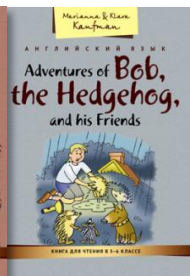
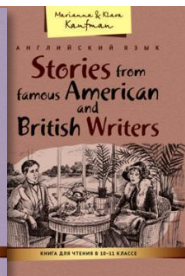
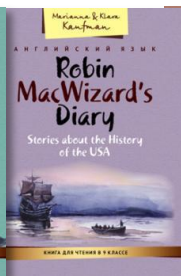
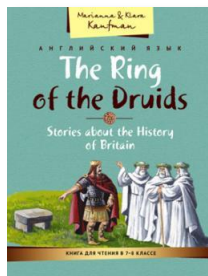
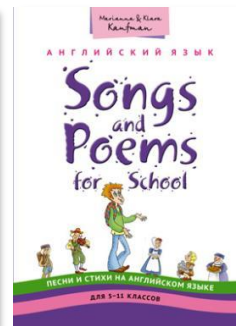
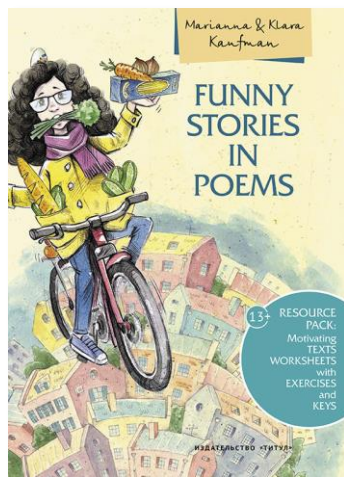
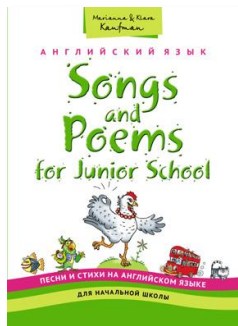
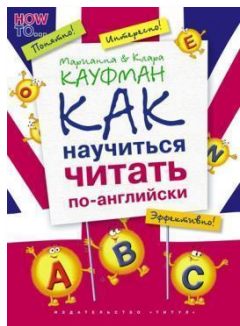


Обучение подростков говорению на уроках английского языка: технологии и приемы

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Master of Arts in Sociolinguistics

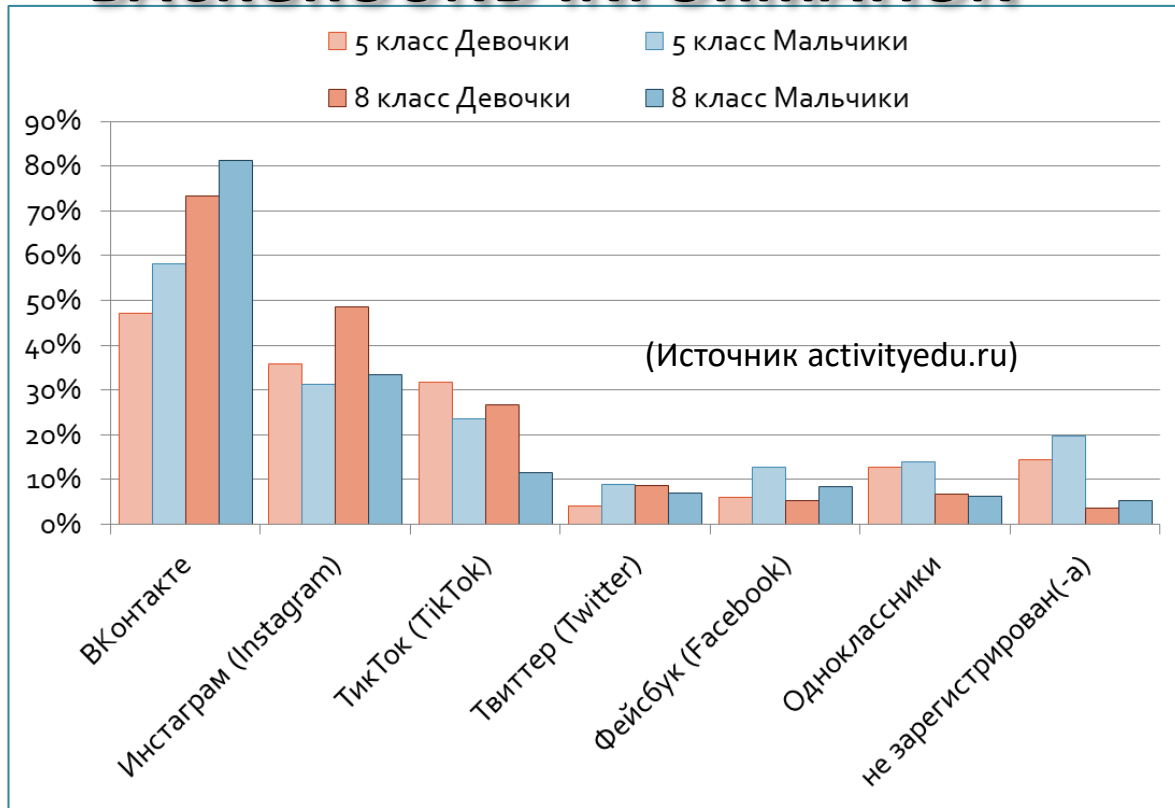
ПОСОБИЯ



УЧЕБНИКИ



BACKGROUND INFORMATION



Background Information

- По данным НИКО, почти 100% российских школьников регулярно «сидят в интернете», используя смартфоны. При этом ученики пятых классов посвящают этому занятию в два раза меньше времени, чем старшеклассники. Другие гаджеты – компьютеры, планшеты и ноутбуки – ушли на второй план.
- В Сети ребята в основном слушают музыку или общаются. Свыше 70% подростков зарегистрированы в двух и более социальных сетях. Самой популярной на протяжении нескольких лет остается «ВКонтакте», за ней следуют «Инстаграм» и «ТикТок». Последняя соцсеть появилась всего три года назад, но уже стала фаворитом в предпочтениях подростков.
- Два из трех респондентов проводят в социальных сетях больше одного часа в день, каждый третий – преимущественно девочки – практически целый день.
- (Источник activityedu.ru)

Background Information

- Значительно сокращается число тех, кто смотрит телевизор и читает книги.
- Чем старше школьник, тем меньше времени он уделяет просмотру телевизионных передач. Более 60% восьми- и около 40% пятиклассников практически или вовсе не смотрят телевизор.
- Книги читает только треть респондентов. И мальчики, и девочки называют любимым жанром фантастику (60%) и приключения (40%). Последние также отдают предпочтение детективам и стихотворениям. Примечательно, что интерес к книгам о любви с возрастом растет не только у девочек (5–10-е классы с 11% до 51%), но и у мальчиков (5–10-е классы с 5% до 11% соответственно).

(Источник activityedu.ru)

Topics to discuss

- Ecology
- Globalization
- Relationship with parents
- Relationship with friends
- Further education



5 Use the phrases from the list and say:

1. What do parents want their children to do?
2. What don't parents want their children to do?

Model: *Parents usually want their children to behave well.*

1. What do children want their parents to do?
2. What don't children want their parents to do?

Model: *Children want their parents to give them more pocket money.*

6 a) Read the list of problems that teenagers may have with their parents. Rank them in order of importance.

b) Emily's younger brother, John, has similar problems with his parents. He has written a rap about it. Listen to the rap and tick all the problems that John mentions.

1. Parents make their children do chores.
2. Parents nag their children.
3. Parents don't give their children any pocket money.
4. Parents control their children.
5. Parents let their children down.
6. Parents don't understand their children.
7. Parents don't respect their children.
8. Parents don't trust their children.
9. Parents check that their children have done their homework.
10. Parents don't let their children decide who they should be.
11. Parents hate their children's girlfriends / boyfriends.
12. Parents don't like their children's friends.
13. Parents always want to know what's going on in their children's life.
14. Parents don't like their children's music.
15. Parents don't pay attention to their children.
16. Parents punish their children for everything.

7 Read the song and answer the questions.

1. What problems does John have with his parents?
2. What is John fed up with?
3. What problems do John's parents have with him?
4. Does John understand his own faults?
5. What things does John say are the most important in his relationship with his parents?

Well my parents are fine, I can't complain,
But there are things that they'll have to explain.
They can't stand my music, my clothes and my mates,
And they nag me for days if I come home late.

But when I say that I've grown up and need my space,
They don't listen. They just make a clever face.
They control me no matter how much I object.
They don't understand a thing about respect.

My parents are choosing who I should be,
But why don't they leave the decision to me?
They never forget to say what they expect,
But what about friendship, trust and respect?

And then they talk about my future and success,
I don't listen because I couldn't care less.
I upset them because I always disobey,
But I hope they will be proud of me one day.

I'm quite cool, my parents shouldn't complain,
But there are things that I'll have to explain.
I get on their nerves and I drive them mad,
So now is the time to say sorry for that.

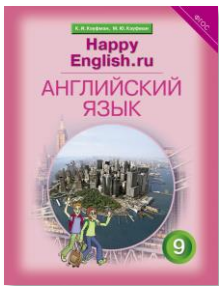
But then they talk about my future and success,
I don't listen because I couldn't care less.
I upset them because I always disobey,
But I hope they will be proud of me one day.

Homework

- A Express some of the ideas from the rap in your own words. Use the words and phrases.

Model: *John admits that his parents are cool, but he would like them to explain some things.*

1. John would like his parents / wants them / expects his parents ...
2. John wouldn't like his parents / doesn't want his parents / doesn't expect his parents ...
3. John's parents would like him / want him / expect him / make him / let him ...
4. John's parents wouldn't like him / don't want him / don't expect him / don't let him ...
5. John refuses / hopes / admits / complains / agrees / thinks ...



- 8 Answer the questions about John's letter and analyse the conflicts. (See Ex. 4, Lesson 1).
1. Do you think the parents know about their teenager's problems?
 2. Do you think the teenager knows about the parents' problems?
 3. Is a compromise possible?
 4. What kind of compromise would you suggest?
 5. Can the parents change their behaviour? What should they do?
 6. Can the teenager change his behaviour? What should he do?

Conversation bricks

Don't burn your bridges

Don't just expect your parents to understand you. If they don't, it could be your fault. It's very important to learn to communicate effectively. Here are some phrases that we often use in arguments.

- 9 Listen to the expressions and repeat them after the speaker. Discuss which phrases would help to build bridges in a conversation? Which phrases would burn bridges?

- | | |
|--|--|
| 1. "You don't need to know about that." | 14. "You never..." |
| 2. "What do you think about it?" | 15. "It didn't occur to me." |
| 3. "Would you like to talk about it?" | 16. "Please explain it to me again." |
| 4. "I'm fed up with..." | 17. "Go and ask your father / mother." |
| 5. "You always say that!" | 18. "What I'm saying is very important to me." |
| 6. "That's a good question." | 19. "You're telling lies." |
| 7. "I couldn't care less!" | 20. "I deserve it because..." |
| 8. "Thank you for saying that." | 21. "You'll understand that when you're older." |
| 9. "Why are you asking me that?" | 22. "That's none of your business." |
| 10. "I can understand that, but..." | 23. "When you do / say that, it really upsets me / makes me feel angry." |
| 11. Go and clean your room. We need to talk about something important. | 24. "I think I have overreacted." |
| 12. "If you say that again, I'll..." | |
| 13. "Your feelings are important to me." | |

Homework

- A a) Sometimes people get upset with each other not because of the words, but because of the meaning behind the words. Read the phrases and answer the questions.

1. Which of the phrases do you hear from your parents most?
2. Do you agree with the meaning of the phrases?
3. If you don't, what do they mean when your parents say them?

What parents say	What they really mean

1. Are you going to wear that for your grandma's birthday party? — We're not letting you leave this room in those clothes!
2. How was your day today? — Did you do anything bad today?
3. Go and clean your room.— We need to talk about something important.
4. Have you done your homework yet? — When you are not busy with anything, it gets on our nerves.
5. Who's the boy (girl) who phoned you? — We'd like to meet him (her), and talk to his (her) parents before you go out together.
6. Your friend Kate is really nice.— I can't stand your friend Mary.
7. We got a call from the school today.— Are the teachers going to complain about you again?
8. Will your friends' parents be at home? — Do you really expect us to go to sleep before you're back home?
9. Whose turn is it to do the dishes? — It's your turn to do the dishes.
10. How much did you pay for that?! — You'll get no pocket money this week.
11. You'll understand when you're older.— We don't know how to explain this to you.
12. We expect you to get good marks in your exams.— You should study for your exams instead of having fun with your friends.
13. Do you really think that suits you? — We think it looks awful.
14. Do you think money grows on trees? — Get a part-time job.
15. Shouldn't your school report be here by now? — Where have you hidden it?
16. Be nice to your little sister (brother).— One more fight and we'll go crazy.
17. We know that you're a good boy / girl and would never do anything bad.— We don't trust you at all.

- b) Write your own pairs of phrases from your own family or your friend's family.



6. The man who is looking at you wants to introduce himself.
7. Because Sally is very proud, she will never accept your money.
8. Because Andrew comes from another town, he hasn't got many friends yet.

Listening for specific information

- 5 There is a new message on the Camp Pineland website. Listen to the message and answer these questions.

1. Who recommended Natasha to write to this website?
2. Why did Natasha write?
3. What information does Natasha need?
4. Why does she need this information?

Pronunciation

- 6 Listen to the words and expressions and repeat them after the speaker.

tuition fees	TOEFL — Test of English as a Foreign Language
a foundation programme — программа по подготовке к поступлению в вуз	accommodation
sports facilities — спортивные сооружения	background knowledge
IELTS — International English Language Testing System	to recognise smth / smb — зд. признать что-либо / кого-либо
	pricey


Extensive reading / Guessing from context

- 7 There is a new message on the Camp Pineland forum. Read the message and the forum and give Russian equivalents for the words and expressions not translated in Ex. 6.

X

Natasha 107

www.community.livejournal.com/natasha107/




Natasha107 8 March


Hi everybody,
My name is Natasha, and I live in Moscow. I have never been to your camp, but my friend Lisa Korolyova said you might be able to help me with some advice. The thing is, my father got a job in the UK and we are going to stay there for three years. My parents won't let me stay at home alone, so I am going with them. I am leaving school here in Russia this year and it would be nice to go to a British college or a university. Looking at the admission rules, I found out that all

X


British universities want applicants to have A-levels. But, being Russian, I haven't, of course, got any! I have started my own blog in the live journal, so if you have any information for me, please write to me at www.community.livejournal.com/natasha107/.




TonyB
Coming from Turkey, I had the same problem. There is an easy answer. There are so-called foundation programmes which you can join. You do this programme for about nine months, and after you finish, you can apply to practically any UK university.




PrettyGirl
Be careful choosing the place where you do your programme. The university you apply to later may not recognise it. Make up your mind about which university you want to go to first, and then ask them what foundation programmes they want.




Charlie305
Choose your university first. (IMHO) In our university we have our own foundation course called a Bridging Year. Students doing the Bridging Year are full members of the university, which is cool. Living on campus, you can use the same academic, social and sports facilities as other students.



TonyB
I did the programme called CFP (College Foundation Programme) in London. It allowed me to choose between a lot of universities. Check their FAQs. It's pricey, though. It costs you about £7,500 just in tuition fees.



SunnyJenny
They all cost about the same. Try to save on accommodation. You can rent a small flat with other students.



PrettyGirl
In my time foreign students studying in the UK were allowed to work up to 20 hours a week. Check it out! You can use this opportunity to earn a bit of extra cash.

➔




Identifying main points

- 2 Read Natasha's blog and say what her main problem is.

Natasha107

www.community.livejournal.com/natasha107/



Natasha107 10 May

I need to make up my mind on accommodation ASAP. Should I live on campus or look for private accommodation in town? What do you think? The following points are important.

1. I'm terribly short of money, so I can't afford any extra costs.
2. I'll need to find a part-time job to be able to finance the whole thing.
3. I'd like to arrive in July.
4. I'm planning to study as much as possible.

Interpreting information

- 3 Work in groups. Look at Natasha's blog and say what each point of her letter means.

Model: I'm planning to study as much as possible.— *It means that Natasha will need to be near the libraries. She will also need some peace and quiet to concentrate.*

Building up speaking skills

- 4 What do you think about living on campus or in your own private accommodation? Choose the correct verb form in the brackets and express your opinion by choosing an on or off option.

Model: I think living on/off campus is more (interesting / interested). — *I think living on campus is more interesting.*

1. I would be (thrilling / thrilled) to live on / off campus.
2. It would be much more (exciting / excited) to live on / off campus.
3. People who live on / off campus are simply (frightening / frightened) of responsibility.
4. Living on / off campus is a bit (boring / bored).
5. Living on / off campus, one gets a lot of (annoying / annoyed) neighbours.
6. The food offered by canteens on / off campus is often (disgusting / disgusted).
7. Students living on / off campus more often feel (embarrassing / embarrassed) after some wild weekend parties.
8. Dealing with all the on / off campus problems can be a (shocking / shocked) experience.

Reading for specific information

- 5 Look through the leaflet in Ex. 6 on pages 70–72 again and point out the advantages of living on campus.

Brainstorming

- 6 Work in groups. Can these advantages become disadvantages? How? Write down your ideas.

Listening for gist


- 7 Listen to two university students, Bryan and Diana, and say what they are talking about, and whether they agree or disagree. Summarise their positions in a single sentence (one for each student).

Listening and note taking


- 8 Listen to the students again and compare their arguments with the ones you wrote down for Ex. 4 and 5.

Listening and matching

- 9 Who says these words: Bryan or Diana?



1. "You feel protected."
2. "You feel responsible."
3. "You are within walking distance."
4. "Your housemates affect your studies."
5. "You mix with students with similar interests."
6. "You'll grow up more independent."
7. "You are in the midst of everything."
8. "Just sitting in the lobby may become a fun activity."



Listening and matching

- 10 Listen once more and say whose position is reflected in these statements. Some opinions are held by both Bryan and Diana. Some of these statements don't reflect anybody's opinion.

1. Finding the right accommodation is very important.
2. Living on campus, one has everything one needs very close by.
3. Campus accommodation is a place where one makes friends for life.
4. Students living in private accommodation have more responsibilities.
5. Students living on campus feel looked after.
6. People from different countries may find it difficult to understand each other.
7. Living away from home for the first time can be difficult.
8. Students are supposed to study as well as have fun.
9. Living off campus makes life more difficult.

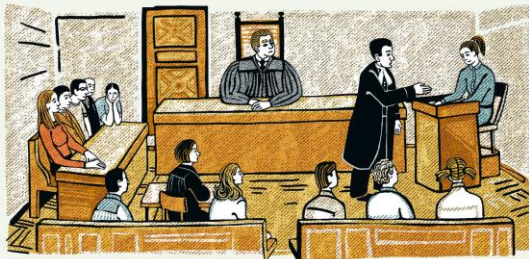
- Познавательная мотивация, а не принуждение.
- Проектная работа обеспечивает обучение и развитие, наполняет процесс учения дополнительными личностными смыслами.
- Обучающиеся самостоятельно или при помощи учителя ставят для себя цели, выбирают способы и темп их достижения, планируют свою работу и несут ответственность за результат и участвуют в его оценивании.
- Обучающиеся получают целостное представление о предмете, теме .
- Возможность работы в зоне ближайшего развития. Увлёкшись процессом, обучающиеся выходят на более сложный уровень.
- Функция учителя: сопровождение, консультации.



Lessons 20, 21

Role-play

Globalisation is brought to court



There is no agreement on the question of whether globalisation has more positive or negative effects on people's lives. On the one hand, it gives worldwide access to new technologies and information, on the other hand, it causes cultural diversity to disappear. On the one hand, it brings goods from all over the world to your doorstep, on the other hand, it puts local farmers out of business. There are a lot of examples where globalisation has played both positive and negative roles. So let's take globalisation to court. Choose a role card and get ready.

Role card 1



You are the judge

You will open the court session, ask the prosecution and the defence to give a presentation on their positions. You will ask their witnesses to tell their stories and ask them questions. You will also listen to the verdict of the jury and say whether you agree with it or not and give your reasons. In the end you will give your verdict.

Role cards 2, 3, 4, 5, 6



You are one of the jury

You will listen to the defence and prosecution witnesses and ask them questions. After that you will discuss the stories you have heard and give your verdict.

Role cards 7, 8, 9



You are a defence witness

Tell a story to illustrate the positive effects of globalisation. Use newspapers, TV programmes, the Internet or any other sources of information.

Role cards 10, 11, 12



You are a prosecution witness

Tell a story to illustrate the negative effects of globalisation. Use newspapers, TV programmes, the Internet or any other sources of information.

Role card 13



You represent the prosecution

State your case. Tell the court about the crimes that globalisation is guilty of. Present your witness. Ask your witness questions. Then listen to the defence witness and ask him or her questions.

Role card 14

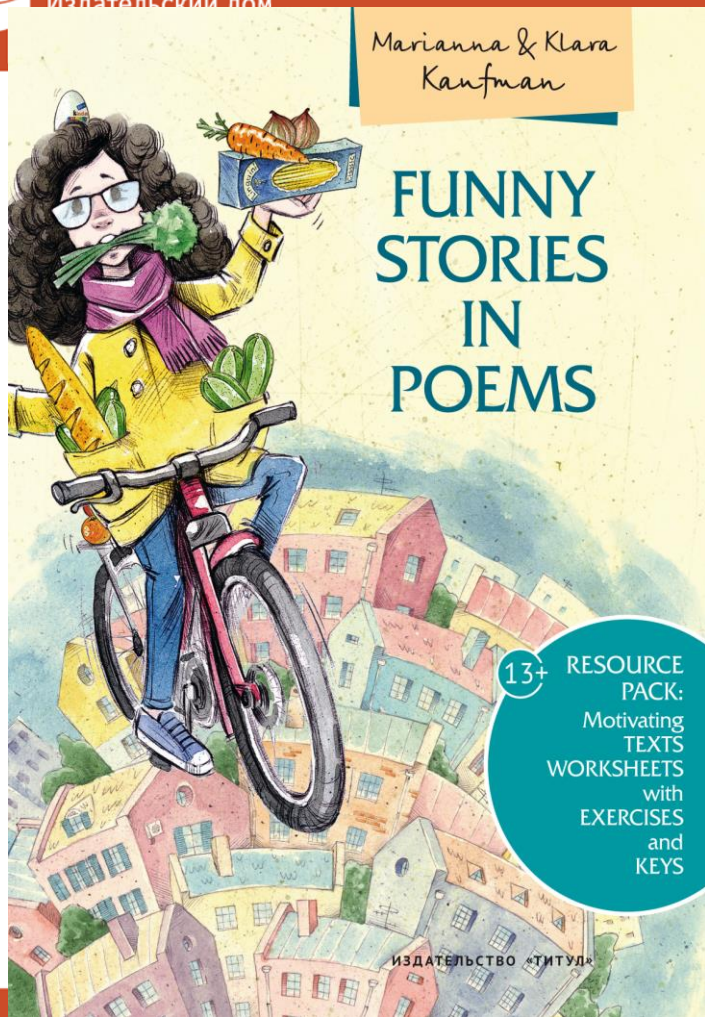


You represent the defence

State your case. Tell the court that you can prove that globalisation is not guilty of the crimes mentioned by the prosecution. Present your witness. Ask your witness questions. Then listen to the prosecution witness and ask him or her questions.

Use the following words and expressions

- a lawsuit — судебное дело
- a judge — судья
- a witness — свидетель
- a jury — присяжный, присяжные
- a verdict — вердикт, приговор суда
- evidence — свидетельство
- a crime — преступление
- a court — суд
- to accuse smb of smth — обвинять кого-либо в чем-либо
- to claim — заявлять, утверждать
- to sue smb for smth — подавать в суд на кого-либо за что-либо
- notorious — печально известный
- guilty / not guilty — виновный / невиновный
- the defence — защита
- the prosecution — обвинение



Название	Темы, проблемы, ситуации	Грамматический материал
1. In my hand there's a phone	Проблемы современных подростков Социальные сети, дружба, общение	The Present Simple Глагол <i>have got</i> Конструкция <i>there is</i> The Future Simple
2. My kids	Взаимоотношения в семье	The Future Simple Отсутствие the Future Simple в придаточных времени и условия The Present Simple Прямая и косвенная речь
3. A perfect plan	Досуг и увлечения Полет на воздушном шаре	The Present Perfect The Past Progressive The Past Perfect The Past Simple
4. Going to the ball	Взаимоотношения с друзьями Внешность и характер	The Present Simple Степени сравнения прилагательных
5. Whose plans?	Планирование досуга	Конструкция <i>to be going to</i> The Future Simple Прямая и косвенная речь
6. Miss Mary MacFlop	Поход по магазинам Продукты питания Внешность и черты характера	The Past Simple Конструкция <i>there is / there are</i> Местоимения <i>some, any, no</i>

Название	Темы, проблемы, ситуации	Грамматический материал
7. Anny Cone's pet	Окружающий мир Увлечения Домашний питомец	The Past Simple Прямая и косвенная речь
8. Jenny MacPhie	Досуг и увлечения Подготовка к путешествию	The Past Simple Прямая и косвенная речь
9. A bee in the bonnet	Досуг и увлечения Внешность и черты характера	The Past Simple Конструкция <i>there was</i> Passive voice in the Past Simple Глагол <i>could</i>
10. Santa Claus	Новогодние традиции Встреча Нового года	The Present Simple Глагол <i>have got</i> Глагол <i>would</i> для выражения обычно повторяющихся действий в прошлом

1 Listen to the poem and tick all the things that Mary MacFlop bought.



2 Read the poem and check your answers. How will you translate the girl's family name into Russian? What does the name say about the girl?

Miss Mary MacFlop

I once had a friend called Miss Mary MacFlop.
She needed some food, so she went to the shop.
She took one paper bag for the things she would buy,
And off Mary went on her big shiny bike.

So Mary arrived at the shop on her bike.
It was full of the goodies which she really liked.
There were ten sorts of biscuits and colourful sweets,
And she bought all she wanted and here is the list:

There were bottles of juice, one baguette, six zucchinis,
Seven packets of crisps and a box of linguini,
Some bananas, two onions, a package of greens,
Two red apples, a carrot and three tangerines.

Mary went to the cashier with her large shopping cart,
She deserved some reward 'cause she'd worked really hard.
So she topped all that shopping with a chocolate egg,
And she put all her stuff in a brown paper bag.

Which meant bottles of juice, one baguette, six zucchinis,
Seven packets of crisps and a box of linguini,
Some bananas, two onions, a package of greens,
Two red apples, a carrot and three tangerines.

Mary was on her way and her house wasn't far,
But that moment the brown paper bag tore apart.
Poor Mary MacFlop didn't make any sound,
When her wonderful treasures fell onto the ground.

She just looked at her juice, one baguette, six zucchinis,
Seven packets of crisps and a box of linguini,
Some bananas, two onions, a package of greens,
Two red apples, a carrot and three tangerines.



Popular Vloggers Crazy Russian Dad



<https://www.youtube.com/watch?v=ECTXsUJwTzQ>

Activities

- Compare the correct and incorrect pronunciation of the words.
- Find 5-10 differences.
 - Find as many grammar mistakes as you can.
 - Find out the meaning of the following words and expressions:
 - What is the boy's attitude? What are his arguments?
 - What is the father's attitude? What are his arguments?
 - Who do you agree with? Why?

Типичные ошибки мотивации

- Стремление придерживаться одного заявленного метода и отрицание эффективных элементов другого.
- Увлечение внешними и звуковыми эффектами.
- Излишек контроля.
- Стремление предоставить максимальное количество информации.
- Стремление поддерживать высокий темп прохождения учебного материала.
- Отсутствие у учителя четкого понимания основной цели выполняемого задания: стихи, игры, парная работа.
- Отсутствие понятных инструкций и объяснения.
- Чрезмерное использование или запрет гаджетов.

VIRTUAL TOURS IN MUSEUMS

1. Natural History Museum
2. British Museum
3. National Gallery
4. The tower of London
5. Rijksmuseum, Amsterdam
6. Vatican Museums, Rome
7. J Paul Getty Museum, Los Angeles
8. Smithsonian National Museum of Natural History