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EXERCISE AS A CENTRAL IDEA IN THE PROCESS OF ENGLISH GRAMMAR TEACHING AND TESTING

Without grammar, words hang together without any real meaning or sense. In order to be able to speak a language to some degree of proficiency and to be able to say what we really want to say, we need to have some grammatical knowledge.

By teaching grammar we not only give our students the means to express themselves, but we also fulfil their expectations of what learning a foreign language involves. Fortunately, nowadays with the emphasis on a communicative approach and a wealth of stimulating resources, teaching grammar does not necessarily mean endless conjugation of verbs or grammar translation.

There are numerous activities which can be used for this stage including gap fill exercises, substitution drills, sentence transformations, split sentences, picture dictations, class questionnaires, reordering sentences and matching sentences to pictures [5].

• *Simple present* is also called present simple. The simple present expresses an action in the present taking place once, never or several times. It is also used for actions that take place one after another and for actions that are set by a timetable or schedule. The simple present also expresses facts in the present.

Arrange the words to make sentences in simple present.

I / to collect stamps –

we / to play card games –

he / to read comics –

Chris / to sing in a band –

we / to have a hamster –

Andy and John / to like cola –

she / to be nice –

they / to help their parents –

the children / to speak English –

I / to buy a newspaper every Saturday –

- *The present progressive* puts emphasis on the course or duration of an action. The present progressive is used for actions going on in the moment of speaking and for actions taking place only for a short period of time. It is also used to express development and actions that are arranged for the near future. Present progressive is also known as present continuous.

Use the words below to make sentences in present progressive.

I / to read a book –

it / to rain –

he / to repair his bike –

they / to watch a film –

the cat /to sleep on the chair –

Jane and Emily / to do their homework –

Bill / to wait at the bus stop –

we / to listen to the radio –

the children / to play a game –

Laura / to walk the dog – [3]

- *The present perfect simple* expresses an action that is still going on or that stopped recently, but has an influence on the present. It puts emphasis on the result. For irregular verbs, use the participle form (see list of irregular verbs, 3rd column). For regular verbs, just add «ed».

Fill the gaps with 'have' or 'has'.

I ____ answered the question.

She ____ opened the window.

They ____ called us.

You ____ carried a box.

It ____ rained a lot.

We ____ washed the car.

He ____ closed the window.

Jenny ____ locked the door.

The girls ____ visited the museum.

John and Sophie ____ helped in the garden.

- *The present perfect progressive* expresses an action that recently stopped or is still going on. It puts emphasis on the duration or course of the action.

Write the «ing» form of the verbs. Note the exceptions in spelling when adding «ing».

run → ____

arrive → _____

chat → _____

sit → _____

lie → _____

move → _____

cycle → _____

travel → _____

tie → _____

dial → _____

In the section the grammar exercises have been described. While learning as well as teaching English both the student and the teacher starts from the tenses. That is why in this section the exercise on present simple, continuous, perfect and perfect continuous have been presented.

Testing of grammar knowledge takes place after the process of teaching grammar in general. After having delivered the material regarding main grammar issues the teacher is to check students' knowledge. In such a case the variety of grammar test can help teacher to do this. Some most popular grammar test exercises are presented in this section. The competing of these grammar test do not require any explanation since such was already done while teaching grammar.

• *Negate the first sentence in each task. Write the negation of the verbs in bold into the correct gaps. You can use long or short/contracted forms of the auxiliaries.*

- 1) They play volleyball every week. – They ____ volleyball every week.
- 2) John is nice. – John ____ nice.
- 3) This car makes a lot of noise. – This car ____ a lot of noise.
- 4) I like computer games. – I ____ computer games.
- 5) We are from Greece. – We ____ from Greece.
- 6) You wear pullovers. – You ____ pullovers.
- 7) They speak English. – They ____ English.
- 8) He watches TV. – He ____ TV.
- 9) I am from Spain. – I ____ from Spain.
- 10) Steve draws nice pictures. – Steve ____ nice pictures [1].

• *Put in the adjective from the first sentences into the second sentence in its correct form (comparative or superlative).*

- 1) My father is heavy. My uncle is much than my father.
- 2) The test in Geography was easy, but the test in Biology was .

- 3) Florida is sunny. Do you know the place in the USA?
- 4) Stan is a successful sportsman, but his sister is than Stan.
- 5) My mother has a soft voice, but my teacher's voice is than my mother's.
- 6) Amy has a beautiful baby, but my daughter has the baby on earth.
- 7) I live in a large family, but my grandfather lived in a family.
- 8) We have only little time for this exercise, but in the examination we'll have even time.
- 9) Lucy is clever, but Carol is than Lucy.
- 10) Have you visited the old castle? It was the castle we visited during our holidays [2].

Hence, in this section the exercises in testing grammar have been introduced. They have been chosen according to the general outline which dealt with the teaching grammar exercises. After having taught the main grammar concepts and having mastered the students' knowledge with the help of teaching exercises the teacher is to test the grammar. In such a case the exercises presented in this section come to the fore.

Some teachers have grammar knowledge from their mother tongue and are able to transfer this over to the second language, while others do not have this knowledge and are therefore not able to make this transfer. If a teacher doesn't have the grammar knowledge in their mother tongue they are more reluctant or simply unable to teach grammar in the second language.

We tried to introduce the main exercises in teaching and testing grammar it has to be mentioned that the aim was totally satisfied. As the process of teaching grammar is very complicated and requires a lot of endeavors from students as well as teachers it is very relevant to divide the whole concept of teaching grammar into pure grammar teaching and grammar testing. Grammar testing itself is also very important as it shows whether or not teacher's methods are useful and whether they really work.

References:

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4. Hudson R., Walmsley J. The English Patient: English grammar and teaching in the twentieth century / Richard Hudson, John Walmsley // Journal of Linguistics. – 2005. – P. 593-622.

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АКТУАЛЬНІ ПРОБЛЕМИ ВИВЧЕННЯ ПАРЕМІЙ

Паремійний фонд української та англійської мов має свої унікальні особливості, однак існують спільні риси, на основі яких можна виділити універсальні характеристики вживання їх у мові. Носії мови не лише знають сенс прислів'я та ситуації, в яких їх слід уживати, але й сприймають образ, метафору, порівняння, що формує прислів'я. Звичайно, початкові реалії, пов'язані з виникненням прислів'я, забуваються, але їх двоплановість зберігається. Паремії можна розглядати як мовні одиниці, так і фольклорні тексти. Брати Грім уважали фольклор «душею народу», а прислів'я та приказки – його інтелектом. Історія прислів'я – це, фактично, еволюція людської думки. «Фольклор – це лоно літератури, вона народжується із фольклору» [1, с. 31]. Усі елементи культури кожного народу були або а) зародженні самостійно, або б) запозиченні в сусідів (культурна взаємодія), або в) успадковані попередніми епохами («культурні трофеї»). Фольклор і мова тісно пов'язані, тому паремії слід розглядати як живий організм, який знаходиться у безперервному русі – зародження, згасання, відродження, трансформації, тобто еволюціонує. Адже у власне паремій теж є «творець», нехай і конкретно не означений, узагальнений, який «породжував» той чи інший вислів, узагальнював його значення, перетворював, модифікував, трансформував відповідно до конкретної комунікативної ситуації та передавав у такому вигляді від покоління до покоління. Прислів'я *The proof of the pudding is in the eating* у такій формі вперше було зафіксовано у 17 столітті, сьогодні ж можна зустріти його