

Примеры заданий

Уровень	Попросите учеников:	Предполагаемый конечный результат:
Анализ	Сравнить Решить задачу Исследовать Классифицировать Провести расследование	Отчет, вывод, заключение, план, таблица, решение загадки, опросник, анкета, обзор
Синтез	Создать, Скомпоновать Придумать дизайн Изобрести	Оригинальный рассказ, новую игру, музыкальное произведение, поделка, стихотворение, гипотеза, сценарий
Оценка, определение	Выбрать Оценить Прокомментировать и высказать свое мнение Рассортировать Расположить по рангу, степени	Рецензия на книгу, самоанализ, дебаты по актуальным темам, проблемам или событиям, заседание суда, передовица, статья или письмо редактора

Hot Seats

- What's your name? - What's my name? My name is ...
- Where do you come from? - Where do I come from? I come from...
- Who are you? - Who am I?
- What languages do you speak? - What languages do I speak?
- What do you do? - What do I do?
- Are you married? - Am I married?
- How old are you? - How old am I?
- Do you know Sasha Komissarov? - Do I know Sasha Komissarov?

Disappearing Text

- T or S1 reads the text out aloud.
- T or S2 erases one word in each sentence, choosing any word they like.
- S2 volunteers to read the text out aloud, including the erased words.
- T or S3 erases a second in each sentence.
- S4 volunteers to read the text out aloud, including the erased words.
- And so on, either until the whole text has been erased and remembered or until the students can no longer continue.

Variations

- 1/ - Divide the students into two groups, A and B.
 - T asks S1 in Group A to erase the first word in each sentence.
 - S1 in Group A erases the first word in each sentence and then nominates S1 in Group B to read the text out aloud.
 - S1 in Group B erases the second word in each sentence and then nominates S2 in Group A to read the text out aloud.
 - S2 in Group A erases the third word in each sentence and then nominates S3 in Group B to read the text out aloud.
 - And so on.

2/ The activity can be made much easier if the first letter of each erased word is left standing.

3/ Again with T doing all the erasing, words erased not on a random basis but in some particular order:

1. *Articles (a, an, the)*
2. *Prepositions (on, in, after, ...)*
3. *Quantifiers (many, most, less, ...)*
4. *Auxiliary verbs (have, was, is, ...) and modal verbs (can, must, ...)*
5. *Wh-words (Who, where, when, ...)*

Moscow and St Petersburg are the most important cities of Russia. They stand on the banks of two rivers – the Moskva and the Neva. The two cities have a lot of places of interest, theatres, museums and picture galleries. In their streets and squares there are lot of beautiful buildings. They have some wonderful green parks.

- Moscow and St Petersburg ____ the most important cities of Russia. They ____ on the banks of two rivers – the Moskva and the Neva. The two cities ____ a lot of places of interest, theatres, museums and picture galleries. In their streets and squares there ____ lot of beautiful buildings. They ____ some wonderful green parks.

Follow-up activities

1. *Match the activity to its name.*

<i>Name</i>	<i>Activity</i>
A Brainstorming	1 Tasks which involve discussing and / or getting information in order to solve a problem
B Sentence completion	2 Moving round the class to discuss or find out something from one classmate after the other
C Extension tasks	3 Making or completing diagrams showing relationships between words
D Making mind / word maps	4 Listing or shouting out ideas or language quickly
E Surveys	5 Imagining what something is like /building up a picture of something in your head prompted by another person (usually the teacher)
F Visualisation	6 Activities usually done at the end of the lesson to give further practice in target language or to consolidate language from a text
G Categorisation	7 Supplying words to finish a sentence
H Problem solving	8 Finding out what others think about a topic, often by completing a questionnaire
I Mingling	9 Putting words into groups according to a feature they have in common

2. *What column do these activities belong in? Some may belong to more than one.*

Controlled practice	Freer practice	Free practice

- A Choral drilling of pronunciation D discussing G copying words
 B rank ordering E sentence completion exercises H repeating minimal pairs
 C chants F story writing I learning conversations by heart

3. *For questions 1-7, look at the questions about practice activities and the three possible answers listed*

A, B and C. Choose the correct answer (A, B or C).

1. Which activity does **NOT** give learners controlled pronunciation practice?
 - A listening to words and ticking the ones you hear;
 - B saying a list of words all containing the same problem phoneme;
 - C repeating sentences and beating their rhythm at the same time.

2. Which activities do **NOT** develop interactive speaking skills?
 - A role-plays
 - B information - gap

C substitution drills.

3. Which activities do **NOT** involve an information gap?

A true / false questions

B surveys

C problem solving.

4. Which activities do **NOT** allow learners to use the language they want?

A project work

B controlled practice activities

C communicative activities.

5. Which activity does **NOT** develop listening for gist?

A listening to choose a title for a text

B listening to decide how many speakers there are

C listening to draw a route on a map.

6. Which activity does **NOT** focus on developing ideas?

A brainstorming

B jigsaw reading

C discussion.

7. Which activity does **NOT** focus on accuracy?

A gap- filling

B rank ordering

C copying.