

Riveting Revision + Overcoming Exam Anxiety

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LATE Webinar
Sunday 4th March 2018

LATE

Latvian Association
of Teachers of English

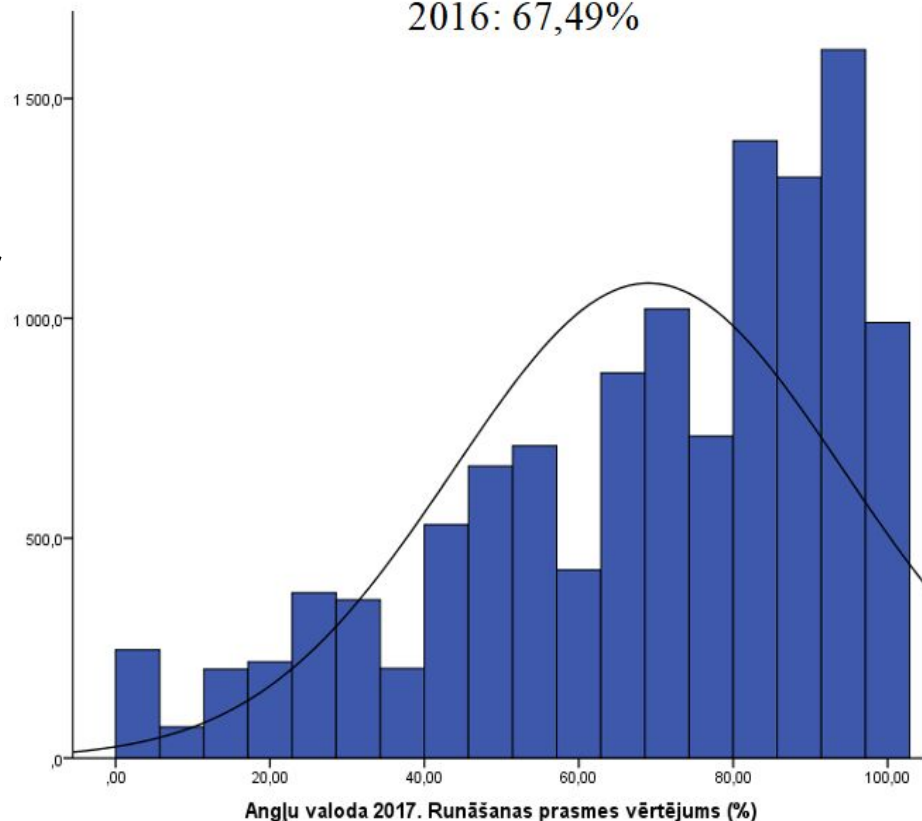
Why grammar?

How did Latvian students do in the Year 12 exam in 2017?

YEAR 12 EXAMINATION IN ENGLISH
SPEAKING

2017: 69,01%

2016: 67,49%

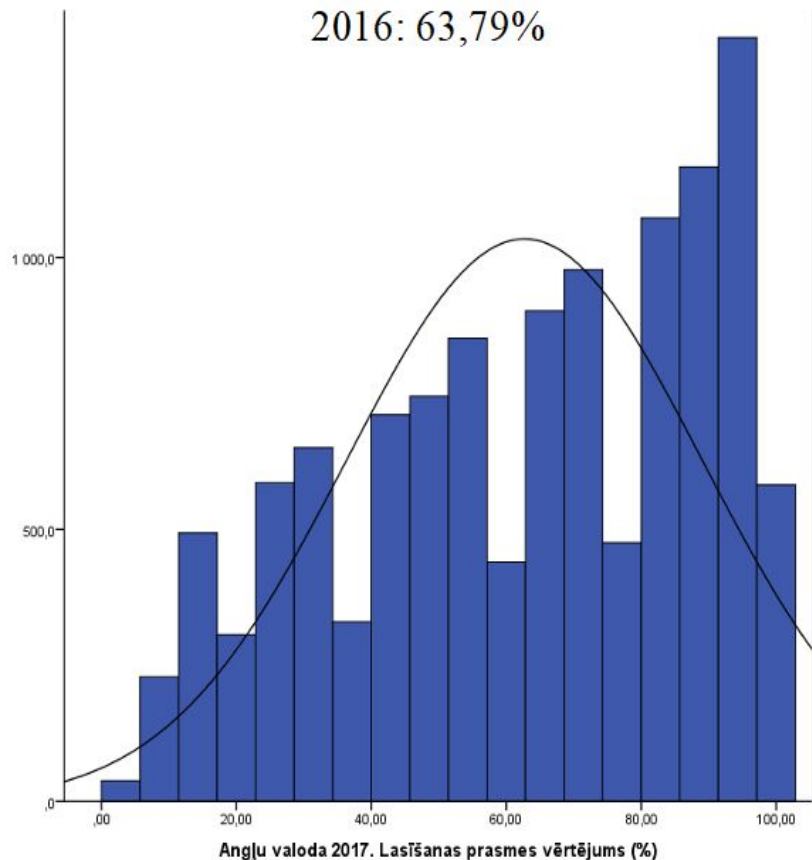


YEAR 12 EXAMINATION IN ENGLISH

READING

2017: 62,66%

2016: 63,79%

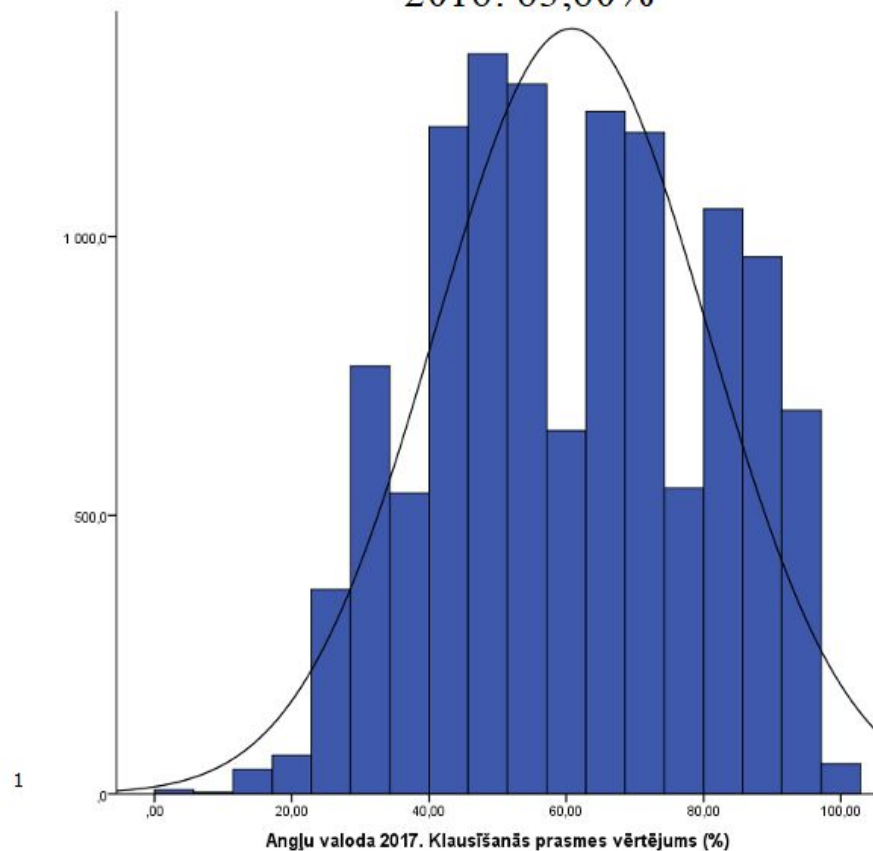


YEAR 12 EXAMINATION IN ENGLISH

LISTENING

2017: 60,77%

2016: 63,60%

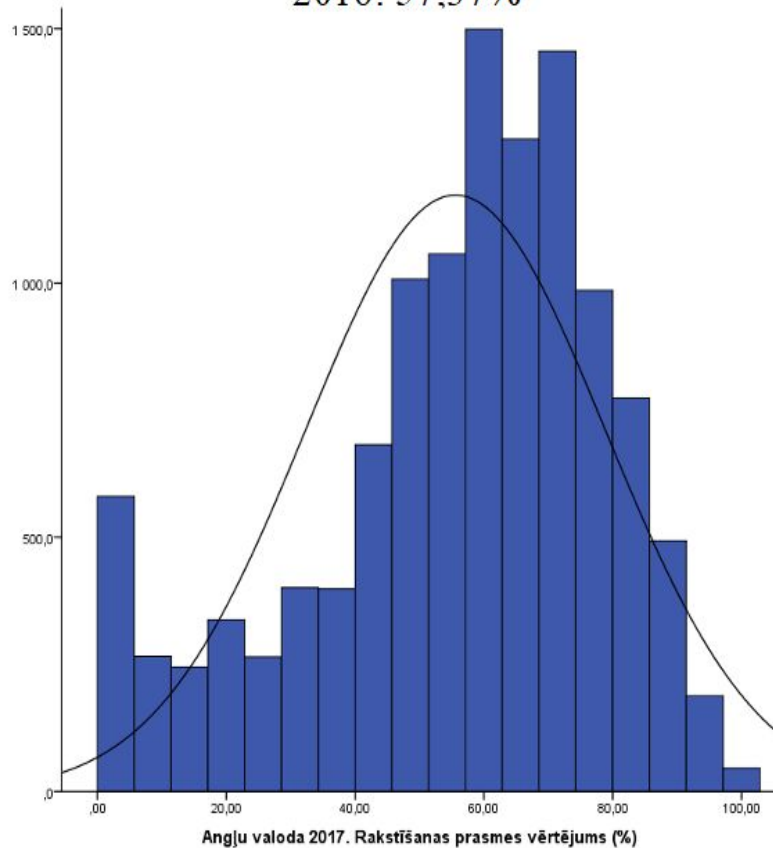


YEAR 12 EXAMINATION IN ENGLISH

WRITING

2017: 55,58%

2016: 57,37%

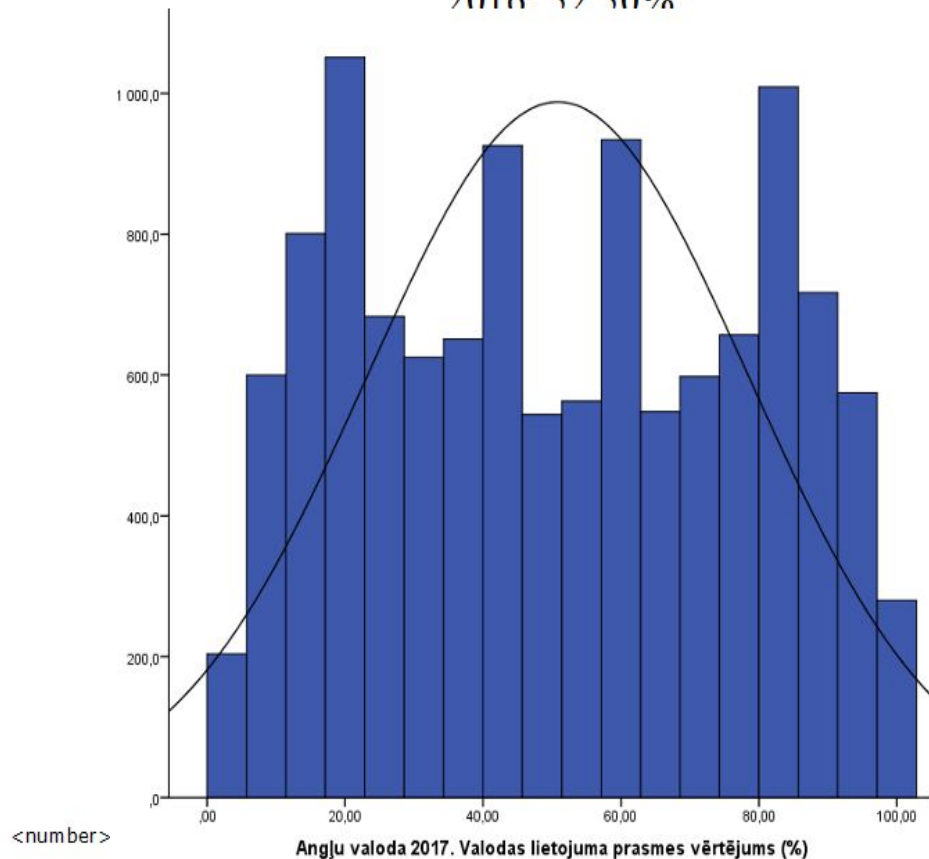


YEAR 12 EXAMINATION IN ENGLISH

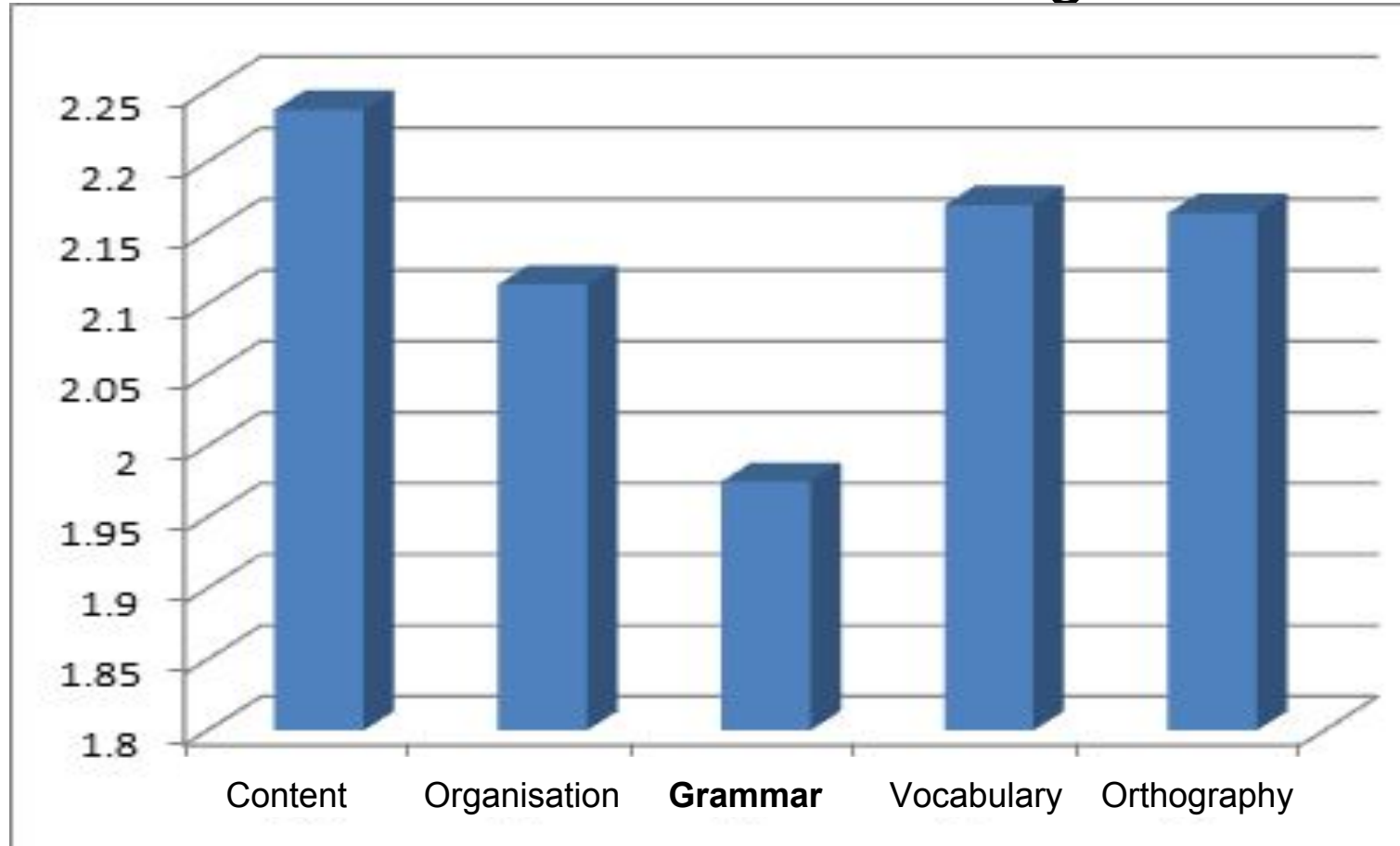
LANGUAGE USE

2017: 50,84%

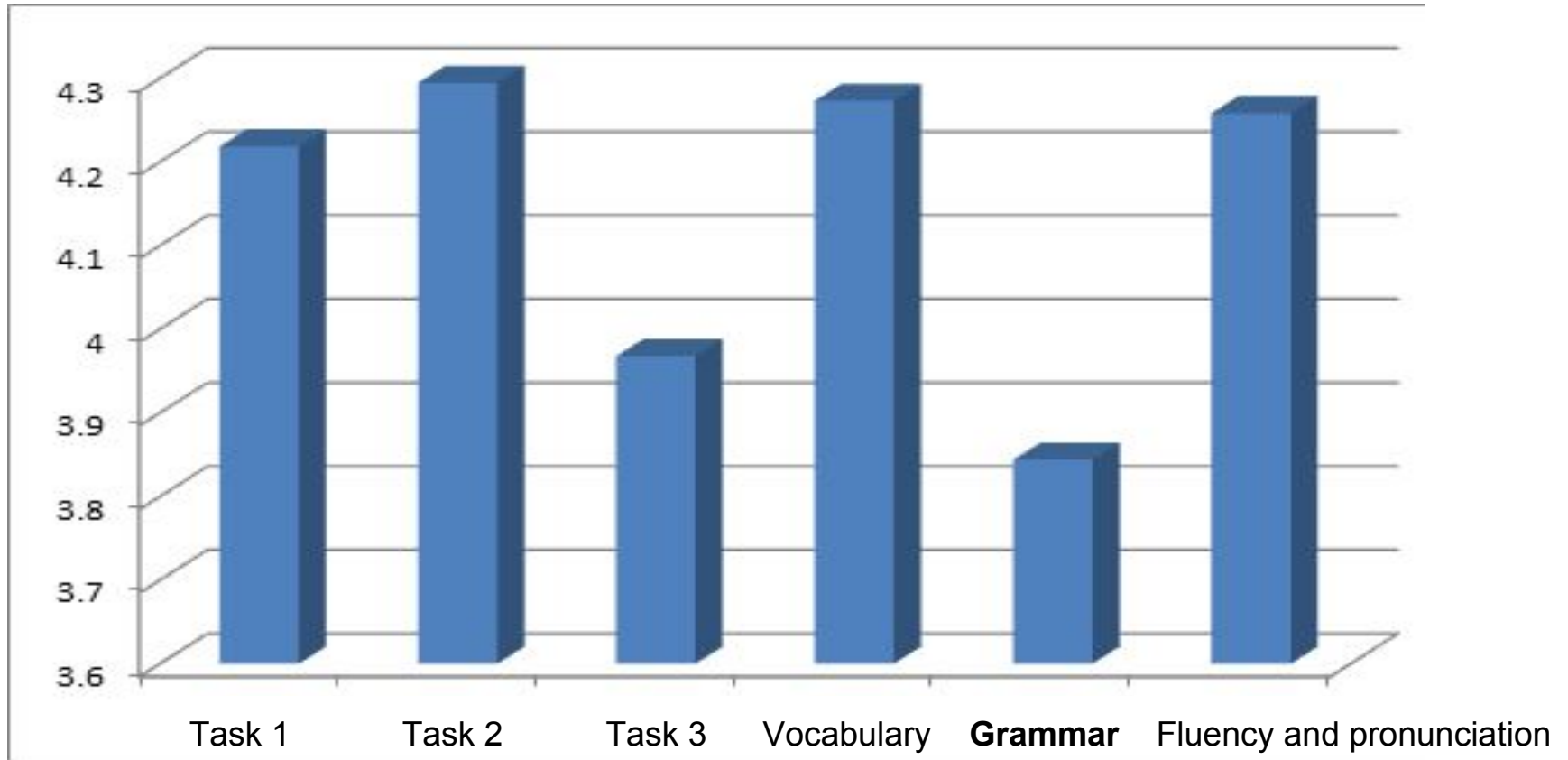
2016: 52,50%



Grammar - the Weakest Link in Writing



Grammar - the Weakest Link in Speaking



Grammar

The weakest link in Speaking, Writing and Use of Language.



WHY DO YOU THINK THIS IS?

Part 1:

Grammar Revision Activities

Grammar Revision Activities

Speaking



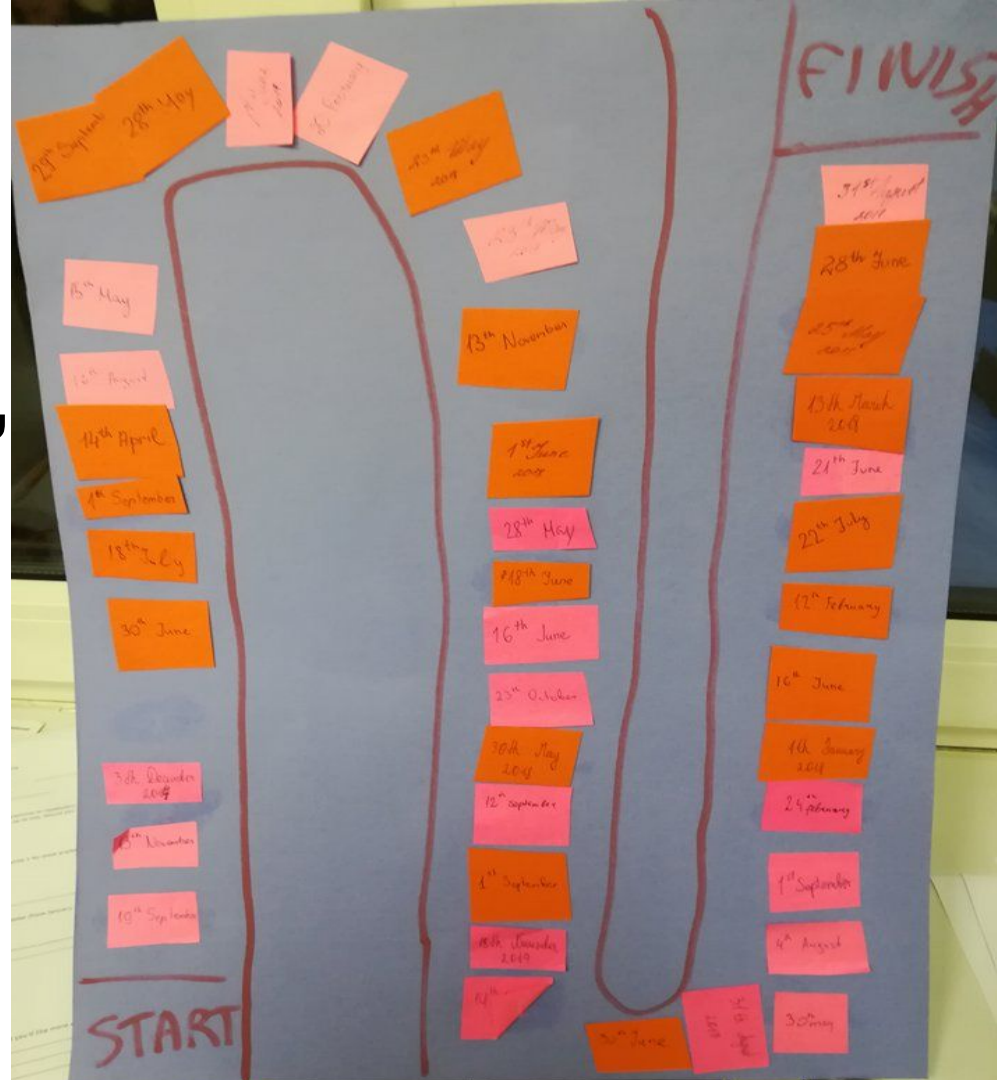
Speaking criteria
→ Peer marking



→ Self marking



2) 'Past and Future' board game



“If I’d gone to the cinema, I would have seen Black Panther.”

“If I’d done my homework, I could have gone to the cinema.”



3) Chinese Whispers with Conditionals

4) Casino grammar

Pres perf
cont.

① I have been —ing for...

future
cont.

② I will be —ing [FUTURE POINT]

future
perf.

③ I will have + 3rd V [+ FUTURE POINT]

1st con

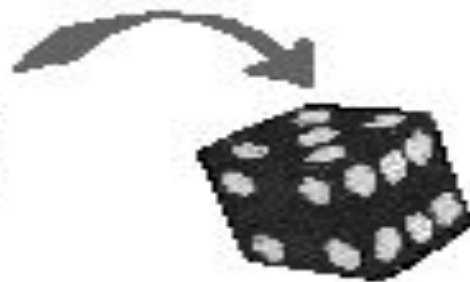
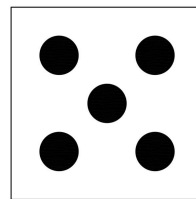
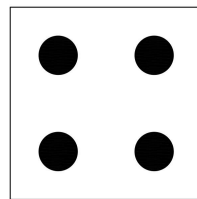
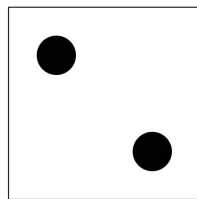
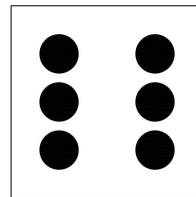
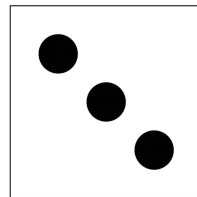
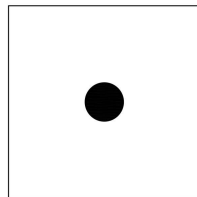
④ If I [present], I will ... (future possibility)

2nd con

⑤ If I [past], I would ... (dream now)

3rd con

⑥ If I had + 3rd V, I would have + 3rd V
(past situation)



A close-up photograph of a person's hand holding a blue ballpoint pen, poised to write on an open book. The background is dark and out of focus, showing another hand resting on the book's pages. The text 'Grammar revision activities' is overlaid in white at the top right.

Grammar revision activities

Writing

Task 2 Essay (25 points)
You should spend about 45 minutes on this task.
Write between 200 – 250 words.

People these days buy more products (food, electronic devices etc.) than they need. Do you agree or disagree? Write an essay expressing your opinion, giving at least two reasons to support it.

	Content	Organisation	Grammar	Vocabulary	Orthography
5	The writing task is addressed effectively. The content is completely relevant. Expands and supports a clear position with reasons and relevant examples. The arguments are fully extended and well-supported.	Clear, smoothly flowing and well-structured text; appropriate paragraphing, a variety of connectors and cohesive devices.	Consistently maintains a high degree of grammatical control of complex language. Errors are rare and are related to less common structures.	A good command of a very broad lexical repertoire, consistently and appropriately used to complete the task and convey precise meanings; no significant vocabulary errors.	Spelling consistently accurate. Errors can occur in less common words.
4	The content is completely relevant. Presents and supports a clear position. The arguments are well highlighted and appropriately supported, but may lack focus.	Clear, well-organized and coherent text; appropriate connectors mark the relationships between sentences and paragraphs.	Shows a relatively high degree of grammatical control, minor flaws and non-systematic errors can occur.	A good command of quite a broad lexical repertoire, appropriately used to avoid repetition.	Spelling accurate, may contain contractions and a few non-basic errors which are difficult to spot and/or do not impede communication.
3	The content for the most part is relevant, though there may be some gaps or redundant information. Presents a relevant position, but may have a tendency to overgeneralise.	Adequately organized text; mostly continuous writing with appropriate connectors and paragraphing; may occasionally lack coherence.	A mix of simple and complex sentence forms is used with occasional inaccuracies which do not impede communication.	Sufficient range of vocabulary, appropriate for the task, incorrect word choice can occur without hindering communication.	Spelling mostly accurate, occasional or non-systematic errors may occur.
2	The content is under-developed and not always relevant. Presents a position, but it may be unclear and/or not supported.	Organization is flawed or/and lacking in control; sentences are linked into a connected text with simple connectors like 'and', 'but' and 'because'; ideas may lack coherence and appropriate paragraphing.	Simple and frequently used structures predominate; errors and inaccuracies do not impede communication.	Good control of elementary vocabulary to complete the task, there may be inappropriate word choice, frequent simplifications or repetition. <u>May overuse lexis from the prompt.</u>	Spelling is accurate enough to be followed most of the time. May contain basic spelling errors.
1	The text bears some relevance to the task. A position is not expressed.	Ideas partly organised; sentences are linked together only in the simplest way or not linked at all.	Simple structures with errors predominate, occasionally reducing the communicative effect.	Limited vocabulary with faulty collocations and word choice, which can reduce the communicative effect.	Spelling is inaccurate but the ideas can be followed throughout the text.
0	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.	Not enough to evaluate.

1) Criteria

→ Peer marking

→ Self marking

You are studying in the UK. Your local youth centre is offering classes in music, cookery and web design. Write a letter to Mr Hawkins, the director of the youth centre. In your letter:

- explain which course you are interested in and why;
- ask about the price and the length of the course;
- ask about the organisation of classes (groups/private, time, etc.).

Remember you have to write between 100 – 120 words.

Notes

2) Plan in the grammar!

Dear Mr Hawkins,

M... .. in

(G)

I have been working on this project for three months.

(V)

trendsetter

1) •
•



2) •
•



3) •

**Grammar
revision
activities**



**Use of
Language**

Task 1 and Task 4 - Preposition Things in Common

Dependent prepositions Things in common

Make statements about yourself or ask your partner questions to try and find things in common for as many of the sentences below as you can

Verbs

We both/ We all/ Neither of us/ None of us believe _____

We both/ We all/ Neither of us/ None of us find it difficult to concentrate _____

We both/ We all/ Neither of us/ None of us would forgive _____

We both/ We all/ Neither of us/ None of us object _____

We both/ We all/ Neither of us/ None of us often worry _____

We both/ We all/ Neither of us/ None of us rely _____

We both/ We all/ Neither of us/ None of us try to prevent _____

We both/ We all/ Neither of us/ None of us usually apologise _____

We both/ We all/ Neither of us/ None of us have got used _____ recently/ yet

We both/ We all/ Neither of us/ None of us are looking forward _____

Adjectives

We both/ We all/ Neither of us/ None of us are certain _____

We both/ We all/ Neither of us/ None of us are optimistic _____

We both/ We all/ Neither of us/ None of us are serious _____

We both/ We all/ Neither of us/ None of us are hopeless/ useless _____

We both/ We all/ Neither of us/ None of us are often late _____

We both/ We all/ Neither of us/ None of us often get angry _____

We both/ We all/ Neither of us/ None of us are fed up _____

We both/ We all/ Neither of us/ None of us are allergic _____

We both/ We all/ Neither of us/ None of us are fond _____

We both/ We all/ Neither of us/ None of us are afraid _____

We both/ We all/ Neither of us/ None of us are often irritated _____

We both/ We all/ Neither of us/ None of us think our country is unlikely _____

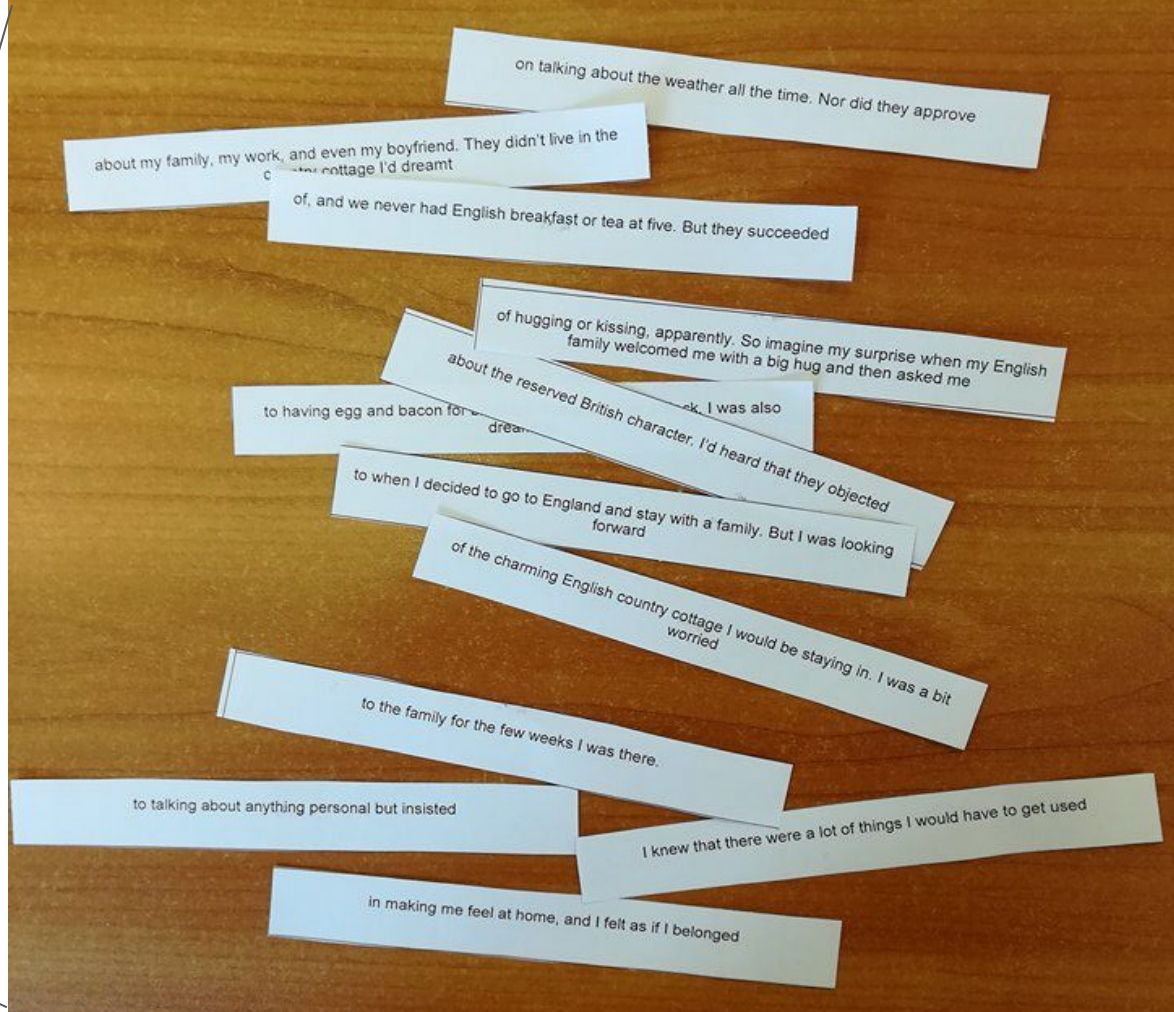
We both/ We all/ Neither of us/ None of us are proud _____

<https://teftastic.files.wordpress.com/2017/11/dependent-prepositions-things-in-common.pdf>

Task 1 and Task 4 - Prepositions Jigsaw Text

Cards to cut up! Suggested answers


I knew that there were a lot of things I would have to get used
to when I decided to go to England and stay with a family. But I was looking forward
to having egg and bacon for breakfast and tea at five o'clock. I was also dreaming
of the charming English country cottage I would be staying in. I was a bit worried
about the reserved British character. I'd heard that they objected
to talking about anything personal but insisted
on talking about the weather all the time. Nor did they approve
of hugging or kissing, apparently. So imagine my surprise when my English family welcomed me with a big hug and then asked me
about my family, my work, and even my boyfriend. They didn't live in the country cottage I'd dreamt
of, and we never had English breakfast or tea at five. But they succeeded
in making me feel at home, and I felt as if I belonged
to the family for the few weeks I was there.



Task 2 - Select a word for the gap

“What type of word do I need?”

read the
Boy




Part 1

2 Every now and then, a [redacted] grey cardboard box was
disled out to each boy in our House, and this, believe
it or not, was a present from the [redacted] chocolate
manufacturers Cadbury. Inside the box there were
5 twelve bars of chocolate, all of [redacted] shapes, all with
different fillings and all with numbers from one to twelve
stamped underneath. Eleven of these bars were [redacted]
inventions from the factory. The twelfth was the 'control'
bar, one that we all knew well, usually a Cadbury's Coffee
10 Cream bar. Also in the box was a sheet of paper with the
numbers one to twelve on it as well as two blank columns,
one for giving marks to each chocolate from nought to
ten, and the other for comments.

15 All we were required to do in
return for this splendid gift was
to taste very carefully each bar
of chocolate, give it marks, and
make an intelligent comment
on why we liked or [redacted] it.

20 It was a [redacted] stunt, Cadbury's
were using some of the greatest
chocolate-bar experts in the
world to test out their new
inventions. We were of a
25 [redacted] age, between thirteen
and eighteen, and we knew intimately every chocolate
bar in existence, from the Milk Flake to the Lemon
[redacted]. Quite obviously our opinions on anything
new would be valuable. All of us [redacted] into this game
30 with great gusto, sitting in our studies and nibbling each
bar with the air of connoisseurs, giving our marks and
making our [redacted]. 'Too subtle for the common
palate' was one note that I remember writing down.



Glossary
House many UK boarding schools are divided into 'Houses' and
each student belongs to one; Houses may compete with one another
in sports and other activities, thus providing a focus for group loyalty
with great gusto [old-fashioned] with enthusiasm and energy

different
disliked
pleasant
clever
new
great
hard-mellow
comments
flexible

CATEGORIES

<u>Noun</u>	<u>Verb</u>	<u>Adjective</u>	<u>Adverb</u>
		+	
		0	
		+	
		0	
		+	
		0	
		+	
		0	

Task 3 - Word transformation

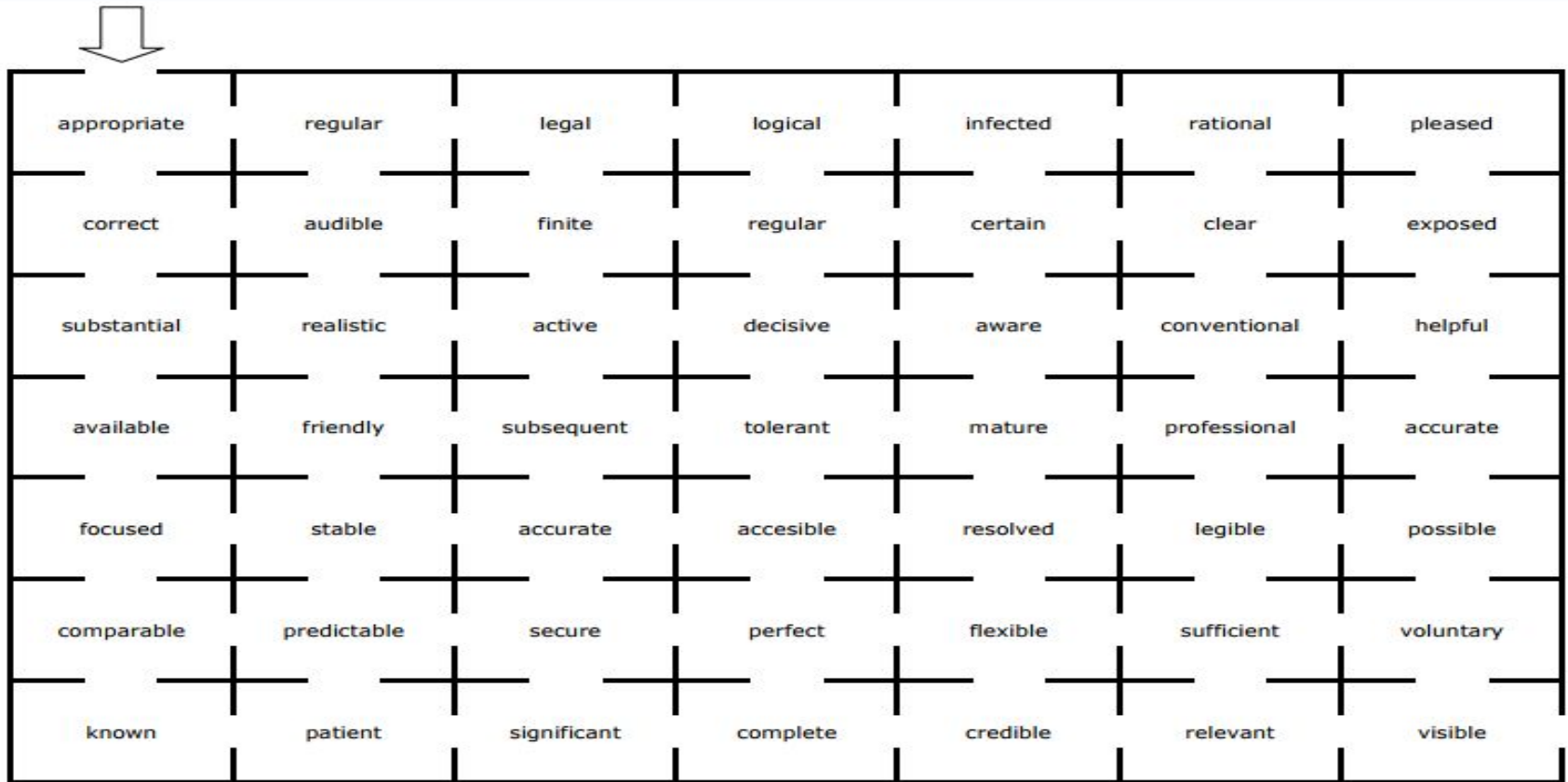
CATEGORIES

<u>Noun</u>	<u>Verb</u>	<u>Adjective</u>	<u>Adverb</u>
		⊕ ⊖	happily
		⊕ ⊖	
		⊕ ⊖	
		⊕ ⊖	

Task 3 - Word transformation

Task 3 - Word transformation - prefix maze

https://www.lessonplandsdigger.com/wp-content/uploads/2016/03/Word-Formation-Maze_student.pdf



A 7x7 grid maze with a downward arrow at the top left and a rightward arrow at the bottom right. The grid contains various words in each cell.

appropriate	regular	legal	logical	infected	rational	pleased
correct	audible	finite	regular	certain	clear	exposed
substantial	realistic	active	decisive	aware	conventional	helpful
available	friendly	subsequent	tolerant	mature	professional	accurate
focused	stable	accurate	accessible	resolved	legible	possible
comparable	predictable	secure	perfect	flexible	sufficient	voluntary
known	patient	significant	complete	credible	relevant	visible

Task 3 - Word transformation

“You feel this when you **admire** someone, like a musician or politician.”



Taboo[®]

The game of
**unspeakable
fun!**

AGES
13+



Hasbro
Gaming

Task 3 - Word transformation

“This describes a person who is feeling **disappointment** towards something.”



Taboo®

The game of
**unspeakable
fun!**

AGES
13+



Hasbro
Gaming

Task 3 - Word transformation

“This is the opposite of **appear**.”



Taboo[®]

The game of
**unspeakable
fun!**

AGES
13+



Hasbro
Gaming

Task 4 - Fill the gap



Part 1

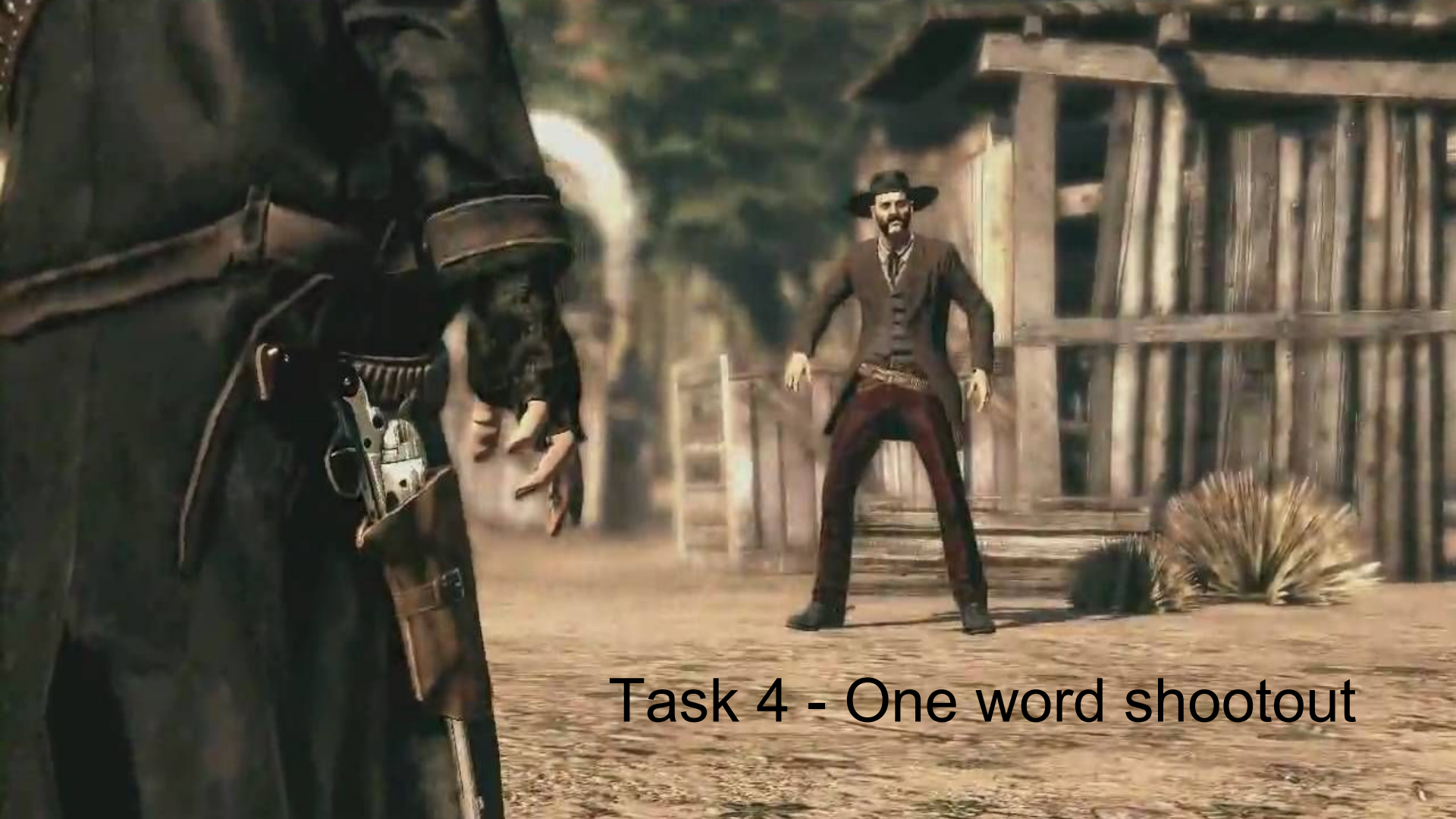
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with great gusto (old-fashioned) with enthusiasm and energy



Task 4 - One word shootout

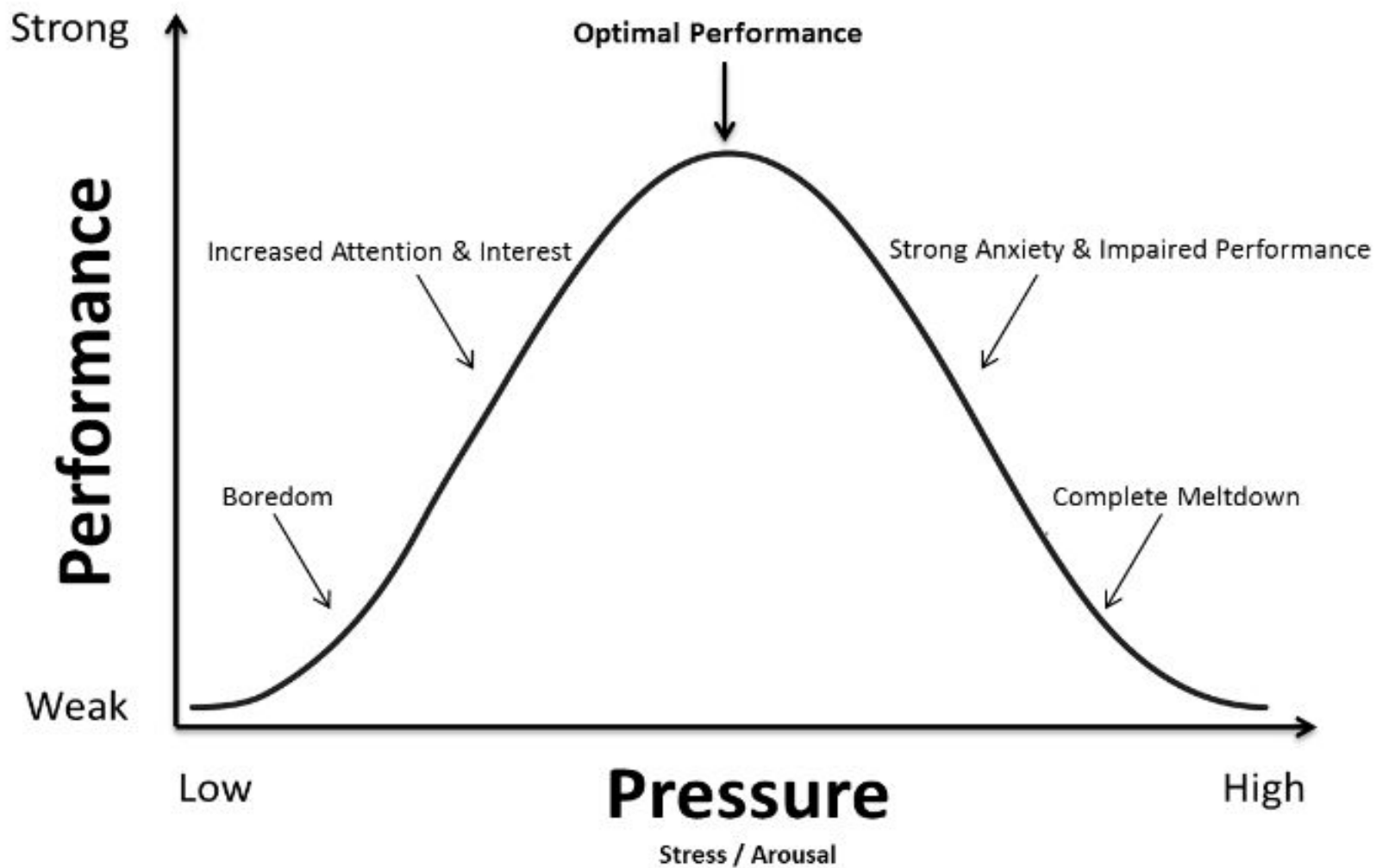
The exam result
depends ___ you

Messi is _____ best
footballer in the world

It can be hard to get
_____ in the morning

This is a piece ___ cake

Part 2: Overcoming Exam Anxiety



What can we do?

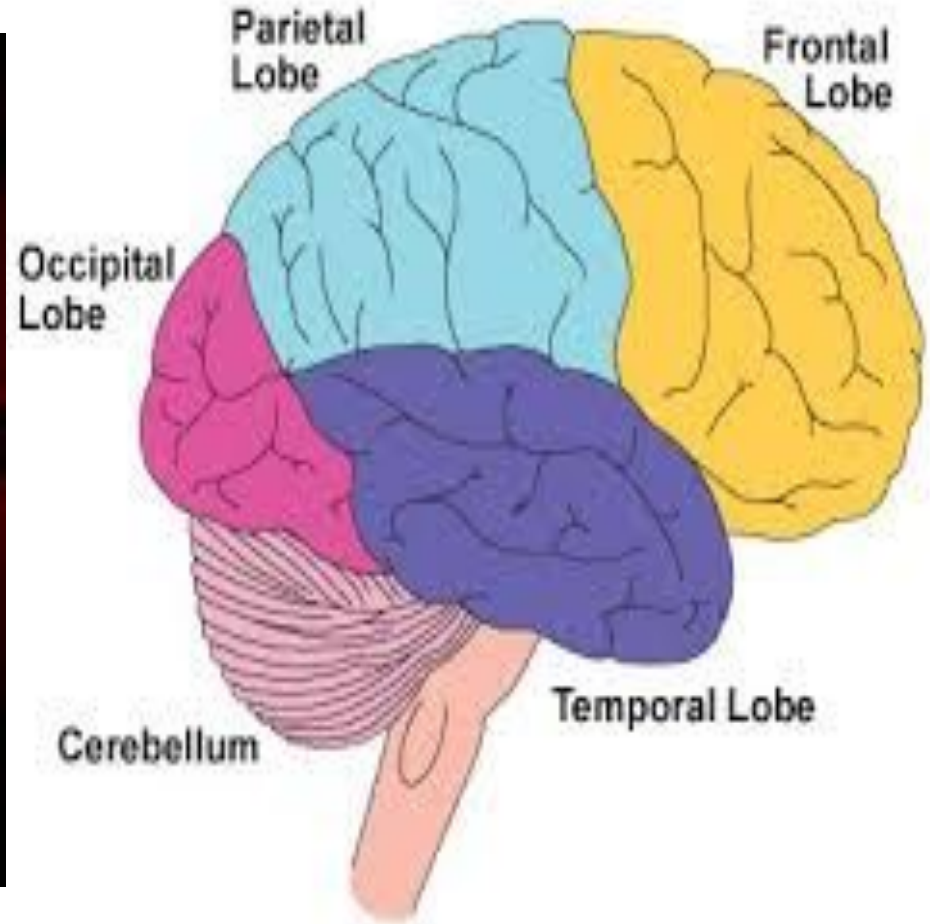
1. Power poses



See Amy Cuddy's TED Talk -
https://www.youtube.com/watch?v=Ks-_Mh1QhMc



2. Decrease heart rate



Option A. Deep breathing

Take a breath for 5-8 seconds, hold it for 3-5 seconds, exhale for 5-8 seconds. Exhale completely



Option B. Splash yourself with cold (ice if possible!) water

This simulates the dive reflex, which slows down metabolism and heart rate.

<https://jamesegerton.wordpress.com/2017/04/29/3-ways-to-beat-exam-anxiety/>





Riga-Satva

International House Riga-Satva

Teacher Training Day,

Friday 16th March

<http://www.ihriga.lv/en/teacher-training-day>

Questions?

get in touch

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www.jamesegerton.wordpress.com