

Herzlich Willkommen

eLearningForum #38

English Grammar Exercises



Zielsetzung

- Das Kurskonzept kennen lernen
- Einblick in einen umfangreichen Kurs erhalten
- Ideen für eigene Kurse sammeln

Ablauf

- Erklärungen (Powerpoint)
- Umsetzung im Kurs
- Fragen

Inhaltsübersicht

- Ausgangslage und Auftrag
- Konzept / erste Ideen
- Umsetzung
- Übungsformate
- Nachhaltigkeit

Ausgangslage und Auftrag

- ‚English Grammar Course‘ besteht bereits
- Der Kurs bewährt sich, ist optisch aber wenig attraktiv
- Auftrag: Geeignete Struktur für bestehendes Angebot finden, Kurs optisch verbessern

-> Gegenwärtiger Kurs

Gegenwärtiger Kurs

The screenshot shows a Moodle forum interface. At the top left is the Moodle logo. Below it, the breadcrumb 'Home > EGE06' is visible. On the right side of the top bar, there is a user status indicator: 'You are logged in as GREAT LHM (L. JUMM) Student (Return to my profile)'. Below the top bar, there is a 'Search Forums' section with a search box and a 'Go' button. The main content area is titled 'Topic outline' and contains a list of topics under the heading 'English Grammar Exercises'. The topics listed are: Personal Pronouns, Sentence Structure, Countable and Uncountable Nouns, Adjectives and Adverbs, Modal Verbs, Present Simple and Continuous, Present Perfect, Past Simple and Continuous, Past Perfect, Future Forms, Conditional Forms, Indirect Speech, Passive Voice, Linking words, Relative Clauses, Gerund and infinitive, Verbs and prepositions, and a Glossary icon. To the right of the topic list is a small illustration of a tree with red fruit. Below the topic list, there is a section titled '1 PERSONAL PRONOUNS' which contains a list of sub-topics: Introduction to Personal Pronouns, Subject pronouns, Object pronouns, Possessive pronouns, it's and its, and Independent possessive pronouns. On the right side of the page, there is a sidebar with sections for 'People' (Participants), 'Administration' (Grades, Unenrolled from E), and a 'Return to my home' link at the top right.

Konzept

- Kurs kann individuell oder geführt gebraucht werden
- Didaktischer Aufbau
- Gleiche Strukturen im ganzen Kurs
- Einfache Bedienung

Erste Ideen / Umsetzung

[Titel]	
Inhalt: Zeit: Lernziele:	
[Grafik, Comic]	Regeln:
Übungen:	
Zusätzliches Material: [Video] [Audio]	

- Kopf (Information)
- Grafik (Motivation)
- Regeln (Aneignung)
- Übungen (Vertiefung)
- Übungen (Zusatz)

-> Beispiel ‚indirect speech‘

Beispiel ‚indirect speech‘

Indirect speech

Theme: Indirect speech

Time: 20'

Content: In this unit, you will practise using **indirect speech**.

The girl said she wanted her hair cut short.



1. The girl said, " _____ "

Use of indirect speech:
It is important to know about **indirect speech** when you want to report what somebody else has said by using your own words instead of the words they actually used. If you do this, you may have to change the tenses, word order, pronouns as well as time and place words. This is also known as **reported speech**.

Example:
She said "I'm happy" - here the original words are reported in direct speech
She said that she was happy - here the original words are reported in indirect speech

[More examples](#)

Exercises:

- [Verb+Object+Infinitive](#)
- [Indirect to direct speech](#)
- [Time and place words](#)
- [Time and Place 2](#)
- [Reporting questions](#)
- [Mixed exercise](#)

Additional material:

Audio: -	Video: -	External Links: Quiz BBC Learning English
-------------	-------------	---

Umsetzung (Kompromisslösung)

- Aufgeräumte Startseite
- Scrollen vermeiden
- Gleiche Strukturen
- Benutzerfreundlichkeit (Darstellung, Hilfen)
- Visualisierungen

-> überarbeiteter Kurs

Überarbeiteter Kurs

moodle You are logged in as Urban Lim (LJ00)

Home ► WIP

Navigation


- Personal Pronouns
- Sentence Structure
- Countable and Uncountable Nouns
- Adjectives and Adverbs
- Modal Verbs
- Present Simple and Continuous
- Present Perfect
- Past Simple and Continuous
- Past Perfect
- Future Forms
- Conditional Forms
- Indirect Speech
- Passive Voice
- Linking words
- Relative Clauses
- Gerund and Infinitive
- Verbs and Prepositions

Administration

My courses

Topic outline

- News forum
- Glossary
- Help with how to use this course (interactive)



1 Personal Pronouns


- Introduction to Personal Pronouns

Quizzes

- Subject Pronouns
- Object Pronouns
- Possessive Pronouns
- It's and Its
- Independent Possessive Pronouns
- Reflexive Pronouns 1
- Reflexive Pronouns 2
- Table of Pronouns 1
- Mixed exercise on Pronouns 1
- Mixed exercise Pronouns 2

Listening

- Listening: it's or its



Personal Pronouns

Jump to...

Übungsformate

- Moodle bietet verschiedene Übungsformate
- Einige Beispiele als Ideensammlung:
 - > Kurzantwort
 - > Lückentext
 - > Multiple-Choice
 - > Auswahl

Kurzantwort

Earthquakes



The diagram illustrates an earthquake occurring at a fault line. A vertical line marks the 'Epicentre'. Concentric yellow circles represent seismic waves radiating from the epicentre. The ground surface is shown as a 3D block with a fault line cutting through it. The fault line is shown as a jagged line, and the ground on either side is displaced. The seismic waves are shown as concentric circles on the surface and as lines radiating from the epicentre.


This is an interview with a geologist about reporting earthquakes online so that geologists can find out more details about the effects of earthquakes.

[Listen to the audio file](#) 

1  Marks: 1

What's the name of the website?

Answer:

2  Marks: 1

The geologist identifies two things people can let them know. Put the words given into the questions that you hear.

a) How strongly / affect them?'

Answer:

Lückentext

1 

Marks: 8

The early American space programme



I think at the beginning a lot of the astronauts it was madness, actually. I know Jim Lovell very eloquently says at the beginning of the film he thought it was a very short way eh a quick way to have a short career, I think he says. When you think about what in those days, rocket reliability still left a lot to be desired. They really souped-up intercontinental ballistic missiles and they real problems with them.

Well, there's a wonderful sequence at the beginning of the film where you just have four minutes of rockets blowing up

And we could have had a much longer sequence, actually, because there's plenty of footage of those early rockets having difficulties but one thing that needs to be borne out is Kennedy a little bit more than he was actually letting on to because there were quite a large group of scientists who lifting bodies and rockets, and rockets to the moon, in fact. The army were interested at the time and when NASA was formed a lot of those scientists, including Dr von Braun, the famous German scientist who had actually come over to the US, he his team over to Huntsville in Alabama and he a lot of research there for heavy lifting bodies

[Listen to the audio file](#)



Multiple-Choice

Preview Relative Clauses without a pronoun

[Start again](#)

1 

Marks: 2

In which TWO of the following sentences can the relative pronoun be left out?

Choose at least one answer.

- a. A computer is a machine that has an intricate network of electronic circuits.
- b. My girlfriend, who I met at university, loves making power point presentations.
- c. The students whose laptops are not registered yet need to report to the school office.
- d. My laptop, which I take to school every day, cost £1000.
- e. The technician who I asked to fix my computer hasn't answered yet.
- f. The computer that I bought last month has broken down.

2 

Marks: 1

Which definition is true? The relative pronoun can be left out when

Choose one answer.





- a. it is the object of the relative clause and there is no comma
- b. there is a comma in front of it and it is the subject of the relative clause
- c. there is a comma in front of it and it is the object of the relative clause
- d. it is the subject of the relative clause and there is no comma

[Save without submitting](#) | [Submit all and finish](#)

Auswahl

Preview Modals for obligation 3

[Start again](#)

1 	You can think about it. It's not necessary to decide immediately.
Marks: 1	You can think about it. You <input type="text"/> decide immediately.
	<input type="text" value="mustn't"/> <input type="text" value="don't have to"/>
2 	I'm glad it's not necessary to get up early in the morning.
Marks: 1	I'm glad I <input type="text"/> get up early in the morning.
3 	Because of the water shortage, you are not allowed to water your garden.
Marks: 1	Because of the water shortage, you <input type="text"/> water your garden.
4 	Don't tell anyone else about this.
Marks: 1	You <input type="text"/> tell anyone about this.

Nachhaltigkeit

- Auf Dauer angelegt
- Erweiterbar / veränderbar

Zudem:

- Kostengünstig
- Unbeschränkte Vervielfältigung (Kurskopie)
- Keine Korrekturen durch Dozierende

Fragen