

Hello.

I like using colorful pictures when explaining grammar rules to my students.

It makes students feel more relaxed and some fun makes the information get sticky.

When students laugh at something funny, when they learn something new, the material goes better with them.

When I need to explain MUCH/FEW/LITTLE I ask students several questions.

First I ask them to tell me, if they like food, and how they feel about food.

They surely will say, yes. We like food. (1 minutes to get the answer)

My next question, what amount of food makes you feel happy? (1 minutes to get the answer)

They say – big, huge, and other adjectives, and the right one is ---- much

Much food makes you happy ---- => (draw a happy face) (1 minute to get the answer and put it on the blackboard)

And what amount of food makes you feel not so happy? (2 minutes to get the answer)

They say – small, little, and other adjectives, and the right one is ---- little

Little food makes you not so happy ---- =/ (draw an ordinary not smiling nor happy face)

(1 minute to get the answer and put it on the blackboard)

And what amount of books makes you feel so sad? (2 minutes to get the answer)

They say – little, not enough and other adjectives, and the right one is ---- few

Few books makes you not so happy ---- =((draw a sad not smiling face) (1 minute to get the answer and put it on the blackboard)

I like using different colors, markers to make students see the difference.

Ask students to give more examples at each point when putting down the rule. (2 minutes to get the answer)

When I explain something new I keep to the 30/70 % where 30 % is explanation and 70 % practice the new material. When we refresh the previously learned material I use 20 / 80 % where 20 % is refreshment and 80 % practice.

I try having fun at the lesson when I teach students, and lower the affective filter to involve more students into action.

I like playing some situations as sketches, when students use what they have learned and try to use it in real life, at first in class, and later outside the classroom.

I prefer making dialogs, live acts and ask students to take interview when ask them to practice listing and speaking. For reading I like using new spares as in hard copy as well as electronic versions. The same I do with the books for additional readings, as today it is better to find an electronic book rather than paper one.

As for books I like using Raymond Murphy (all editions, depending on the language level of the students)
- http://www.alleng.ru/d/engl_en/eng010.htm

As for the pronunciation I like using these books --- <http://www.alleng.ru/english/txb1.htm>

When I need students to upload their written tasks to be reviewed by their classmates I prefer Google Docs. ----<https://www.google.ru/intl/ru/docs/about/>

For reading I like using newspapers --- <https://themoscowtimes.com/>