

CLASSROOM LANGUAGE: GENERATING REPETITION

29.1. Vocabulary

Ex. 1. Match the words with their Russian equivalents.

1. practice	a. повторение хором
2. all together now	b. напевать
3. choral repetition	c. хлопать
4. chant	d. ритм
5. clap	e. практика
6. refresh	f. песня
7. rhythm	g. перезвонить
8. repeat after me	h. повторяйте за мной
9. call back	i. теперь все вместе
10. song	j. освежить

Ex. 2. Translate the sentences into Russian. Write the translations in your notebook.

1. Now, all together now, let's review the verb conjugation rules.
2. I will call back to discuss the project details as soon as possible.
3. The students began to chant the vocabulary words in unison.
4. Let's do a choral repetition of the key pronunciation phrases for today.
5. Please clap if you can hear the stressed syllable in each word.
6. We need more practice with forming complex sentences correctly.
7. It's important to refresh your memory before the upcoming exam.
8. Repeat after me to practice the correct intonation in questions.
9. Pay attention to the rhythm of the poem as you read it aloud.
10. Let's sing the song with different dynamic levels for an expressive performance.

Ex. 3. Close the workbook and look at your translations of the sentences in Ex. 2. Try to translate them back into English exactly the same as they were originally written.

29.2. Reading

Ex. 1. Read the text.

Repetition

Repetition is one of the most powerful ways to learn and remember new language. Here are some techniques you can use in the classroom to generate repetition.

1. Choral repetition

The teacher says a word, phrase or sentence, and the students repeat it all together. This is a good way for students to get used to the sound and rhythm of the language. For example, if you're teaching the days of the week, you can say Monday, Tuesday, Wednesday, etc., and the students can repeat after you.

2. Clap, snap, slap

This is another way of doing choral repetition, but it's more physical. The teacher claps his/her hands, then the students clap their hands, too. Then the teacher clicks his/her fingers, and the students do the same, and so on. It's a fun way of practising the rhythm of the language.

3. Repeat after me

The teacher says a word, phrase or sentence, and the students repeat it. Then the teacher says another word, phrase or sentence, and the students repeat that, and so on. The teacher should say each item twice, with a short pause between them. For example, the teacher can say Monday, Monday, Tuesday, Tuesday, Wednesday, Wednesday, etc.

4. One at a time

The teacher says a word, phrase or sentence, and one student repeats it. Then the teacher says another word, phrase or sentence, and another student repeats it, and so on. You can go round the class in order, or you can choose students at random. This is a good way to check that every student is able to produce the language correctly.

5. Call back

The teacher says a word, phrase or sentence, and the students repeat it. Then the teacher says another word, phrase or sentence, and the students don't just repeat it, they also say the previous word, phrase or sentence. For example, the teacher can say Monday, Tuesday, and the students can say Tuesday, Wednesday, and so on. This is a good way to practise long chains of language.

These are just a few examples of how you can generate repetition in the classroom. If you need more ideas, why not ask your students? They're sure to have some interesting suggestions!

Ex. 2. Answer the questions.

1. How does choral repetition help students in learning a new language?
2. What is the difference between choral repetition and clap, snap, slap technique?
3. Why is it important for the teacher to say each item twice with a short pause in the repeat after me technique?
4. In what way does the "one at a time" technique ensure that every student can produce the language correctly?
5. How does the call back technique help students practice long chains of language?
6. What are some benefits of using physical movements like clapping and snapping during repetition exercises?
7. Why does the text suggest asking students for more ideas on generating repetition in the classroom?