» –

112 Listen again and check your answers to exercise 11. Then ask and answer in pairs.

113 Listen and match the words with the pictures. Then sing!

1 Tony is a postman.
He works from six to three.
He walks and drives around the town
And brings my post to me.



2 Oh Tony he works very hard.
He drives for miles and miles.
But when he sees us in the street
He always waves and smiles.



3 Tony gets up early.
And puts on his postman's hat.
He eats his breakfast quickly
And feeds his dog and cat.



4 Oh Tony he works very hard.
He drives for miles and miles.
Oh Tony he works very hard.
He drives for miles and miles.



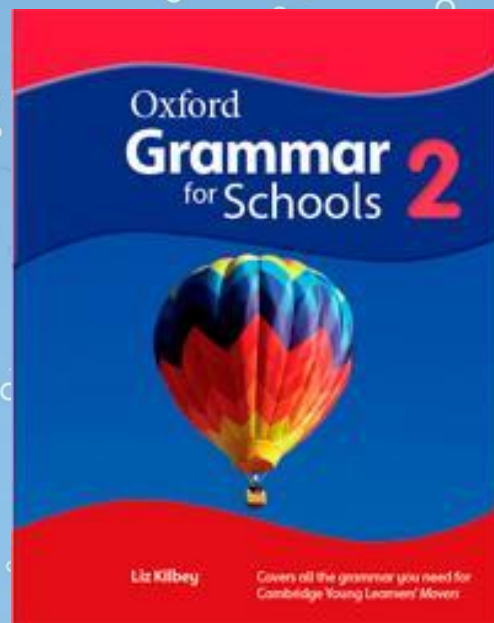
5 Tony doesn't like the rain.
He stays inside his van.
But when the sun shines, Tony
smiles.
He is a happy man.

6 Oh Tony he works very hard.
He drives for miles and miles.
Oh Tony he works very hard.
He drives for miles and miles.



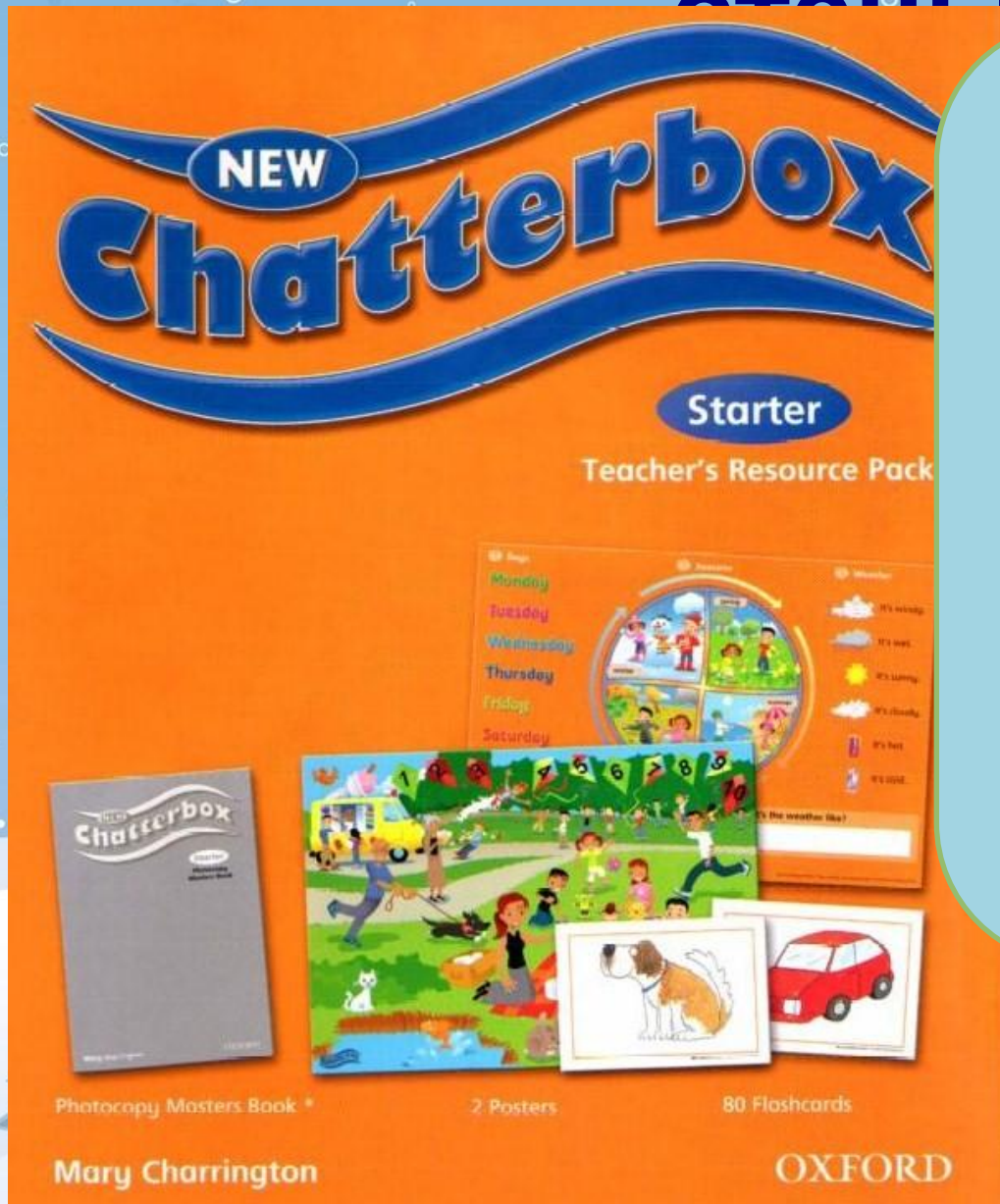
Self-evaluation Rate your progress.

| | 😊 | 😊😊 | 😊😊😊 |
|----|---|----|-----|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |
| 11 | | | |
| 12 | | | |
| 13 | | | |



Плакаты и «говорящие

карты»



Идти
=go-went-gone ?

Идти-to go

Went – пошёл

Gone-> has gone –

уехал и всё

ещё там

Трансформируем привычные плакаты и схемы в нечто полезное



Идти =go=go-went-gone ?

Идти-to go

Went – пошёл

**Gone -> has gone –уехал и всё
ещё там**

**-> the house is gone –дома здесь
больше нет**

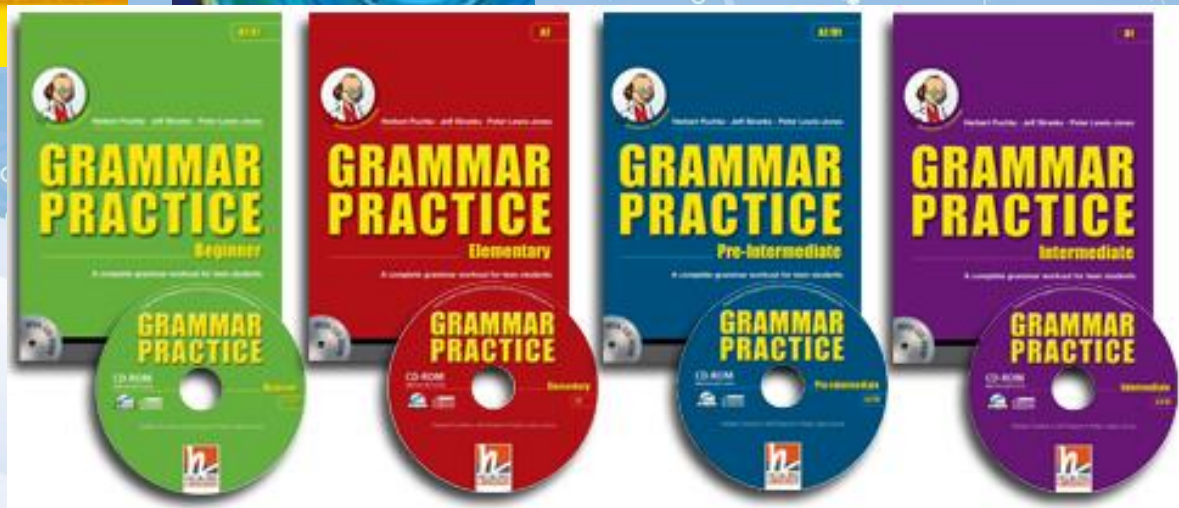
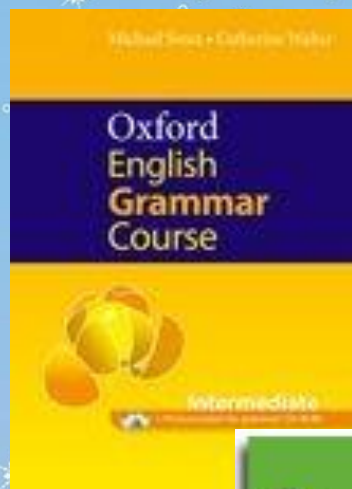
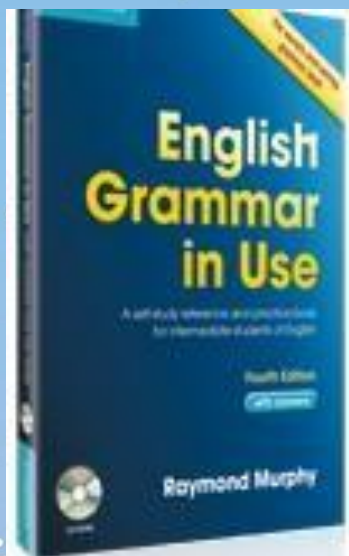


Irregular verbs

| Infinitive | Past simple | Past participle | Infinitive | Past simple | Past participle |
|------------|-------------|-----------------|------------|-------------|-----------------|
| be | was | been | lose | lost | lost |
| become | became | become | make | made | made |
| begin | began | begun | meet | met | met |
| break | broke | broken | pay | paid | paid |
| bring | brought | brought | put | put | put |
| build | built | built | read | read | read |
| buy | bought | bought | run | ran | run |
| catch | caught | caught | say | said | said |
| choose | chose | chosen | see | saw | seen |
| come | came | come | send | sent | sent |
| cost | cost | cost | sing | sang | sung |
| do | did | done | sit | sat | sat |
| drink | drank | drunk | sleep | slept | slept |
| drive | drove | driven | speak | spoke | spoken |
| eat | ate | eaten | spend | spent | spent |
| fall | fell | fallen | stand | stood | stood |
| feel | felt | felt | swim | swam | swum |
| find | found | found | teach | taught | taught |
| fly | flew | flown | take | took | taken |
| forget | forgot | forgotten | tell | told | told |
| get | got | got | think | thought | thought |
| give | gave | given | understand | understood | understood |
| go | went | gone, been | wake | woke | woken |
| have | had | had | wear | wore | worn |
| hear | heard | heard | win | won | won |
| know | knew | known | write | wrote | written |
| leave | left | left | | | |

Мы предлагаем недостаточно много упражнений и отработки

- Грамматики + компоненты на CD-ROM



Грамматика оторвана от контекста и не встраивается в него в речи



- 1** Write affirmative imperatives.
- ▶ Open _____ the window. (open)
 - 1 _____ down. (sit)
 - 2 _____ your name. (write)
 - 3 _____ to me. (listen)
 - 4 _____ the question. (answer)
 - 5 _____ at the picture. (look)
 - 6 _____ up. (stand)
 - 7 _____ the door. (close)
 - 8 _____ in. (come)
 - 9 _____ away. (go)
 - 10 _____ me! (help)

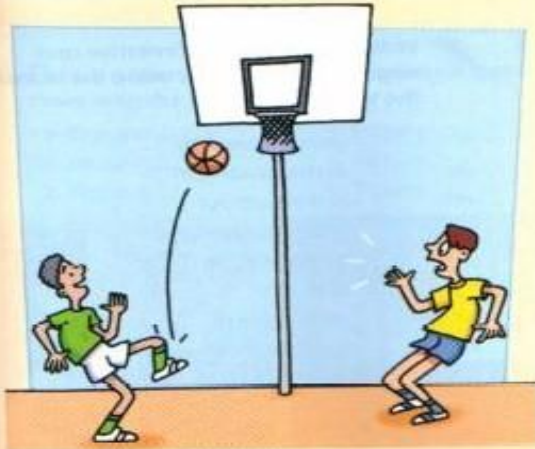
**Грамматика
+контекст
повседневного
общения
+формирование
социальной
компетенции
(«научись
договариваться с
другими»)**



15 The imperative and let's

I can recognize and use imperative forms and let's.

The imperative



We use the imperative to give instructions.

We form the imperative with the base form.

Come here.

Sit down.

Open the door.

We add **do not** or **don't** to form the negative imperative.

Do not come in.

Don't sit there.

1 Write affirmative imperatives.

- Open _____ the window. (open)
- 1 _____ down. (sit)
 - 2 _____ your name. (write)
 - 3 _____ to me. (listen)
 - 4 _____ the question. (answer)
 - 5 _____ at the picture. (look)
 - 6 _____ up. (stand)
 - 7 _____ the door. (close)
 - 8 _____ in. (come)
 - 9 _____ away. (go)
 - 10 _____ me! (help)

2 Match the verbs with the pictures and complete the sentences with affirmative imperatives.

catch close drink give jump read
run wear



► Wear your jacket.



4 _____ the letters.



1 _____ this.



5 _____ the window.



2 _____!



6 _____!



3 _____ me the phone.



7 _____ the ball.

За пределами класса не улавливают
«подсказок», что именно эта
грамматика нужна/ Как организовать
«трансфер»?

Пример 1: Если познакомишься с
человеком, можно спросить у него :
«У тебя есть...?»

Have you got a pet?

Сколько персонажей ответили на вопрос?

Как организовать перенос грамматического
навыка в говорение, письмо и чтение?

Пример 2. если запрещаешь что-то,
есть и другие конструкции, кроме
Imperative

My new kitten

ACTIVITY TYPE

individual matching activity

LANGUAGE FOCUS

present continuous
prepositions

LEVEL

1

AGE RANGE

7-8

SKILLS

reading for gist

TIME

30 minutes

MATERIALS

an enlarged copy of the My new kitten worksheet, card, glue, scissors, crayons, a copy of the My new kitten worksheet per pupil

Before class

Make an enlarged copy of the My new kitten worksheet, colour the pictures, stick them onto card and cut them out to make nine flashcards. Make a copy of the My new kitten worksheet for each pupil.

In class

- 1 Talk about your flashcards in the same order as on the worksheet. Hold up the first flashcard and say *This is my new kitten, Fluffy*. Explain that a kitten is a baby cat. Ask *What's this?* to elicit the response *(It's) a kitten*. Ask *What's his name?* for the response *(It's) Fluffy*.
- 2 Continue asking questions about the other flashcards to practise the vocabulary and structures, and to familiarise pupils with the order of the text, e.g. *Where's Fluffy now? Is he running? Is he swimming? Is he in the garden? Is he in the house? What's he doing? What's he playing with? What's this? What's he drinking? What's he eating?*
- 3 Give out a copy of the worksheet to each pupil. Ask your pupils to read the information in silence and look at the pictures. When the class have finished reading, point to the first picture and then to the boxes with the text. Say *He's playing with a butterfly. Is this correct?* to elicit *No*. Say *He's sleeping in his basket. Is this correct?* to elicit *No*. Say *This is my new kitten, Fluffy. Is this correct?* to elicit *Yes*. Repeat the procedure with the second picture.
- 4 Ask pupils to cut out the boxes with the text and place them under the right pictures, individually.
- 5 Circulate to monitor and help.
- 6 The activity can be corrected individually by the teacher or collectively by asking pupils to read out the text in the correct order.
- 7 Once the activity has been corrected, pupils can stick the boxes under the pictures and colour in the pictures.

Note

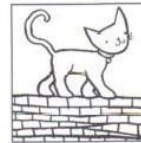
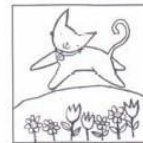
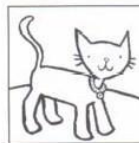
At this point it is not important for pupils to know the meaning of all the words in the text. The object is to use active knowledge to identify key words and associate them with the correct illustration.

Extension

Pupils can write a similar story about a real or fictional character using the same verbs and draw pictures to illustrate it. These could be displayed around the classroom.

My new kitten

PRIMARY GRAMMAR 1.14



He's running around the garden.

This is my new kitten, Fluffy.

He's jumping onto the table.

He's playing with a butterfly.

He's sitting in a tree.

He's sleeping in his basket.

He's drinking milk from his bowl.

He's eating fish on the table.

He's walking along a wall.

Further reading

- <https://www.youtube.com/watch?v=JuHemCyMQQ0>https://www.youtube.com/watch?v=JuHemCyMQQ0_Grammar doesn't have to be grey
- <https://www.youtube.com/watch?v=3gpvdtz5Wic> to teach or not to teach grammar
- http://russia.tv/video/show/brand_id/14885/episode_id/145242/video_id/145242/ Бонк ! Наталья Бонк! К вопросу о системе упражнений...
- <http://www.bookshop247.com/search/> **коллекция грамматик на все случаи жизни – аннотации и цены**
- <http://www.albany.edu/faculty/ikecskes/files/mapyral.pdf> КОНТЕКСТ И ЗНАЧЕНИЕ
- <http://www.honest-english.com/context.html> КОНТЕКСТ И ГРАММАТИКА



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