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"Typology of activities and exercises in teaching English**"**

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TYPOLOGY OF ACTIVITIES AND EXERCISES IN TEACHING ENGLISH

INTRODUCTION

At the present stage of education the development of educational institution is focused on improving the quality of the whole educational process and the effectiveness of foreign language teaching. Throughout the XX century, such science as the methodology and didactics, linguistics and psychology were focused on addressing the range of interrelated problems; the main one is the problem of learning a foreign language by students of different ages and levels of education

English is one of the most spoken languages in the world. Increasingly people are getting in the learning of English, since it is really important to both the personal and professional level. Learning other languages gives us freedom to travel and communicate with other people in the world.

In Uzbekistan ELT is seen as a career in a field of educational specialization: it requires a specialized knowledge base obtained through both academic study and practical experience

In order to realize the topical tasks put in the Resolution foreign languages specialists had done a lot; particularly, new State Educational Standard, teaching Curricula and Syllabuses were worked out and corrected. Many teaching aids are being compiled.

"On measures for further improvement of foreign languages learning" as of December 10, 2012 is a key factor for modernization of teaching foreign languages at all stages, in which the importance of teaching and learning English across the country were pointed out. So, a foreign language becomes one of the important educational subjects, at all educational institutions.[1]

So our government pays great attention to the education of young generation in foreign language. In this point of view the decree which adopted on 20 of April in 2017 describes: "every High Educational Institution should have corporation with world famous scientific –educational universities in order to implement

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[1] '' On measures for further improvement of foreign languages learning'' PQ-1875, newspaper ''Ma'rifat'' December 12, 2012

advanced pedagogical technologies based on international education models to the classes."[2]

In our republic teaching English is being very popular and many people need to learn that language because of job requirement and some crucial cases. Teaching is very complex process as any person cannot do it. Since, everybody can speak well and know the language perfectly but the only some people have talent of guiding and teaching language.

World is changing very fast and many people are becoming too intelligent that traditional ways of teaching is already counted as an old methods of teaching. Everyday many teachers search the internet, magazines and books in order to find new activities and exercises and try to exploit them into their classroom but there are countless tasks which you can use them in any lesson. However most of them are mixed and teachers have some problems to adapt them into their classes. The qualification work below tries to illustrate the problem and gives some solutions to handle it.

Recently, learning language is very common. Many Scientifics have already learned the languages features and classified teaching methods and learning fields. More specifically, a lot of scholars found the types of activities and exercises and classified them.

The actuality of the work is new approach of classifying activities and exercises according to world and Uzbek Methodologists.

The aim of qualification work is to prove the importance of activities and exercises in ESL classrooms.

The tasks of the work have been put forward:

- To determine the role of activities and exercises in English classrooms.
- To work out activities for teaching English in primary classroom.

Practical value of the research: The materials of the work will be useful for writing course works, essays, and article for the young teachers at schools,

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[2] *«Oliy ta'lim tizimini yanada rivojlantirish chora –tadbirlari to'g'risida »* PQ-2909 son Xalq so'zi 2017y 21 aprel

academic lyceums and colleges and other enthusiasts who want to learn English methodology.

Theoretical value of the work is based on the results of experiences, where has been examined the present day the role of learning English in classes; tasks and exercises have been revealed; methodological guides have been examined in experience.

Object of the research is making clear the role of activities and exercises in communication classroom for language teaching.

Subject of the research is learning the types of activities and exercises and analyzing them critically.

Approbation: it has been approbated at boarding school number 18 during our pedagogical practice.

Methods of research. In research, there have been used effective methods of pedagogy and psychology. Additionally, there has been appropriately used:

1. Comparative method;

2. Descriptive method;

3. Method of opposition;

Materials of the research.

Scientific research articles, textbooks, manuals, mass and especially, books concerning English methodology.

 The structure of the graduation work. The work consists of introduction, three chapters, reference, appendices, glossary and content.

I.THE BACKGROUND OF LEARNING THE ACTIVITIES AND EXERCISES

1.1. Differentiating Activities And Exercises In Language Classrooms

Nowadays, every teacher is trying to find their own approach of teaching. You can find different activities, tasks or exercises easily from the any source like the internet, methodology books, and articles. However you cannot use them easily because the most important thing is to adapting them into your classroom. The most essential things to choose them are:

1) Curriculum of the school

2) Lesson plan of the teacher

3) Aim and theme of the lesson

4) Level and age of the students.

What is the definition of activity, task and exercise?

Exercises are adopted for learning and checking what students have learned. Exercise is the process that helps to practice a particular skill. And also exercise is the activity or situation that has a particular quality and result and it is the set of questions in a book that test a students' knowledge or skill. They can be different according to the features of the lesson and level of the students.

Whilst in solitude we use each in day to day practice, however placing the three in juxtaposition may raise issues of definition and use. In attempting to distinguish the each of the terms, difficulties were encountered; the distinctiveness of each being difficult to place as we admittedly use these interchangeably in practice. We opted rather to place these on a scale, all possessing similar traits but on varying levels.

Whilst we believed that *exercises* were very controlled and structured, tasks were often less so and activities even less. *Exercises* resonate with a feeling of form and precision, their aim for ELT teachers seemingly to practice the correct production of the lesson target, whereas *activities* connote less structure, placing a focus on fluency and communication instead. We also believed that *exercises* were predominantly written, whereas tasks could be written, spoken, kinesthetic, or a take a multitude of various forms, and *activities* are typically active and physical.

Jack Richards describes the three as follows:

An *exercise* is a controlled and guided practice of a particular language aspect such as a reading comprehension.

An *activity* describes any procedures in which learners work towards a goal such as play a game or engaging in a discussion.

Finally, a task is something undergone by students using pre-existing or scaffold language resources.

In our initial understanding of the terms, I believe that we were accurate in some aspects such as the decline in control; however it's apparent they cannot be placed neatly on such a continuum for all aspects. My basic understanding of task comes from that of task-based learning, a teaching procedure I have both researched and implemented in practice. The fundamental of such is that aspects of language or vocabulary are provided to or elicited from students in the pre-task stage which they then use during the task stage in which they are to complete a task with the end goal being non-language related. For instance, students will prepare a presentation or construct a model.

Richards lays out the following criteria for a task:

Students use existing language resources or those introduced pre-task

The outcome is not language orientated

Is relevant to learners' needs

The focus is upon meaning

Affords chances to reflect on language use

Depends upon students' communication and interaction skills

Ellis similarly proposed the following criteria:

- A primary focus on meaning
- There needs to be a 'gap'
- Learners use own resources
- Clear outcome that is not language based

Activities used very common in ESL classrooms. It is called activity based method or Task based method.

Activity method is a way of teaching adopted by a teacher to emphasize his or her method of teaching through activity in which the students participate rigorously and bring about efficient learning experiences. It is a child-centered approach. It is a method in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. Learning by doing is imperative in successful learning since it is well proved that more the senses are stimulated, more a person learns and longer he or she retains.

Pine .G said that in an activity based teaching, learners willingly with enthusiasm internalize and implement concepts relevant to their needs. Activity-based teaching strategies imply active learning on the part of the learner. Strategies include cooperative learning, simulations and games, problem-based learning, and self learning modules—all requires that the learner do more than just listen and study. Learners are engaged in creating and storing up knowledge for themselves.

So our understanding on the *activity* method by now should mean any learning that is carried out with a purpose in a social environment, involving physical and mental action, stimulating for creative action or expression.

Steps required for Effective Organization of Activities.

- Planning.
- Involving children in the learning process.
- Each child is made an active learner.
- For each activity ensure you follow the principles of:
  ❖ What?
  ❖ How? Work directions step by step, including:
  ❖ With whom? Where? How long?
  ❖ What after?
- Role of a Teacher in an Activity Based Method
  ❖ A planner, an organizer and evaluator.
  ❖ Facilitator.

❖ Decision maker.

❖ Knowledge imparter

The information processing theory in psychology views learners as active investigators of their environment. This theory is found in the premise that people innately strive to make sense of the world around them.

In the process of learning, they experience, memorize and understand. Students need to be provided with data and materials necessary to focus their thinking and interaction in the lesson for the process of analyzing the information. Teachers need to be actively involved in directing and guiding the students' analysis of the information.

It requires active problem solving by students in finding patterns in the information through their own investigation and analysis. With continued practice in these processes, students learn not only the content of the lesson but also develop their many other skills.

· It enhances creative aspect of experience.

· Builds the student's self-confidence and helps to develop understanding through work in their group.

· Gets experiences, develop interest, enriches vocabulary and provides stimulus for reading.

· Develops happy relationship between students and students, teachers and students.

The main form of *activity* organization at the lesson is an *exercise* as repetition of the same typical operations and actions many times. Using exercises at the lesson demands understanding the types and kinds of exercises and their purpose, what place an exercise occurs in the system of exercises and what results can be achieved doing a certain exercise.

Exercises must be created as a system. By the system of exercises we understand organization of teaching actions in algorithm (logical consecutive) in accordance with increasing of language and operational difficulties. It was mentioned, that the system of exercises includes itself tasks and activities. Van-de Branden defines a

task as "… activity in which a person engages in order to attain an objective and which necessitates the use of language"[3]. That is, by understanding language input and by producing language output; better still, by interacting with other people in real-life situations through the use of EL, the goal that the learner had in mind could be better achieved.[4]

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[3] Van de Branded K. Task-based language education: From theory to practice. -Cambridge: CUP, 2007. 67-p

[4] Jalolov J. J. and others English Language Teaching Methodology (theory and practice). – Tashkent: Uzbekistan, 2014. 90-p

1.2. STUDY AND CLASSIFICATION OF VARIOUS KINDS OF ACTIVITIES AND EXERCISES

Nowadays, most teachers prefer to teach students with using different kinds of teaching styles. Most of them have their own approach and techniques and everyday millions of teachers share their way of teaching; as a result new teaching methods are being very common. Interactive and task based teaching are very popular as they are so effective.

In methodology different classifications of exercises have been worked out. In our opinion, the more effective system of exercises was suggested by V.A. Buhbinder. They are

1) informative exercises;

2) operational exercises and

3) motivational exercises.

They provide acquiring language, speech acts or operations and speech activity in FL. The types of exercises classified by V.A.Buhbinder are shown in the appendix 1.

According to his book each type of activity has its own aim of using in the classrooms. For example:

- **Informative exercises:**

Understanding and fixing knowledge about language units.

- **operational exercises**:

Forming and developing language units' usage and speech automatisms. This type of exercises is used to train operational mechanisms of speech organization on the basis of language units.

- **Motivational exercises**:

Forming/developing or improving communicative skills in text production and reception in the real condition and situation of oral and written speech. The stimulus is presented in all kinds of these exercises.

Milrud R.P. in his book named "English Teaching Methodology" wrote about the stages of exercises and activities.

Communicative teaching is often organized in the three-phase framework:

- pre-activity,
- while-activity
- Post-activity.

Pre-activity is organized to arouse interest in the learners towards the main task, to motivate performance, to activate in learners their prior knowledge and to prepare them for the language that may be necessary to perform the main task.

While-activity is organized as oral or written communication and based on engaging the learners in the communicative tasks.

Post- activity is a reflection on the ideas and language that was produced during the main activity. This phase also includes additional language drills and integration with other skills.[5]

K.D. Ushinskiy also learned exercises and gave to them clear classification. He said that "one of the essential things about exercises is using them organized and guided.

Another demerit of the exercises is most of them are too long or dull that is why pupils do not have a patience to repeat them more than once. If the exercises and activities organized correctly in a right way, suitable for the age group, culture, needs of learners, curriculum, aims, objectives of the lesson then teacher and learners can feel that they are improving.

He mentioned about the typology of the activities in his works. He gave the classification of activity system in teaching foreign language. There are several systems of acquiring the target language:

- system
- small system
- type-collection
- series
- cycle
- the group of activities

[5] Milrud R.P. English Teaching Methodology. – M.: Drofa, 2007. 46-p

Methodologists divided the activities into four small groups in teaching foreign language:

1. speaking activities
2. listening activities
3. reading activities
4. writing activities

Every group of activities also has its small types. For example, speaking activities can be different:

- Activities using dialogs
- Activities using monologs

While working any activity we have to work with three main qualifications of the learned language. They are:

- pronunciation
- grammar
- lexica

All three qualifications of the activities are interrelated and cannot learn language without them.[6]

Jamol Jalolov is one of the popular linguists in Uzbekistan that has learned all the aspects of the language, classifies the series, types and systems of the exercises and activities. Jamol Jalolov classified the types of activities according to the English teaching text books.

He said that language learning process is doing the exercises and activities. Activities divided into 2 types according to its condition:

- dynamic feature of activities
- static feature of activities

Dynamic feature of activity is using it regularly in order to improve language skills.

Static feature of activity is setting activity in a right place in the text books, student books.

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[6] Hoshimov U., Yutsubov I., Ingliz tili o'qitish metodikasi, T.: Sharq, 2003, 40-41-42 p

Activity consists of several parts:

- The headline of the activity

- Material of the activity

The material of the activity can be:

1. According to book:

- Letter

- Word

- Phrase

- Graphic text

2. Or learner's:

- Sound

- Word

- Phrase

- Oral text

The activity in dynamics-begins with pronouncing the sound and ends with understanding the text and speaking accurately according to pre – activity.

The statistic appearance of activities is the work of the author of the book nevertheless dynamics is always activating regularly and sometimes it can be drilling.

The typology of activities is still discussing by foreign countries Scientifics. All of them have their own ideas about it.

Professor Igor Vladimirovich Rakhmanov classified the activities and exercises into two types:

- Language activities and exercises

- Speech activities and exercises

Some methodologists add another type also:

- Language activities and exercises

- Inter language and speech activities and exercises

- Speech activities and exercises

I.V.Rakhmanov did his classification according to Swiss linguist Ferdinand de Sossur's sorting language and speech's dichotomy. But Bukhbinder did it differently as mentioned above he classified into three types. He classified exercises according to psycholinguistics information and it is considered as a suitable content of teaching English at schools.

Uzbek scientists have learned about activities and exercises a lot. From 1970 to 1980 uzbek scientists did scientific researches on classification and typology of exercises and activities in teaching foreign languages.

J. Jalolov, T. Sattorov, A. Soynazarov and other many linguists worked on this project and did classification on exercises and activities. They classified exercises into three types and gave to them uzbek terms:

- Forming exercises(shakllantiruvchi)
- Developing exercises (rivojlantiruvchi)
- Improving exercises (takomillashtiruvchi)

Forming exercises used in acquiring the material of the language, developing exercises in using the language material in speech and improving exercises to speaking freely, understanding clearly and thinking in the target language.

According to speech process, more specifically, perception and analyzers' attendance also two types of exercises used in language learning:

- Receptive speech exercises
- Reproductive speech exercises

The system of exercises and activities consists of small systems:

They are named as a speech function and language materials. The functions of a speech are:

- Speaking
- Listening
- Reading
- Writing

Language materials also divided into three and named differently according to world linguists works on language methodology. They are:

- Lexica

- Grammar

- Pronunciation

In the process of learning the language in speech reproductive grammar, reproductive lexica and receptive grammar, receptive lexica are used as an individual exercise.

In the acquiring the target language process there are oral and written exercises are used regularly.

Oral exercises have several types:

- Dialogue

- Monologue

- Lexica

- Grammar

- Pronunciation

Written exercises help learners to improve their writing techniques and teach to express their ideas in writing. [7]

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[7] Jalolov J.J. Chet til o'qitish metodikasi. Toshkent: O'qituvchi, 2012. 13-14-15p

II. THE THEORY OF DIFFERENT KINDS OF ACTIVITIES AND THEIR TYPOLOGY

2.1. The typology of language learning activities and their classification

Language material activities:

Forming activities used in acquiring the material of the language, developing activities in using the language material in speech and improving activities to speaking freely, understanding clearly and thinking in the target language.

Language materials also divided into three and named differently according to world linguists works on language methodology. They are:

- Pronunciation
- Lexica(vocabulary)
- Grammar

Pronunciation

The concept of pronunciation includes:

- The sounds of the language
- Intonation
- Rhyme and stress

All the activities related to pronunciation are help to develop these three aspects. Since, without improving pronunciation aspects, language learners cannot exploit the language like native level.

Pronunciation and spelling improving happens in one activity as both of them are developing learner's fluently speech. Most pronunciation books just give the rules or list of words to learn by heart but practicing them is rare met. Some offer to dictate and spell in order to get result on pronouncing. The activities are less common in pronunciation books so nowadays most learners have good grammar and speaking. Their speaking may be understandable however anybody just can analyze easily that they are not native speakers and sometimes it seems irritating.

Dictation and spelling tests also good way but there are many other possibilities. A number of ideas are listed below so you can find your way of teaching pronunciation by the help of them:

Dictation: in this type of activity we need just dictation of randomly chosen list of words, of words that learners face the same problem on pronouncing, complete sentences, a half sentences that they have to complete.

Reading aloud: learners read out syllables, words, phrases and sentences. If they cannot spell correctly teacher can help or find the problematic word's spelling by native speakers.

Discrimination 1: The kinds of activities help to develop the ability to recognize the difference between two or more words which have similarity. Need to preparation of a set of minimal pairs- pairs of words which differ from each other in one sound or letter combination. Then learners read them aloud and give definitions, they write the words down and again spell them without silently by themselves.

Discrimination 2: need a list of words which have the similarities in English and learners mother tongue: they read them aloud and they will discuss the meaning and the way of pronouncing.

Prediction 1: teacher provides set of letters combinations so as to find the expected word and they will try to pronounce correctly.

Prediction 2: teacher dictates new words and learner's try to spell according to rules which they know. At the end of the activity they teacher revels the meaning and explains how to spell words which learners pronounced wrongly.[8]

In order to improve learner's pronunciation tutors always tries to find typical errors which they familiar with. Then they think how to put them right and why learners always make the same mistakes, what is the best way to explain to them.

There are given several ideas which helps to answer the questions above.

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[8] Penny Ur. A course in language teaching.- Cambridge univ. Press. 1991. 58-p

-        Imitating teacher's real or recorded speeches which are prepared beforehand by their own teacher according to the same mistakes which they always make.

-        Recording learner's speech, contrasting with the native speech example.

-        Explanation in a systematic way including the structure and movement of the mouth parts.

-        Imitating drills. Example: repeating sounds, words and sentences.

-        Everyday repetitions of songs.

-        Variety of repetition drills: according to speed, volume and mood of the speech.

-        Making dialogues and acting them out according to usage of the mistaken words or sounds.

-        Learning by heart the full sentence or rhymes.

-        Jazz chants. To repeat the same words again and again in a jazz way.

-        Tongue twisters also very effective way even works excellent for young learners.

-        Self correction listening own speech recordings.[9]

Example of pronunciation activities:

Firstly, teacher records the conversation below and plays it for the learners. Ask from your students who and what they are.

He: ready?

She: no.

He: why?

She: problems.

He: problems?

She:yes

He: what?

She: babysitter

After the students noticed what is going on, teacher plays the dialog again. And writes the transcription of the dialog and students determines rising or falling

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[9] Penny Ur. A course in language teaching.- Cambridge univ. Press. 1991. 54-p

pitch. Teacher draws arrows next to each line and plays again. Then asks to explain what each line's meaning. Example: ''ready?'' with a rising pitch means asking about other people's readiness. But if it is falling it means informing about that ''I am ready''.[10]

<div align="center">Basketball</div>

If your students are keen on basketball then there are a couple of ways you can use this to inspire them to practice their minimal pairs.

• Board Basketball—Set questions using minimal pairs such as choosing the "odd one out" (*see above*) or asking students to choose the correct word as in Run and Grab *(see above).* When students give the correct answer, they (or their team) score "baskets" (points) on the board. An optional additional to this game is to have students take a shot at throwing a ball into a hoop or receptacle after they identify the correct odd word. (Making the shot wins them another point.)

• Crumple and Shoot Basketball—The minimal pair words are written on pieces of (scrap) paper. Students are lined up in two teams. In turn, the front student picks up the paper and reads the word. If it's read correctly they then crumple it up and throw it into a basket/bin/receptacle a set distance away. (Getting it into the basket wins another point.)

Or you could display words on a screen (with an LCD projector) or on flashcards. When the student whose turn it is gets it right they can throw a ball (or other object) into the basket or bin, gaining another point.

<div align="center">**Vocabulary**</div>

Vocabulary is the word box of the learner's which they can choose and use without the help of other sources. It always stays with the learner. In order to widen the box, language learner has to learn new vocabulary everyday to speak fluently and accurately. Vocabulary is the main aspect of language learning. Most learners count that learning unfamiliar words by heart is the most dully activity among the others. But there are different kinds of activities which can help them to handle the problem.

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[10] Brown. H. Douglas. Teaching by principles an interactive approach to language pedagogy. – Longman press, 286-p.

There are three main stages of formation the vocabulary skills:

1.   Presenting new vocabulary.

Different techniques of presenting new notion are:

Direct

✓   Using dictionaries: meaning of the word in mother tongue.

✓   Synonyms: dull-boring, interesting- fascinating

✓   Antonyms: dressed-naked

✓   Hyponyms : plant: tree, flower, grass

✓   Morphological analysis: word building

✓   Definitions: explanation of the meaning of the word in target language.

2.   Drilling –repeating the same words, phrases one more time using stereotypes of the creation and formation of the usage of new words.[11]

 For example: learners can learn the list of irregular words according to their formation in different times:

 Some irregular verbs, all three forms are the same:

▪   base form: hit

▪   simple form: hit

▪   past participle: hit[12]

3.   Situational – students learn to speak and use vocabulary independently. It is also called communicative practice.

There is three –phase frame work of teaching vocabulary.

Pre-activity

While-activity

Post-activity [13]

See appendix 2

Examples of vocabulary activities: see appendix 3 and 4

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[11] Jalolov J.J. and others English Language Teaching Methodology. – Tashkent: Uzbekistan, 2014. 133-134-135 p

[12] Raymond Murphy English grammar in use.- Cambridge university press, 1989 . 254 p

[13] Jalolov J. J. and others English Language Teaching Methodology . – Tashkent: Uzbekistan, 2014. 139p

Grammar

Grammar is the skeleton of the learned language. Without it understanding is impossible. Grammar can change meaning, structure, and notion of the spoken and written language. Grammar language material is taught according to the definite teaching techniques. While teaching grammar teacher have to take into account the mother tongue of the learner but he or she does not too much use it because if the mother tongue influences, target language does not improve.

Practicing is the main aspect of learning grammar. The aim of grammar practice is to get learners to exploit the structures so as to make speech correctly and understandable.

Most students are always good at doing grammar exercises but unfortunately they make always mistakes or have difficulty in producing their speech and writing.

In order to help the learner teacher should give different tasks and activities. Most of the practicing must be learning by context. At the end of the activities students would be able to use the correct structure both in activity, speech and writing freely.

There given types of grammar practicing activities that can help to acquire the structure of the language:

1. Awareness- after explaining the structure, learners practice it freely by doing tasks which gives opportunity to be aware in context. For example: learners are given some newspapers and have to find the asked structure which includes the examples of the past tense.

2. Meaningful drills: all the given responses are very controlled, learners have a limited choice. E.g.: so as to practice forms of the present simple tense: choose someone you know well, and write down their name, then compose true statements about them :

He / she likes ice cream; or he/she does not like ice cream

a) Enjoy: playing tennis

b) Drink: wine

c) Speak: polish

3. Guided, meaningful practice: learners form sentences by themselves using their own vocabulary but beforehand they are given a set pattern.

Example: practicing conditional clauses, learners are given the cue, if I had a million dollars, and suggest, in speech or writing, what they would do.

4. Free sentence composition: learners are given visual or situational cue, and invited to compose their own answers; they are directed to use the structure. Example: a picture showing number of people doing different things is shown to the class, they describe it using the appropriate tense.

5. Discourse composition (structure- based): learners hold a discussion or write a passage according to a given task; they are directed to use at least some examples of the structure within the discourse.

Example: the class is given dilemma situation and asked to solve the situation. They are directed to use modals like might, should, must, can, could, etc. in their speech.[14]

 Examples of dilemma:

<div align="center">Friends</div>

- If your best friend proudly gave you a picture she had painted and you didn't like the painting, would you put it on the wall in your house?

- If a friend asked your opinion of a new suit which he had paid a lot of money for, would you tell him the truth if you thought it was horrible?

- If you found a dairy that a friend had left at your house, would you read it?

<div align="center">Money</div>

- If the bank made a mistake and put an extra $100 in your bank account, would you tell them?

- If someone offered you $500 for a necklace that you had bought for $50 would you accept?

- If you found a beautiful and expensive silver bracelet in the street, would you keep it?

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[14] Penny Ur. A course in language teaching.- Cambridge univ. Press. 1991, 84p

Fun Moral Dilemmas

- If you got to work and you discovered that you had put on two different shoes when you got dressed, would you go home to change?

- If you were given a beautiful and expensive fur coat, would you wear it?

- If you were asleep on the train and an elderly person fell asleep on your shoulder, would you move?

Communicative skills activities

In language teaching four skills are considered as a main aspect of the language. They are always together integrated.

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to listen first, then to speak, then to read, and finally to write. When we learn another language we use that skeleton of learning our own native language.

These are called the four "language skills":

- <u>Listening</u>

- <u>Speaking</u>

- <u>Reading</u>

- <u>Writing</u>

The four language skills are related to each other in two ways:

- the direction of communication (in or out)

- the method of communication (spoken or written)

see appendix 5

Note that these four language skills are sometimes called the "macro-skills". This is in contrast to the "micro-skills", which are things like grammar, vocabulary and pronunciation.

Listening

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is the key to all effective communication. Without the ability to listen effectively, messages are easily misunderstood. As a result, communication breaks down and the sender of the message can easily become frustrated or irritated. If there is one communication skill you should aim to master, then listening is it. Listening is so important that many top employers provide listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to better customer satisfaction, greater productivity with fewer mistakes, and increased sharing of information that in turn can lead to more creative and innovative work.

Most course books include cassatas and CDs that you can use with your students during the lessons but if the teacher is creative they can find or make real life listening activities. Because all the students level in the class are not the same. That's why the ready course book materials sometimes can be difficult or too easy. They may give no useful preparation for real life listening or some types of activity that you consider important may be missing. In that case authentic or teacher-prepared materials can help you to reach your aim of teaching.

Listening activities:

1. Listening activity a.

Instructions:

a) Listen to the recording of someone giving instructions. What are they talking about?

b) Look at the words below. Use a dictionary to check the meaning of any you are not sure about.

Nouns: switch, slot, disk, handle, key, arrow, screen

Verbs: lock, type

Adjectives: bent, capital

c) Listen to the cassette again, and use the words to complete these notes: turn it on, here is the_____at the side. Then you will see some words and numbers on the _____and finally a _____C.

Take your ___and put it in the _____|, and____ it in; you have to close this_____.

Now_____ in 'A' and press the _____with the sort of_____ _____ at the side.

The listening text:

Listen to the cassette again, and use the words to complete these notes: turn it on, here is the switch at the side. Then you will see some words and numbers on the screen and finally a capital C.

Take your disk and put it in the slot|, and lock it in; you have to close this handle.

Now type in 'A' and press the key with the sort of bent arrow at the side.

The topic of the activity a is about computer, the activity can not be appropriate if the learners do not know about computer. For example elementary levels cannot do the activity but intermediate learners can do if they have learned the vocabulary of the activity beforehand.

Listening activity b.

➢   Instructions to student

Your worksheet shows a map of a zoo; jot down the names of the animals appropriate cages when your teacher tells you.

➢   Instructions to the teacher:

    You have got a filled map and you give open map to your learners. Describe where each animal lives and explain it step by step everything which they have problems to understand.[15]

See appendix 6

Activity b is for wider variety of classes that almost every ESL students learned about animals. But teacher cannot use it for all levels because it is more child-oriented type of activity. There is another variation which teacher can change the words according to the knowledge of the learners.

1. No overt response

Types of listening activities:

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[15] Penny Ur. A course in language teaching.- Cambridge univ. Press. 1991, 116p

The learners do not have to do anything in response to the listening; however, facial expression and body language often show if they are following or not.

Stories. Tell a joke or real-life anecdote, retell a well-known story, read a story from a book; or play a recording of a story. If the story is well-chosen, learners are likely to be motivated to attend and understand in order to enjoy it.

Songs. Sing a song yourself, or play a recording of one. Note, however, that if no response is required learners may simply enjoy the music without understanding the words.

Entertainment: films, theatre, video. As with stories, if the content is really entertaining (interesting, stimulating, humorous, dramatic) learners will be motivated to make the effort to understand without the need for any further task.

2. Short responses

Obeying instructions. Learners perform actions, or draw shapes or pictures, in response to instructions.

Ticking off items. A list, text or picture is provided: listeners mark or tick off words/components as they hear them within a spoken description, story or simple list of items.

True/false. The listening passage consists of a number of statements, some of which are true and some false (possibly based on material the class has just learnt). Learners write ticks or crosses to indicate whether the statements are right or wrong; or make brief responses ('True!' or 'False!' for example); or they may stay silent if the statements are right, say 'No!' if they are wrong.

Detecting mistakes. The teacher tells a story or describes something the class knows, but with a number of deliberate mistakes or inconsistencies. Listeners raise their hands or call out when they hear something wrong.[16]

Speaking

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[16] Penny Ur. A course in language teaching.- Cambridge univ. Press. 1991, 112,113p

Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

This vocalized form of language usually requires at least one listener. When two or more people speak or talk to each other, the conversation is called a "dialogue". Speech can flow naturally from one person to another in the form of dialogue. It can also be planned and rehearsed, as in the delivery of a speech or presentation. Of course, some people talk to themselves! In fact, some English learners practice speaking standing alone in front of a mirror.

Speaking can be formal or informal:

• Informal speaking is typically used with family and friends, or people you know well.

• Formal speaking occurs in business or academic situations, or when meeting people for the first time.

Types of Speaking Activities

1. Information Gap Activities.

□ Filling the gaps in a schedule or timetable:

Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

□ Completing the picture:

The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance.

For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar

and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

2. Jigsaw Activities

In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

3. Role Plays

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

 Prepare carefully:

Introduce the activity by describing the situation and making sure that all of the students understand it

 Set a goal or outcome:

Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product

 Use role cards:

Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.

Brainstorm:

Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.

  Keep groups small:

Less-confident students will feel more able to participate if they do not have to compete with many voices.

  Give students time to prepare:

 Let them work individually to outline their ideas and the language they will need to express them.

  Be present as a resource, not a monitor:

Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

  Allow students to work at their own levels:

Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

  Do topical follow-up:

Have students report to the class on the outcome of their role plays.

  Do linguistic follow-up:

After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

4.   Discussions

To succeed with discussions:

  Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.

  Offer choices:

 Let students suggest the topic for discussion or choose from several options.

  Set a goal or outcome:

This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.

   □ Use small groups:

 instead of whole-class discussion: Large groups can make participation difficult.

   □ Keep it short:

     Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.

   □ Allow students to participate in their own way:

 Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.

   □ Do topical follow-up:

  Have students report to the class on the results of their discussion.

   □ Do linguistic follow-up:

After the discussion is over, give feedback on grammar or pronunciation problems you have heard.

Reading

     Reading is type of speech activity and the purpose of teaching at all stages. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purpose(s) for reading guide the reader's selection of texts.

     The purpose for reading also determines the appropriate approach to reading comprehension. A person who needs to know whether she can afford to eat at a particular restaurant needs to comprehend the pricing information provided on the menu, but does not need to recognize the name of every appetizer listed. A person reading poetry for enjoyment needs to recognize the words the poet uses and the ways they are put together, but does not need to identify main idea and supporting details. However, a person using a scientific article to support an opinion needs to know the vocabulary that is used, understand the facts and cause-effect sequences

that are presented, and recognize ideas that are presented as hypotheses and givens.
[17]

Reading requires one to identify and understand strings of words in a fluid manner. It is a detailed process that includes comprehension, word recognition, engagement, and fluency.

Reading is making meaning from print. It requires that we:

- Identify the words in print – a process called word recognition

- Construct an understanding from them – a process called comprehension

- Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency

Sometimes you can make meaning from print without being able to identify all the words. Remember the last time you got a note in messy handwriting? You may have understood it, even though you couldn't decipher all the scribbles.

Sometimes you can identify words without being able to construct much meaning from them. Read the opening lines of Lewis Carroll's poem, "Jabberwocky," and you'll see what I mean.

'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.

Finally, sometimes you can identify words and comprehend them, but if the processes don't come together smoothly, reading will still be a labored process. For example, try reading the following sentence:

see appendix 7

Reading is a process that involves recognizing words, leading to the development of comprehension. According to research, reading is a process that negotiates the meaning between the text and its reader. The reading process involves three stages.

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[17] Jalolov J.J. and others English Language Teaching Methodology . – Tashkent: Uzbekistan, 2014. 197- p

The first is the pre-reading stage, which allows the reader to activate background knowledge, preview the text, and develop a purpose for reading. A strategy for students to utilize during this stage is to look at the title of the selection and list all the information that comes to mind about the title.

The second stage occurs during reading, when the reader makes predictions as they read and then confirms or revises the predictions. For example, double-entry journal enable the reader to write the text from the reading on one side and their personal reaction on the other side.

The final stage occurs after reading and allows the reader to retell the story, discuss the elements of a story, answer questions and/or compare it to another text. For example, students can create summaries, where they take a huge selection and reduce it to its main points for more concise understanding.

Comprehension is an intentional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing.

Reading activities

- Story Re-creation

This is a great activity, especially for drama lovers. Story re-creation is about reading a text or story and acting it out to others.

Depending on the level of students, teacher can read the story together in class before dividing them into groups for further discussions.

If teacher wants to have students figure out the plot on their own, the created group's members should be with different English skill sets. In other words, the strong readers should not be in one single group. Then:

1. Students divided in small groups, and teacher gives to each group a different story that they'll need to act out in front of the class.

3. Teacher prepares students prepare a list of short answers/multiple choices/true or false reading comprehension questions to not only engage the audience, but also to evaluate how well the actors capture the events of the story.

4. Then, once students have had enough time to prepare, it's show time! [18]

The activity above can be the example of reading activities. First of all they receive ready stories but the thing they have to complete is re create them and act out. It gives a chance of exploring new skills while learning language. The reading activity may seem very dull but the activity story re creation can be pretty exciting for learners and without noticing they can improve three skills: reading, writing and speaking. So we can count that exploratory activities also can be integrative activity that uses four skills in joined.

- A carousel of ideas

This activity helps Ss find out what they already know about a topic and encourages them to share ideas about topics before they read a text.

Before Ss read a text, choose four topics that relate to the text that would be useful for Ss to think about before reading.

 Take a large piece of paper and divide it into four triangles by drawing diagonal lines from opposite corners. Write one of the topics in each of the triangles in the centre of the piece of paper.

Four students sit around the piece of paper and are given a time limit e.g. one minute. They write as many ideas as possible relating to the topic in their triangle. When the time's up, they rotate the piece of paper and have another minute. This time, they read the ideas already written down and add new ones to it. After a minute, they rotate the paper again and add more ideas. Repeat one last time until all Ss have written in each triangle. They then read all the ideas in each triangle.[19]

An activity "A carousel of ideas" is before reading activity to brainstorm learner's ideas about the topic. It is the type of exploratory activities that can be used to find out students ideas that they never tell when you ask in an odd way so such kind of

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[18] Oxford Rebecca L. Language Learning Strategies: What Every Teacher Should Know. − Boston: Heinle & Heinle Publishers, 1990. −342 p.

[19] Stern H.H. Fundamental Concepts of Language Teaching. − Oxford: Oxford University Press, 1991. −52 p.

activities create English atmosphere and learners can speak, write and read without irritation of making mistake.

Writing

Writing is a complex communicative activity. It helps to communicate in the written form with the help of graphical symbols. Writing is a type of speech activity as "a communicative skill to encode, store and send messages with the help of written symbols".[20]

The product of this type of speech activity is a text for reading.

Writing is characterized by the tree-phase structure:

1) Inducement-Motivation

2) Analytical-Syntactical And

3) Operational.

Under the first phase the motive appears as an intention to communicate. The author's message has an intention to inform somebody.

In the second phase an utterance is formed and pronounced: the necessary words for producing the utterance are selected, within a set of sentences, subjective area of indicators is distributed, the predicate or a key part of the idea organization between sentences is defined.

The third phase of writing is decoding of the idea/message with the help of graphical symbols.

In the ELT the writing is the goal and means of teaching and learning. The goal of teaching writing is to teach production of written texts which students can write in the native language. To produce the written text students should master mechanics (techniques) of writing. That's why, in domestic methodology the two types of writing are distinguished:

1) Mechanics of writing (handwriting, spelling, punctuation;

2) Process of expressing ideas in a graphical form.

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[20] Milrud R.P. English Teaching Methodology. -M.: Drofa, 2007. –P-182.

Writing is meant as acquiring graphical and orthographical systems of EL by students for fixation speech and language material to remember it and support acquiring oral speech. Modern approaches to teaching writing recognize its dual purpose: as a means (a support skill) and as an end (communicative skill).

Writing refers to several sub-skills: putting words on paper, making sentences and linking them in paragraphs, developing essays and many others. So, writing is also a support skill.

Writing activities.

A) Complete this sentence to surprise your readers by writing a short story with an unexpected ending;

B) Brainstorming is a good way to get ideas for a short story. Choose a spelling word, and write what it makes you think of. Write as many ideas as you can. Remember to begin the sentence with a capital letter and end with a period.

Teaching writing proposes mastering the text format as a typical layout of the text as a congratulation and condolences, telegrams, notes, signs, labels, captions, notices, menus, advertisements, personal or business letters, invitations, application for a job. CV (Curriculum Vitae), references, recipes, diaries, log-books, dictation, note-taking, reproductions, abstracts, summaries, reviews, reports, précis, synopsis, case-studies, projects, essay, stories, poems.

There are various tasks, techniques and activities for forming and developing writing as a communicative skill at the first and second stages of schools.[21]

For organization of the work on writing an invitation we can use the letter-sample and instruction-rules[22]:

Look at this invitation. See appendix 8

This invitation has five parts: heading, opening salutation, body, closing salutation and signature. In letter writing, commas are important. Look at the commas in the heading, opening salutation, body and closing salutation of Marks' invitation.

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[21] Jalolov J. J. and others English Language Teaching Methodology . – Tashkent: Uzbekistan, 2014. 219,220,221p

[22] Cook G.E., Esposito M., Gabrielson T., Turner G.R. Spelling for Word Mastery. -Toronto, London, Sydney: Charles E. Merrill Publishing Co, 1984.

An invitation may ask you to come to the party. Invitation tells the date, time, and place of the party. It may tell you what to wear, what to bring, what you might eat, or what you will do.

Write an invitation to ask a friend to come to a birthday party, a skating party, or a picnic. Follow the example above for your invitation. Remember to tell your friend the date, time, and place of the party.

For writing a friendly-letter you can use the following instruction-rules and tasks:

In a friendly letter, you tell about yourself and what you have been doing. You can also ask your friends about themselves and what they have been doing. A friendly letter is like a friendly conversation.

Write a friendly letter. Remember to write the heading, opening salutation, body, closing salutation, and signature, and to punctuate them correctly. Write an address on the envelope using the given below address as a sample.

See appendix 9. The next activity for writing is a description addresses to the 9-form students.

One day Bobur was sitting in the living room when he looked out of the window and saw his friend. He ran to the door to call him but he saw that he had mistaken a stranger for his friend.

Write a paragraph telling whom Bobur saw and describe the appearance of this boy. Proofread your paragraph for correct spelling, grammar and punctuation.

The communicative exercises can be divided into four groups[23], presented in the table. See appendix 6

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[23] Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам. Лингводидактика и методика. -М.: Академия, 2007. -С.258-259.

2.2. The role of exercises in acquiring the second language education.

Exercises are adopted for learning and checking what students have learned. Exercise is the process that helps to practice a particular skill. And also exercise is the activity or situation that has a particular quality and result and it is the set of questions in a book that test a students' knowledge or skill. They can be different according to the features of the lesson and level of the students.

In methodology different classifications of exercises have been worked out. In our opinion, the more effective system of exercises was suggested by V.A. Buhbinder. They provide acquiring language, speech acts or operations and speech activity in FL. According to his book each type of activity has its own aim of using in the classrooms. For example:

Informative exercises: they give new knowledge about something. After doing such kinds of exercise learners always get or acquire something new.

Understanding and fixing knowledge about language units. They are:

- Comparing: such kinds of exercises compare according to the second degree of adjectives as comparison. Another part of the speech also may be compared.

Choose the correct Alternative to complete these statements..

Andrea is _____ (tall) than Josy.

☐ more taller

☐ taller

☐ tall

2. Costa Rica _____ (cheap) than France.

☐ cheap

☐ more cheap

☐ cheaper

3. Messi _____ (short) than Cristiano Ronaldo.

☐ shorter

☐ more short

☐ more shorter

4. Russia is _____ (cold) than Costa Rica.

☐ colder

☐ more cold

☐ more colder[24]

• Pronunciation of sounds: without learning pronunciation target language can not be achieved to learn effectively. That is why pronunciation is essential type of exercise. Pronunciation and spelling improving happens in one exercise as both of them are developing learner's fluently speech.

Practice the following sentences. The underlined parts of words contain the sounds /p/, /t/ and /k/ which are to be pronounced with aspiration or a slight puff of air following them.

a) Wait till the cows come home.

b) I spilled the pills.

c) He has pencil in his pocket.

d) The car cost a lot.

e) This is terrible.

f) Please tell me a story.

g) There are ten people in the room.

h) Can you get the tickets for me?

• Phrases: A phrase is a small group of words that adds meaning to a <u>sentence</u>. A phrase is not a <u>sentence</u> because it is not a complete idea with a <u>subject</u>, <u>verb</u> and a <u>predicate</u>.

In English there are five different kinds of phrases, one for each of the main parts of speech. In a phrase, the main word, or the word that is what the phrase is about, is called the *head.* In these examples, it is printed in bold. The other words in the phrase do the work of changing or *modifying* the head.

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[24] Верещагина И.Н., Рогова Г.В., Языкова Н.В. Методика обучения английскому языку: 1-4 классы: Пособие для учителей и студентов педагогических вузов. -4-е изд. – Москва: Просвещение,56-57-Р

In a noun phrase, one or more words work together to give more information about a noun.

- all my dear children

- the information age

- seventeen hungry lions in the rocks

In an adjective phrase, one or more words work together to give more information about an <u>adjective</u>.

- so very sweet

- earnest in her desire

- very happy with his work

In a verb phrase, one or more words work together to give more meaning to a <u>verb</u>. In English, the verb phrase is very <u>complex</u>, but a good description of its many forms can be found <u>here</u>.

In an adverb phrase, one or more words work together to give more information about an <u>adverb</u>.

- especially softly

- formerly of the city of Perth

- much too quickly to see clearly

In a prepositional phrase, one or more words work together to give information about time, location, or possession, or condition. The <u>preposition</u> always appears at the front of the phrase (preposition = pre-position).

- after a very long walk

- behind the old building

- for all the hungry children

- in case it should happen again

Prepositional phrases exercises. Choose the right prepositions in or at to complete the following sentences.

1. Mary is ☐ the living-room ☐ the moment.

2. You can find this book ☐ our library.

3. I have found this bird ☐ the forest.

4. I was ☐ London last year.

5. There is not much snow ☐ the mountains this year.

6. What time shall we be ☐ town?

• Matching: Matching exercises provide students with a fun, engaging way to learn. Not only does it give students an opportunity to learn object/word defintions, but it also challenges them logically. By using such techniques as inversion, diversion, and the process of elimination, students are able to greatly increase the probability of answering questions correctly. This is an important skill to have, as it is commonly found on nearly all standardized tests.

Match the two parts of the sentence and write a – h next to the number 1 – 8.

1…….. We wanted to go to the show a. so we don't get there late.

2…….. I often make omelettes b. or at the football match?

3…….. Shall we go to the cinema c. because he laughs in his sleep.

4…….. Burgers are very tasty d. and watch that film you were talking about?

5…….. My neighbours are friendly e. because they're quick and easy.

6…….. Do you know if he's at home f. although they are not very healthy.

7…….. Pick me up early, please, g. but they're noisy.

8…….. We know he has great dreams h. but there weren't any seats left.

Operational exercises:

Forming and developing language units' usage and speech automatisms. This type of exercises is used to train operational mechanisms of speech organization on the basis of language units. They are:

• lexical and grammar combinations: According to the other type of classification lexical exercises can be distinguished:

1) By type of speech activity, which includes the word - reproductive and productive.

2) By mastering the words, i.e., on the stages of development of lexical skills.

3) In the direction of lexical exercises on certain aspects - phonetic, graphic, etc.

4) In the direction of exercises to create a certain type of speech communication.

5) How the exercise involves working with an isolated word, or the word in the phrase or sentence

6) By the type of operations conducted to study the Word (replacement, insertion, etc.).

7) Focus on vocabulary exercises to learn new words or to repeat words.

Non-contextual exercises can be as follows: learning; nomination of items; grouping words according to certain characteristics; the translation of individual words from one language to another. Monologue speech exercises are: commenting on a series of paintings with the use of studied words; composing monologue to a series of drawings, film; to compare the content of two texts; record on topic; preparation of a report on the topic; explanation of events.

Dialogic exercises include: the use of studied vocabulary in the students' questions to the text; answer the teacher's questions in word or in combination; preparation of micro-dialogues of various types with the use of studied words; preparation of dialogues for typical situations; a series of questions to guess the conceived word.

Ways to practice vocabulary items. "Listen and repeat" is important because we know that confidently pronouncing a word indicates that it will be stored well. Other simple activities include matching (words to definitions, synonyms to antonyms), fill in the blank, pictures representing the vocabulary item, "make up a sentence using _____," and crossword puzzles . Total Physical Response (TPR) is an excellent way to introduce actions (that is, verbs). Games like "Simon Says" and n "Jeopardy" are adaptable to vocabulary learning. Asking students to invent dialogues or skits where they use as many vocabulary words as possible allows students to be creative and allows them to use the words in realistic contexts (be sure to give feedback to students).

Any sentence can be called as lexical exercise where the learner focuses on teaching vocabulary.

The system of lexical exercises involves the concept of teaching vocabulary. The system of lexical exercises – is the general description of the process of vocabulary teaching. The basis for the formation lexical skills has certain laws, principles, and keeping them is a necessary condition for the efficiency of the learning process.

These include didactic principles such as: visibility, activity, durability, consistency, awareness, scientific, age-appropriate and methodical: communicative orientation of education, temporality, collective interaction, life orientation training.[25]

Fill in the blanks with appropriate prepositions or adverb particles. Each question is followed by three suggested answers. Choose the most appropriate one.

1. I despair …………………… . reforming that fellow. (of / off / at)

2. Never deviate …………………… . the path of truth. (off / from / with)

3. This plan radically differs ……………….. the earlier plan. (between / from / with)

4. I am diffident …………………… . passing the TOEFL this time. (of / about / with)

- filling the gaps:

A gap-fill is a practice exercise in which learners have to replace words missing from a text. These words are chosen and removed in order to practice a specific language point. Gap-fill exercises contrast with cloze texts, where words are removed at regular intervals, e.g. every five words.

Example
The first sentence above prepared to practice article use could read '_____ gap-fill is _____ practice exercise where _____learners have to replace _____ words which have been removed from _____ text.'

In the classroom
Gap-fills are often used to practice specific language points, for example items of

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[25] Filatov V.M. Methods of teaching foreign languages in primary and secondary school. Textbook for students of pedagogical colleges. Rostov-on-don, 2004.

grammar and vocabulary, and features of written texts such as conjunctions. They are common in testing.

Complete the gaps with only one suitable word.

A DNA fingerprint __*of*__ (0) every active criminal in Britain will be taken _____ (1) part of government plans _____ (2) a wide-ranging overhaul of the criminal justice system, the Prime Minister said yesterday.

In his first public announcement _____ (3) returning from holiday, Tony Blair promised to deliver a courts system fit for the 21st century. Addressing police officers in Kent, in southern England, he accused the courts of being run for _____ (4) own convenience and promised to ensure that victims, witnesses and police giving evidence would receive more respect.

- Transformation: to change the world, phrase and sentence. Putting them correctly in order.

Rewrite the following sentences according to the instructions given after each, and making other changes that may be necessary.

1. It is probable that he will never come back. (Begin: In …)

2. He said to me, 'Where are you going?' (Begin: He asked me …)

3. As soon as the chief guest had arrived the play began. (Begin: No sooner ….)

4. I was surprised at his behavior. (Begin: His …)

- Reorganization: organizing the prepared world, phrase and sentence even a text. In order to learn and operate the language skills.

Put these sentences in the correct order for the introduction to an essay with this title: Compare two methods of teaching prepositions and explain which one is more successful

1) Such language differences make teaching of this area very difficult.

2) Another method takes a cognitive linguistics approach, in which prepositions are studied in relation to spatial relationships.

3) Using prepositions correctly in English is very difficult if English is not a person's first language.

4) The essay which follows gives a brief history of prepositional theory and compares the traditional and cognitive linguistics approaches, arguing that a cognitive linguistics approach helps students to understand the concepts underlying prepositions and so is more effective in helping students to use prepositions correctly. 5) Prepositions are small connecting words that do not necessarily exist in other languages, or may not have exactly the same meanings.

6) One popular teaching method relies on students learning combinations of nouns and prepositions.

- Conversion:

Consider the status of the adverbial suffix -ly in English. You may want to take the following data into account:

✓ Slowly
✓ aggressively
✓ hardly
✓ rarely
✓ intelligently
✓ smoothly
✓ purposefully

Motivational exercises:

- Forming/developing or improving communicative skills in text production and reception in the real condition and situation of oral and written speech. The stimulus is presented in all kinds of these exercises they are:

- Question-answering:

Answer the following questions

1. Where is your book? _____.

2. Where is the teacher's
book?_____.

3. Which city do you like?
_____.

4. How many players are there in a football team? _____.

5. What movie is on this evening? _____.

- role-play:

Detective: May I help you?

You: Yes, I lost my best friend.

I'm trying to find her/him.

Detective: Ok.

Where……………lose…………..?

You: I lost_____

Detective: What happened?

You: Well_____

 Detective: Where………………………………………work?

You:_____

Detective: What…………………………….…………………wear……?

You:_____

Detective: Where…………………….live?

You:_____

Detective: What………………………..look like?

You:_____

Detective: What …………………………………………….name?

You:_____

 Detective: Did ……………………………………………………

You:_____

III . UTILIZING ACTIVITIES AND EXERCISES IN ESL CLASSROOMS

3.1. Adapting activities and exercises for different age group of the learners

All classes are mixed ability to one extent or another. Extreme cases, when you have near native level speakers with beginners, can be very challenging for the teacher.

In these cases it's important to remember that all students will get something out of the class, but not necessarily the same things, and not necessarily what you aim to teach them! For example, the beginners may begin to get a grasp of your classroom language whilst the stronger students may begin to be able to put a new tense into use.

Adapting materials for mixed ability classes can take different forms.

One way to adapt materials is to rewrite reading texts and grade the language accordingly for different levels. In an ideal world where a teacher has all the time in the world to prepare their classes this may be the perfect solution. However, the reality is that this sort of adaptation is extremely time consuming and not many teachers can actually go to this length to adapt materials for mixed level groups. Another problem that can arise with this sort of adaptation is that it can be awkward to give out different texts to different students. There's a danger that they will instantly realise that they have been labelled as a weak or strong student and, in the case of the weaker students, this will no doubt effect their motivation.

I would like to offer some ideas of how you can support your weaker students and offer extension activities for your stronger students whilst using the same materials as the starting point for the class. This way the preparation time involved for the teacher isn't drastically higher, and the group can still work together for most of the class.

Tips for good classroom management with mixed ability groups

- Grouping

    It may seem contradictory to suggest that you group stronger students together

and also suggest that you group weak with strong. However, depending on the task and the class dynamics I think there are usually opportunities for both types of grouping. It's a good idea to experiment with mixing up the strong and weak students whilst also giving time for stronger students to work together so they work to their full potential.

- Giving Instructions

Giving clear instructions is vital for weaker students to be able to follow the class. Use hand gestures as well as words to explain the tasks and use stronger students to check back the instructions and even explain the task in their own language if necessary.

- Error correction

Stronger students can probably stand more correction. Don't over correct weak students as it will affect their confidence. Encourage students to correct one another and demand a higher level of accuracy from the stronger students.

- Setting goals

Setting goals for each class or for the whole term will help to focus the students. The goals can be different for each student, depending on their level, but realising the goals will give the same sense of achievement to all.

- Range of tasks

This involves creating or providing different tasks for different levels.

- For example, the number of comprehension questions for a text. You might have two sets of questions, A and B. Perhaps all students have to complete set A, the stronger ones also have to complete set B. Or, they even have an extra reading text.

This obviously increases the amount of lesson preparation. However, it is possible to think of fairly simple extra tasks. For example, during a reading lesson, the stronger students have to do detailed dictionary work on vocabulary in the text. It takes very little time to select words for the students to research. With the stronger students spending 10 minutes working with dictionaries, you have time to monitor and help the weaker ones with the text. Then you can go through the

shared comprehension tasks as a class, and perhaps the stronger students can make a presentation about the words they have researched.

Extra work / homework

It is straightforward to give different students different homework - unless it is part of a standardized assessment procedure. Give weaker students homework which really does consolidate the class work, and give the stronger students work that will widen their knowledge or put it to the test a little more. When teaching mixed ability classes, the weaker students will be missing things during the lesson, or failing to understand. Use homework to address this. The stronger students may feel held back during the class, so homework can now really push them (if they are so inclined!)

Writing tasks are great for homework, as a productive skill that can be performed individually. You can expect more from the stronger students, and use it as a way to identify their weaknesses, which may not be so apparent during the class.

Student nomination

This is a simple classroom management technique that really helps in the mixed ability class.

When asking for answers to questions, ask particular students, rather than asking the class in a open fashion e.g. 'What's the answer to number 9?' is an open question, whereas 'What's the answer to number nine, Maria?' is a nominated question. If you ask open questions, the same old strong students will provide the answers. This creates a poor dynamic to the class, for many reasons.

When nominating...

• Ask the question before you give the name of the student. That way, everyone has to listen

• Consider how easy it is for the student to answer. If a weak student will struggle, perhaps ask a stronger student. If a weak student should be capable, then ask them.

- Avoid making students seem foolish, and yet also avoid patronizing them by only asking super simple questions

- Nominate with variety. Be careful to avoid nominating the same selection of students. In a large class, I keep a note of the students I have asked over a lesson, just to make sure I haven't developed a pattern.

Error correction

In a mixed level class you can have different expectations of the language the different students produce. Sometimes, it can push stronger students if you correct them heavily - although you should be sensitive about this. And for weaker students, be more selective in your error correction.

The key strategies for teaching mixed level classes are probably developing a positive and collaborative working atmosphere and providing a variety of work suitable for different levels. It probably doesn't work to stick your head in the sand and pretend the class is all of one homogenous level, a situation which doesn't exist anywhere.

Kindergarten students

The youngest children to enter an ESL class can be as young as three years old. Managing a group of students who don't speak your language is no easy task, and amounts to lots of running around and general chaos. It takes practice and confidence on the part of the teacher before the class responds to instructions in English. The best way to manage the class is to create a set of routines and simple instructions that they can become familiar with. Using flashcards and playing games will help to manage the class and the students will listen to you. Rewarding them through check marks, praise, and a high five's for speaking English and listening to the teacher can go a long way. When you have your routines down and a bunch of fun activities that the children know and love, these classes can be the most fun to teach.

Teenagers

Teenager students range from 10-18. Once a student reaches the age of 10, they are no longer the happy, energetic child who gets excited over flashcard

games. While some of them might have some real motivation to learn English and English class is just one more class in a long list of lessons that they attend. As a result, many will be in a class at a certain level without having completed the required amount of hours needed in order to study at that level. This means that you will be teaching material that is above the level of your students, and you will have to find ways to present that material and organize activities in ways that engages the class.

The goal in every class should be to maximize student-speaking time while minimizing the time the teacher talks. Similar to the small star classes though, classroom management can also be a big issue, especially in a large class of 15 where boys outnumber girls. The point system can work here too, but at this age students can tell that they really don't mean anything, so you need to come up with other ways of discipline, such as assigning more homework or threatening to call home. Activities greatly differ here too. Rather than drilling and practicing new language with flashcards, teenagers need to be given a task that requires them to learn new language through their own pre-existing knowledge. Drawing games, cut and paste activities, and short dialogues are some ideas. Teenagers like to feel that they are in control, so it is your job to find as many ways as possible to transfer the power to them.

Adults

Adults are those who are 18 or above age. They might be students from universities, housewives, workers, and managers. There are different classes of people in the same group and it means teaching adult classes are not as easy as you imagine. They are here for themselves without being told to do so by their parents. Classroom management is never an issue, and while you can present some language to them, adult students mostly have enough English that they can learn from each other and complete tasks to learn new language using language that they already know.

Classes should always start with a warmer activity or conversation to get the students comfortable and speaking English, and then they can take it upon themselves to talk about and correct each other's homework. Teaching adult

students you need to be knowledgeable and talking about the latest events happening in the world are advisable. In the last teaching tip we looked at how to adapt materials for mixed ability groups. This is the most common type of adaptation that teachers have to do. However, there are times when you may have to adapt materials because of the age of your students. In order to look at this topic I will divide it into the two possible scenarios:

- Using materials aimed at older students with younger students

In the world of young learners we often find that students' linguistic ability is way beyond the typical course book that is designed for their age. Therefore some adaptation is often necessary. To give an example, I am currently teaching a group of 11-15 year olds on a First Certificate (upper-intermediate) level course. We are using a course book designed for older teenagers and adults so adaptation is an important part of lesson planning. The main thing to bear in mind when adapting tasks is to think about how you can make the task more real for the student. Last week we were writing formal letters, something which none of the students had ever done in their lifetime and therefore they needed a lot of support. After looking at several models of formal letters we turned to the task in the book which was a letter to complain about the service received from a tour operator on a recent holiday. This was obviously something they would be very unlikely to do even in their own language. However, I knew that some of the students had recently gone to a concert and had been disappointed by the performance. So, using those students, we adapted the task together. I asked the students what had been disappointing about the show and we made a list. These points became the content of the task. The functional language of complaining was the same but the task became more alive as it was more personal and closer to the students' own experiences.

Speaking activities may often need adapting too. The job interview could become the interview to get onto a summer course or to help out at a scout camp.

Questions to consider when preparing your lessons:

✓ Will the students know anything about the topic?

- ✓ If not, how can I introduce the topic?
- ✓ Will the students be interested in the topic?
- ✓ If not, how can I make it more interesting and bring it to life?
- ✓ What support will the students need to tackle the task?
- • Using materials aimed at younger students with older students

If you find yourself using material that is aimed at younger students with older students you have to be careful. Teenagers especially can find it insulting to be presented with childish material when they believe they are ready for something more grown up. If you can't find more appropriate material then use what you have as a starting point.

Games and fun activities that work well with young learners often work equally well with older teenagers or adults. If you explain the reason for the game or activity and make it clear what the students are practicing by playing it, then most students tend to respond positively. Older students will quickly fed up with you out if you're just killing time and there's no real point to the activity. I recently played word formation bingo with a group of adults and was amazed that they got really excited and competitive and we're all trying to win so they could become 'Bingo King' or 'Bingo Queen' for the next round. After a hard day at work I think they enjoyed the chance to revert to their childhood for twenty minutes!

- • Questions to consider when preparing your lessons:
- • Is the activity appropriate for the age group?
- • If not, how will I bridge the gap?
- • What's the point of the activity?
- • What will students be learning?
- • Should I explain to the students why we're doing the activity?

The main thing to bear in mind with any adaptation of materials is how you can personalize the task and make it more relevant to the learner. If you are clear about why you are using certain material and what your objectives are then students should feel happy with the activity as they'll be able to see the point of it. Take time to chat to your students and find out what they do in their free time and

what they are interested in. By doing this you will be able to find more material based on topics they're interested in.

3.2. Context developing activities and exercises in ESL classrooms

Exercises and activities changes according to some cases:

- Age of the learner's

- Intelligence of the learner's

- Context

- Approaching of the teacher

- Level of the learner's

Context developing activities and exercises changes according to the place, situation and learners. For example the activity used in the kindergarten cannot be used for university students. But changing the activity can be useful and effective. The most effective ways of teaching kids are TPR, showing some kinds of actions, using body language and so on. If teacher is skilled they can change use the same activity for all levels. The aim and the structure of the activity are not changeable but the used tasks contain different language. Below given the example of vocabulary activities which have changed according to context:

It is easy to observe that there is a whole area of functional language, usually in the form of fixed expressions or sentence frames, which is impossible to acquire on productive level unless learners have developed their own independent mental lexicons in L2. The reason is clear-cut. These items cannot be efficiently accessed through the process of translating from L1 to L2.

This is also true of other areas of vocabulary, such as some collocations or discourse markers. Take the word 'actually' for example which is very frequent in spoken English. Most learners' dictionaries give definitions which begin with 'used in/as/to ...' followed by a description of context in which the word usually occurs. This single fact suggests that learners may have to link certain items of vocabulary to context rather than anything else.

Clearly, if we are to help the learners acquire independent L2 lexicons, we need to highlight the importance of the context in which the language naturally occurs. Once the idea of context playing a decisive role in the choice of language is firmly

established, we can begin to introduce varieties of the language used in different contexts, such as cultural and regional, social or situational. However, the reality of L2 instruction heavily exploiting EFL materials rife with all too notorious fill-in exercises, where sentences are artificially constructed and/or lacking any context whatsoever is rather saddening.

On the other hand, this feature of many course books provides learners with plenty of opportunities to develop their own context for the language presented. Here are a few activities that can be used with this purpose.

1. Odd one out

Write up an expression (eg. That's none of your business!) on the board and supply four different situations. The students have to identify in which situation the phrase would be inappropriate. You may follow it up with questions penetrating the context deeper and also expand the line into a short dialogue.

2. Brainstorming

Write up an expression (eg. Hold on.) and have the students brainstorm situations in which the expression would be likely to occur. Then follow it up in the same way as with the previous activity.

3. Fill-in exercise

Infamous fill-in exercises too can be adapted for use in context developing activities. First use the activity as usual and then pick one or two sentences and go on to ask: "Who was most likely to say it?" Supply a few options for the students to choose from or invite them to suggest their own examples.

4. Dialogue

Present a short dialogue, or part thereof, with a consciousness-raising activity helping the students notice a particular language feature (eg. weak forms). Drill the dialogue chorally and then have the students in pairs answer questions such as:

- Who are the two people? Make up their names.

- How old are they?

- What is their relationship?

- Where are they?

- What time is it?

- Why...? (2-3 questions)

Once they finish, put two pairs together and have them discuss their answers. The purpose of this stage is to find any logical inconsistencies and fix them by supplying additional explanations. The students can form new groups and continue in the same way until they are satisfied with the outcome which they can then present. Finally, drill it again chorally and individually in pairs. Also, consider whether any of the situations presented may be suitable to act out![26]

Soap operas or romantic films are a particularly rich source of colloquial language suitable for this type of activity. For the more famous Hollywood films it is also easy to find complete subtitles on the internet which makes the preparation easier. On the other hand, the danger is that the students may know the particular scene which would effectively stop them from using their imagination.

Here, for example, is a short exchange from Notting Hill. Note the high occurrence of words from the semantic field of 'Food' and functional language 'Offering'.

A: Uh, would you like a cup of tea before you go?
B: No.
A: Coffee?
B: No.
A: Orange juice? Probably not. Um, something else cold. Uh... Coke? Water? Some disgusting sugary drink pretending to have something to do with fruits of the forest?
B: No.
A: Would you like something to eat? Uh, something to nibble? Um, apricots

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[26] Brumfit Ch.T. Communicative Methodology in Language Teaching. − Cambridge: Cambridge University Press, 1990. −176 p.

soaked in honey? Quite why, no one knows, because it stops them tasting of apricots... and makes them taste like honey, and if you wanted honey, you'd just buy a honey instead of... apricots. Um, but nevertheless, there we go there. They're yours if you want them.

B: No.

A: Do you always say "no" to everything?

B: No... I'd better be going.

Unlike the first three activities which, depending on the expression, may be easily adapted for any levels, the last activity in particular should be attempted only with intermediate+ students as it requires a high degree of understanding the language input and ability to respond quickly when challenged by other students. In return, however, it provides ample opportunity for engaging discussion in which the students slowly expand and fine-tune their story so that it's coherent with the language presented.

3.3. Practical part: lesson plans on teaching activities and exercises

Lesson plan 1

THEME: Utilizing activities and exercises in ESL classrooms

COURSE TITLE: teacher development lessons

LEVEL: teacher's B1, B2 And C1

 TOTAL TIME: 80

 MATERIALS: Handouts, activity sheet, answers

RESOURCES: http://www.caambridgeenglish.org/

OBJECTIVE:

To develop and practice:

•Teacher's abilities adapting materials into classroom

• informing about context developing activities

• Working on integrated skills: listening, speaking, reading, writing

INTRODUCTION:

In this lesson, learners will look at different features of the activities and exercises. They will look through different types of activities and exercises and try to utilize and adapt into given classes.

to produce a poster. Finally learners can complete a craft activity and play a game.

PROCEDURE:

1.   Introduce the topic (10 mins)

• brainstorming:

 the aim of the activity is to share trainee's knowledge to each other and feel the theme atmosphere:

1)   Trainees say the activities name which is familiar for them and trainer writes them on the board as much as they can.

.

2.   Find your students (15 mins)

• The aim is to forming the abilities of choosing activities according to level of the learner's.

2)   Teacher hands out several sheets of activities described in a clearly way. (handout 1)

3)   Then she gives again the cards written the level of the students. (Handout 2)

4)   Trainees read the description of the activity and guess what level is suitable and why.

5)   Next they will describe their level, and then find it from other teachers.

3.   Adapt your activity (15 mins)

• the aim is: to determine the activity's level and adapt it according to their classes given beforehand.

Trainer hands out activities (handout 3) and written classes (handout 4).

Trainees try to analyze the activity and change it if it needs according to the level of their classes.

4.   Focus on ideas of learners (20mins)

• Write the names of the activities on the board. Ask learners to tell you things associated with the activities written on the board. They give their suggestions about written activities on the board.

Write their suggestions on the board.

• Elicit ideas for the other activities, for example 'essay writing' for communicative skill, 'jigsaw' for writing and vocabulary,

'music time for listening or 'proofreading' for writing. Write their suggestions on the board.

5.   Closing part. (10min) Teacher asks to write at least five things what they have learned from the lesson and left for teacher to analyze.

6.   Homework(10 min) divide the group into several small groups. You can divide them according to counting 1 2, 3 and 4. One's one group and others also find their partners due to the number. Then explain every group should design activity

Handouts

✓   **handout 1**

.A carousel of ideas

This activity helps Ss find out what they already know about a topic and encourages them to share ideas about topics before they read a text.

Before Ss read a text, choose four topics that relate to the text that would be useful for Ss to think about before reading.

Take a large piece of paper and divide it into four triangles by drawing diagonal lines from opposite corners. Write one of the topics in each of the triangles in the centre of the piece of paper.

Four students sit around the piece of paper and are given a time limit e.g. one minute. They write as many ideas as possible relating to the topic in their triangle. When the time's up, they rotate the piece of paper and have another minute. This time, they read the ideas already written down and add new ones to it. After a minute, they rotate the paper again and add more ideas. Repeat one last time until all Ss have written in each triangle. They then read all the ideas in each triangle.

2. Ideas continuum

This activity helps Ss think about how much they know about a topic and share ideas with each other.

Draw a horizontal line on the board. At one end write 'I know a lot about this' and at the other end write 'I know very little about this'.

The teacher says topics or ideas that relate to the text. Ss decide how much knowledge they already have about the topics and write them on the line in their notebooks, so if the topic is Australian animals and the student knows quite a lot, they write 'Australian animals' towards the 'I know a lot about this' end. Students compare their existing knowledge and those who know a little about one of the topics find someone who knows more than them and they tell each other what they know.

3. Sneak preview

Show the text on the IWB or with the projector for just 20 seconds. If your classroom is low tech, students can open their books and look at the text for just 20 seconds. The idea is for them to get as much information as possible in a short space of time so they scan the text for key words that include the most important information.

Alternatively you could show students a few key words from the text, headings and accompanying visuals and they guess their relevance in the text.

4. Words and pictures

Show students images related to the text and students work together to write down all the words they can see in the images or related to the images. Then they swap their piece of paper with another group and write synonyms or related words in a different colour next to the other group's words. This activity helps predict words that might appear in the text and extends students' vocabulary.

5. Peer pre-teaching vocabulary

This is a communicative way of pre-teaching tricky but essential vocabulary. Make a list of words that appear in the text that students need to know in order to understand the text. Write simple definitions for the words and cut them up on individual slips of paper. Divide the students into three groups: A, B and C. Give each group a list of the words they need to understand e.g. if there are nine words altogether, give three different words to each group. Put the nine definitions around the classroom. One student from each group has to go and find the correct definition for one of the group's words. S/he brings the definition over to the group and they all write it down. Another student goes to find the definition for word 2 and another for word 3. When the three groups have their three definitions, make new groups of three with an A, B and C student in each. They teach each other their words and all students make a note of the words and definitions.

The final stage is to check that all students understand all the words with a quick team game that reviews all the new words.

✓ **Handout 2**

Kindergarten

Primary schooler's

Teenagers

Adults

✓ **Handout 3**

1. One, two, three, Four, five, six , seven ,eight

Color the four green.

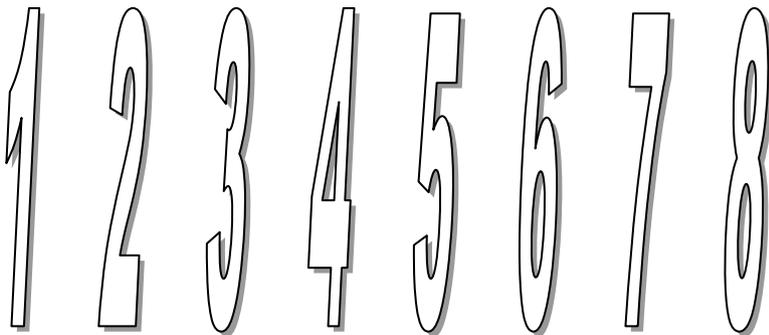Color the six red.

Color the one pink.

Color the eight yellow.

Color the five orange.

Color the three blue.

 Color the two blue and orange.

Color the seven red and yellow.

Winter

Read the sentences and colour the picture.

Colour the tree brown.	Colour his eyes grey.
Colour the sledge orange.	Colour his nose orange.
Colour the robin red and brown.	Colour his mouth black.
Colour the snowman's gloves green.	Colour his arms brown.
Colour his hat yellow and purple.	Colour his scarf pink and blue.

The leaves on the trees

The leaves on the trees are turning green
Turning green, turning green
The leaves on the trees are turning green
Grow, grow, grow!

The flowers on the trees are beautiful
Beautiful, beautiful
The flowers on the trees are beautiful
Busy, busy bees!

The leaves on the trees are falling down
Falling down, falling down
The leaves on the trees are falling down
Yellow, red and brown.

The leaves on the trees have fallen down
Fallen down, fallen down
The leaves on the trees have fallen down
All on the ground.

Listen to this song   https://learnenglishkids.britishcouncil.org/en/songs/the-leaves-the-trees

Contributors   Lyrics by Sue Clarke

Lesson Plan 2

THEME: ARTS AND MEDIA

COURSE TITLE: Vocabulary

LEVEL: Pre-intermediate

TOTAL TIME: 40min

MATERIALS: Handouts: different kinds of activities related to vocabulary.

RESOURCES: http://www.caambridgeenglish.org/

OBJECTIVE:

Students will be able to:

-to use a vocabulary in different strategies;

- to encourage students in discussion on arts and media;

- to increase their vocabulary on arts and media.

LEAD-IN

TIME: 5min

MATERIALS: none.

Brainstorming.

Objective:

- To find out the background knowledge of students on arts and media.

- To encourage students in discussion on arts and media.

Teacher asks students the following questions:

How often do you go to the cinema or art gallery? When did you go last time? Where did you go?

POSSIBLE ANSWERS:

1. I often go to the cinema 3-4 times in a year. I went to the cinema last month. It was the film "LOL". i went to the Tashkent for watching this film.

2. I go to the art gallery once or twice a year. Last time I went last year. It was very interesting.

Teacher accepts all answers and encourage students' participation.T points out that each country, city, even a village has its

*ACTIVITY 1

TIME:10 MIN

MATERIALS: handout 1

OBJECTIVE:

- Activate their background knowledge on the topic

- To familirize Ss with the new vocabulary

- To improve working in group.

PROCEDURE:

T distributes handout 1 and asks to find answers and complete the crossword. After that t checkss it with whole class. Ss work in groups.

ANSWER KEY FOR CROSSWORD:

ACROSS:

3. band

5. culture

6. poster

7. album

11. audience

12. edition

15. channel

16. show

17. bestseller

DOWN:

1. gallery

2. interval

4. exhibition

6. plot

8. part

9. review

10. scene

13. image

14. cast

ACTIVITY 2.

TIME:10min

MATERIALS: handout2

OBJECTIVE:

    - to improve Ss rearrenging the words to make complete sentences.

PROCEDURE:

T distributes handout 2 and asks to rearrange the words to make complete the sentences.After that T checks answers with whole class. Ss work individually.

ANSWER KEY:

1. There is a jazz band playing tonight.

2. Have you heard their new album?

3. DNB is the best news channel.

4. There was an interesting show on the television last night.

5. I have lots of posters of my favourite singer.

6. You can experience lots of culture living in Paris.

7. There is an exhibition of Byzantine art at the museum.

8. There will be a ten minute interval halfway through the performance.

9. My friend plays an important part in the play.

10. The National Gallery has the biggest art collection in Britain.

11. There were lots of children sitting in the audience.

12. His book is likely to become another bestseller.

13. The cast of the film are all famous actors.

14. There are paperback and hardback editions of the dictionary.

15. The images of the war shown on the news were disturbing.

16. The film has a very simple plot.

17. The film received some good reviews and some bad ones.

18. Lowry painted street scenes.

ACTIVITY 3.

TIME: 10min

MATERIALS: Handout 3

OBJECTIVE:

     - To give Ss the opportunity to work in pair.

PROCEDURE:

T distributes handout 3 and asks Ss to work in pair. Asks " Can you find these Arts and Media nouns in the puzzle?" Ss work in pairs.

SUMMARY

T writes words with mixed up the letters on the board. Ss then race to identify the vocabulary.

FOR EXAMPLE:

nadb band	tiexnobihi exhibition
eruluct culture	nudieace audience
lageryl gallery	rapt part
veltrain interval	nesec scene
ropset poster	wosh show
erseteblls bestseller	leanchn channel
iwerve review	iondiet edition
bluma album	acst cast
tlop plot	amgie image

CONCLUSION

Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time.

From the elaboration above, some conclusions can be drawn as follows:

❖ *Exercises* are very controlled and structured, tasks are often less so and activities even less.

❖ *Exercises* resonate with a feeling of form and precision, their aim for ELT teachers seemingly to practice the correct production of the lesson target, whereas *activities* connote less structure, placing a focus on fluency and communication instead

❖ An *exercise* is a controlled and guided practice of a particular language aspect such as a reading comprehension.

❖ An *activity* describes any procedures in which learners work towards a goal such as play a game or engaging in a discussion.

❖ Finally, a task is something undergone by students using pre-existing or scaffold language resources.

❖ effective system of exercises are

1) informative exercises;

2) operational exercises and

3) motivational exercises.

❖ Activities have their classification divided into two main parts:

1) Language material activities

2) Communicative skills activities

Followings are some recommendations for utilizing and adapting exercise and activities :

• Grouping

It's a good idea to experiment with mixing up the strong and weak students

whilst also giving time for stronger students to work together so they work to their full potential.

- Giving Instructions

Use hand gestures as well as words to explain the tasks and use stronger students to check back the instructions and even explain the task in their own language if necessary.

- Error correction

Stronger students can probably stand more correction. Don't over correct weak students as it will affect their confidence. Encourage students to correct one another and demand a higher level of accuracy from the stronger students.

- Setting goals

Setting goals for each class or for the whole term will help to focus the students. The goals can be different for each student, depending on their level, but realising the goals will give the same sense of achievement to all.

- Range of tasks

This involves creating or providing different tasks for different levels. For example, the number of comprehension questions for a text. You might have two sets of questions, A and B. Perhaps all students have to complete set A, the stronger ones also have to complete set B. Or, they even have an extra reading text. In conclusion, according to feedback given by linguistics above we can sum up all ideas and suggestions about activities and exercises are:

- Activities and exercises are different from each other.
- Teacher have to be skilled using them correctly
- Teacher should create new one's according to level, cultural background, and intelligence of the learners.

A LIST OF APPENDICES

APPENDIX 1

The system of exercises by V.A. Buhbinder

Type of exercises	Aim of exercises	Kinds of exercises	Interpretation
Information	Understanding and fixing knowledge about language units	Comparing; pronunciation of sounds, words, phrases; grouping, matching, transformation, etc.	Language learning
Operational	Forming/developing language units' usage and speech automatisms. This type of exercises is used to train operational mechanisms of speech organization on the basis of language units.	Practicing lexical and grammar combinations; filling the gaps, transformation, reorganization, conversion.	Skills getting (obtaining)
Motivational	Forming/developing or improving communicative skills in text production and reception in the real condition and situation of oral and written speech. The stimulus is presented in all kinds of these exercises	Question-answering, situations, drama, role-play, retelling the text, extending the idea, text compression, control, etc.	Language and skills using

Phase	Activity
Pre-activity	Exploring vocabulary forms (word derivation models) Exploring vocabulary meaning (synonyms, antonyms, polysemy). Exploring potential vocabulary use
While-activity	Deriving words (e.g. creating the necessary form of the words) Using vocabulary (e.g. choose the right synonym) Communicating the message (e.g. describe the gadget using
Post-activity	Reflecting on task fulfillment Focusing on vocabulary use Integrating vocabulary with teaching communicative skills (reading, listening, writing and speaking)

APPENDIX 3
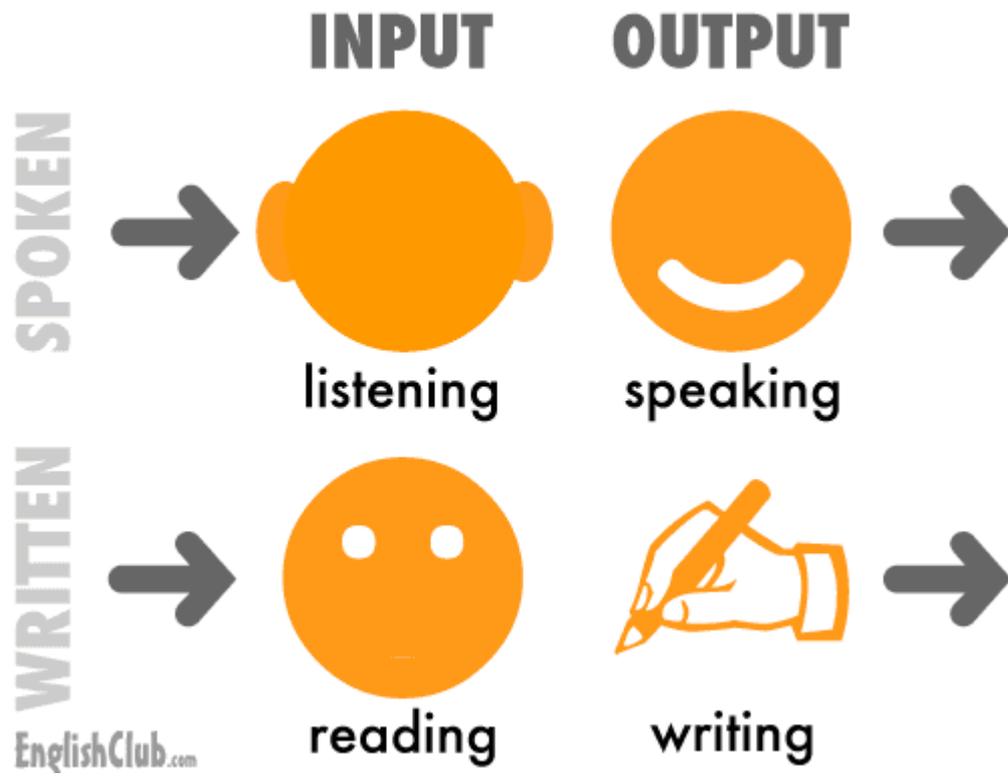
Crossword - ARTS & MEDIA
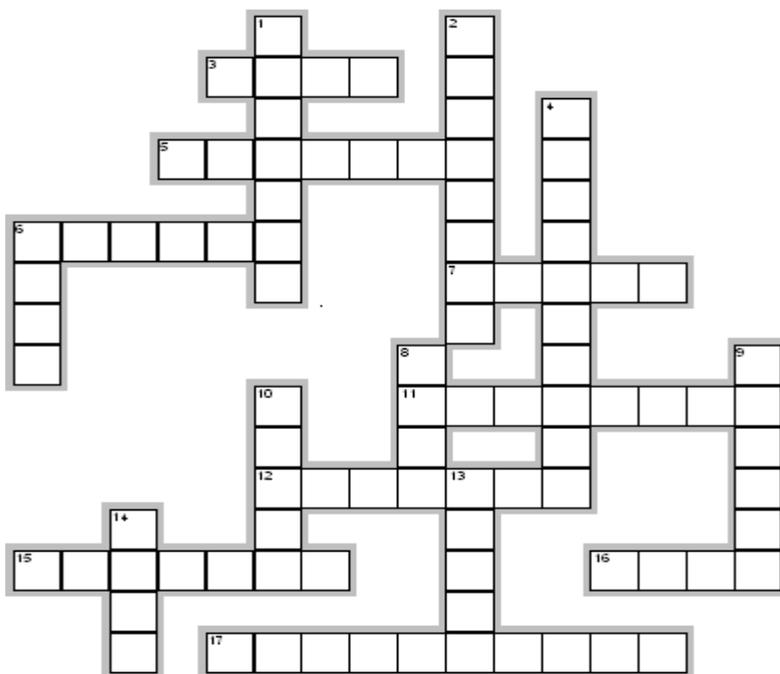
Across

3. A group of musicians who play modern music together. (4)

5. The collective term for music, art, theatre, literature, etc. (7)

6. A large, printed picture or notice put on a wall, in order to decorate a place or to advertise something. (6)

7. Several songs or pieces of music on a CD, a record, etc. (5)

11. The people who sit and watch a performance at a cinema, theatre, etc. (8)

12. A book, newspaper, etc. that is one of several that are the same and were produced at the same time. (7)

15. A television or radio station (= broadcasting company). (7)

16. A television or radio program or performance. (4)

17. A very popular book that many people have bought. (10)

Down

1. A room or building which is used for showing works of art. (7)

2. A short period of time between the parts of a play, performance, etc. (8)

4. When objects such as paintings are shown to the public. (10)

6. The story of a book, film, play, etc. (4)

8. A person in a play or a film. (4)

9. A report in a newspaper, magazine or program that gives an opinion about a new book, film, etc. (6)

10. A view or picture of a film, play or show. (5)

APPENDIX 4

	INPUT	OUTPUT
SPOKEN	listening	speaking
WRITTEN	reading	writing

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APPENDIX 5

Teacher's map

NORTH

entrance

| 13 zebras | 14 giraffes | | 1 pandas | 2 (empty) | 3 camels |

12 monkeys

WEST

11 pelicans	8 lions	4 llamas	EAST
10 fox		5 tiger
9 dolphins	7 hippos	6 (empty)
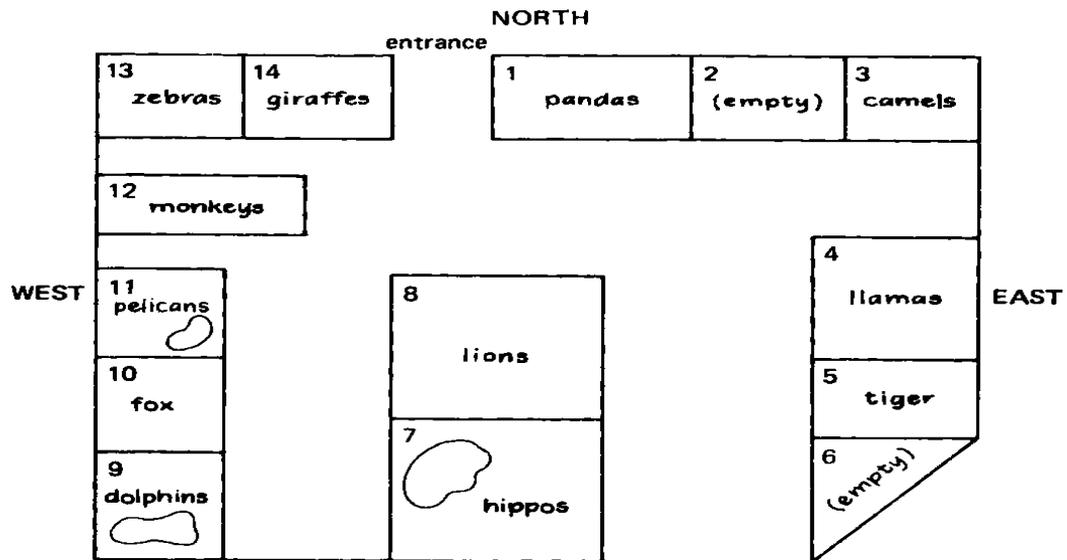
APPENDIX 6

It   isn't   as   if   the   words are   difficult   to   identify   or understand,   but   the   spaces make   you   pause   between words,   which   means   your reading   is   less   fluent.

APPENDIX 7

14 Ten avenue	Heading
Prairie View, Missouri 64193	
March 8, 2014	
Dear Alex,	Opening salutation
We are having a pizza party on Sunday, March 2014, at 14 Ten Avenue from 3:30 −7.00 p.m. Please come and enjoy the pizza. Bring your discs if you like.	Body
Your friend,	Closing salutation
Mark.	Signature

APPENDIX 8

<div style="border:1px solid">

24 Acorn Street

Moor City, Iowa 50573

April 3, 2014

Ms. Marilyn Peterson

R. G. Profit, Inc.

414 main Avenue

Detroit, Michigan 48201

</div>

APPENDIX 9

Groups of exercises in teaching writing

Types of exercises	Activities
1. Reproductive using of formal supporters	- reproduction of printed or oral text on the basis of key words or speech patterns; - eliciting of text content in the written form on the basis of a plan or headline of the text; - scrambled sentences for writing a text in the logical sequence.
2. Reproduction of the content on the basis of the text	- questions to the text; - making a plan; - compression or extending of the text; - writing a headline to the text with arguments; - transformation of a dialogue into a monologue; - characteristics of heroes from the text.
3. Production on the basis of visual supports.	- describing the picture, photo; a fragment of a movie; - letter writing on the basis of a visual format-sample;

	- composition writing on the basis of the content of the text, the given pictures, questions or a scheme; - writing a review on the text, book, film on the basis of a format-sample.	
4. Production on the basis of the language and life experience	- letter writing; - composition and essay writing; - announcement writing; - writing a review on the text, book, film.	

APPENDIX 10

	Extension activities for stronger students	Support for weaker students
Reading	Ask early finishers to write new vocab up on the board with definitions. Rewrite a part of the text in a different tense / person. Write their personal opinion / a short summary of the text. Write questions about the text.	Pre-teach difficult vocabulary and leave it written on the board for students to refer to. Use visuals if possible. If there are gaps, give students the answers in a jumbled order, with a few extras. Draw attention to the title, pictures etc and

| | | set the scene beforehand so their mind is on track for the topic.

Break the text into chunks and give the option of only reading some of the text. |
|---|---|---|
| Listening | Give out the tape script and nominate a 'vocabulary master' to look up tricky words or expressions in a dictionary to then explain to the group.

Focus on the accents or intonation of the speakers and get students to copy chunks.

If it's a true/false activity, follow on by asking 'why/why not?) | Pre-teach vocabulary, use visual prompts when appropriate.

Give students time to discuss answers before feeding back to the class.

Give students the tape script on second listening.

If it's a gap fill, supply the words with a few extras. |
| Writing | Give creative tasks that students can do at their own level.

Indicate mistakes using correction code to | Correct the draft together before |

	give students a chance to self-correct. (Sp = spelling, Gr = grammar etc.) Increase the word limit. Indicate where they could use more interesting ways of saying something.	students copy up in neat. Reduce the word limit. Encourage use of dictionaries / vocab books. Give and example piece of writing as a model before they begin writing. Pair or group weaker students with stronger students.
Speaking	Ask students to justify / defend their opinions. Ban easy words like 'nice' to push their vocab to a higher level. Get students to record themselves and self-correct. Pair students of higher level together so they really go for it.	

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