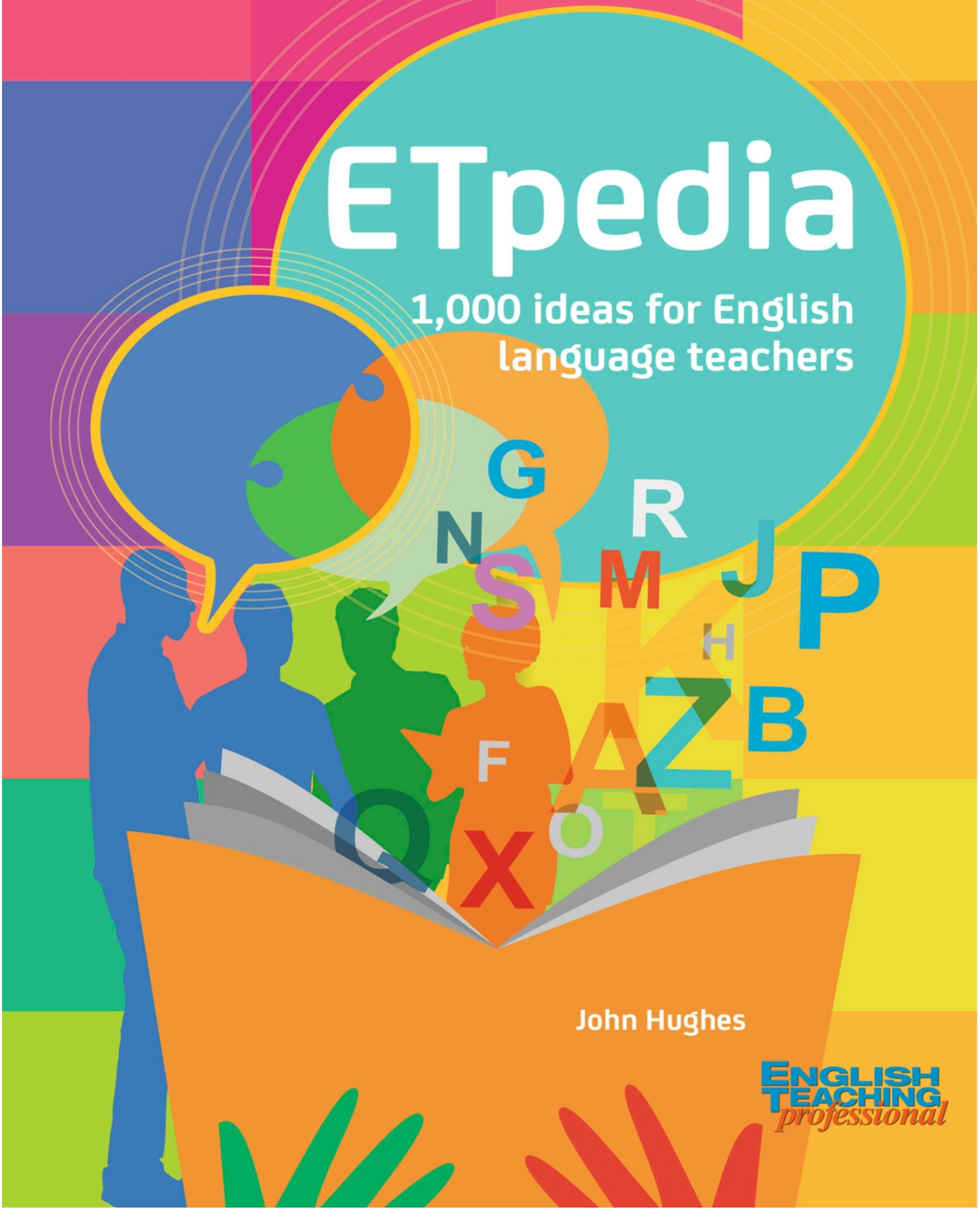
ETpedia

1,000 ideas for English language teachers



John Hughes

ENGLISH TEACHING professional

ETpedia 1,000 ideas for English language teachers

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Write your own 10 tips

Introduction

10 reasons for using this resource

1. Everything in one place

English language teachers can find supplementary resources, teaching ideas, activities and tips in a multitude of places. The shelves of the staff room may be full of published resource books and there may be folders of materials created by colleagues. Internet search engines give access to thousands of websites offering instant lesson plans and ideas. The sheer amount of available material can be overwhelming, and finding a tip, an idea, an activity or a text that will help you with your next lesson can be very time-consuming. The aim of this resource is to bring a collection of resources together in one place for faster reference.

2. Clearly organised

This resource contains 100 units covering everything from ways to start a lesson, activities for teaching a particular topic, suggestions on lesson planning and tips on teaching different language points. Each unit always has 10 points. Why 10? Well, having 10 activities for practising the language of food will help most of us prepare a lesson on the topic. Knowing 10 ways to motivate your students should improve your chances of keeping your students' interest and attention. Or walking into your first ever business English lesson having read a list of 10 tips could make all the difference to your preparation.

3. New teachers

If you are starting out in English language teaching, then this resource will provide you with a range of practical activities to support you on your way. In particular, the section on preparation and planning will give you the tools to get you started as you prepare for your first class.

4. Experienced teachers

If you have been teaching for a while, then this resource may both remind you of techniques and activities that you haven't used for a while and also give you fresh ideas for increasing your repertoire.

5. Supplementing your coursebook

If you are using a coursebook or a set of materials prescribed by your institution, then this resource will provide support for these materials by offering ways to lead into, expand or adapt them to suit your learners' needs and interests.

6. Studying for an ELT qualification

Perhaps you are planning to take the Teaching Knowledge Test (TKT), or studying for another teaching qualification, such as a CELTA or a Cert TESOL course. This resource covers many of the topics and areas you will look at in the input sessions of your course as well as giving you ideas for your teaching practice. Candidates taking a higher level qualification such as a DELTA or a Diploma in TESOL will find the lists of 10 especially useful as aides-mémoire when preparing for written examinations as well as sources of activities for their lessons.

7. Teacher trainers

If you are a teacher trainer, senior teacher or director of studies who delivers staff training on a range of topics, then use the checklists of ideas that this resource offers as a means to preparing your session.

8. Materials writers

The resource includes lists of exercise types for skills such as reading and listening, and grammar and vocabulary, so anyone developing their own materials for the classroom and keen to ensure a variety of exercise types will find it a useful reference.

9. Additional materials and quotes

As well as the resources offered in this resource, you will also find additional photocopiable worksheets in the Appendix. These worksheets relate to units in the resource and offer instant classroom activities. Where worksheets are offered, it is indicated in the text with this symbol >>.

Throughout the resource you will also find quotes from the real ELT teachers at different stages of their careers. They provide expert tips in addition to those already listed for that unit.

10. More time

My work brings me into contact with teachers of English all over the world. Each teaching context offers different challenges, but there seems to be one challenge in particular that is common to all teachers: lack of time. Most teachers report that they need more time to plan, more time to search for resources, more time to reflect and develop and more time to focus on classroom teaching and their students. I hope that by offering a collection of accessible, easy-to-use tips, suggestions, activities and ideas all in one place, this resource will give you more

time to spend on the aspects of your teaching life that you feel would benefit from it.

"It's the book I wish I'd had when I first started teaching."
John Hughes, author of ETpedia

10 ways to use this resource

This resource has been written for people who teach English as a second or foreign language. It can be read and used in different ways according to your level of experience, need or interest.

1. Cover to cover

You could start at the beginning and read to the end. If you are finding out about teaching English for the first time, then the resource will work as an introductory text to the subject.

2. Read a section

The contents page will direct you to different sections. In each section you will find units containing 10 ideas, tips, activities, questions or thoughts on a particular aspect of teaching. Some of the sections might not be immediately relevant to your context so you can leave these for later (when you might need them) and some sections will help you with immediate interests, concerns or questions.

3. Teacher's block

Just as writers sometimes have days when they can't write (a condition commonly referred to as 'writer's block'), there are days when teachers search desperately for ideas to help them come up with a lesson but can't think of anything. We can call this 'teacher's block', and I hope this resource will offer you some help with it. Open the resource at any page and see if the 10 ideas on that page spread give you a new idea.

4. Plan a lesson

Perhaps you are preparing a detailed lesson plan for a training course or you feel that you want to hone your planning skills. In which case, start by taking a look at Unit 5: 10 points to consider in your lesson planning.

5. Write in the book

Maybe you've tried one of the activities in the resource or found an idea you liked. Make notes in the margin about why it worked or how you adapted it, so you can refer to it again later.

6. Help colleagues

If you work with other teachers, then you've probably experienced a situation where a colleague is desperately searching for something to help improve their lesson. Perhaps you can help them out by suggesting they manage a class of energetic teenagers using some of the ideas in Unit 84. Or if they'd like to use a song in a lesson, show them the activities in Unit 42.

7. Last-minute lessons

Most teachers have experienced the day when a colleague is off sick and they been asked to teach their colleague's class at very short notice. You probably won't have much time to prepare, but you'll find enough ideas in the section 'Activities for topics' (see page 49) to help you teach a complete and useful lesson.

8. More practice

Many students require extra practice on specific areas of English. For example, they might ask you for more conversation in your lesson or perhaps you have noticed that a class needs more time to work on accuracy in their writing.

9. Develop yourself

If you're at the stage of your teaching career where you feel you are ready for more of a challenge, you'll find some ideas in the section on Further development (see page 223).

10. Write your own 10

Teaching is always evolving, developing, and changing. More ideas can be added so why not create your own 10 tips or pointers and share them with your colleagues. There is space to add your own 10 tips at the back of the resource (see page 271).

"My number one tip for any teacher is to use your imagination and make it fun."

Clie, Colombia

John Hughes…

- has worked in English language teaching since 1992 as a teacher, teacher trainer, manager and author.

- is a well-known presenter at international teachers' conferences and associations.

- runs workshops and delivers teacher training on behalf of schools, universities and publishers.

- has managed ELT departments in Poland, Italy and the UK.

- has authored and co-authored coursebooks for teenagers, adults, business people and university students.

- is a part-time teacher trainer on courses at Oxford University.

- also delivers training online via webinars and in virtual learning environments.

- has written features and articles for many journals and magazines, including *English Teaching Professional* and *Modern English Teacher*.

- still teaches overseas students in Oxford.

- is a regular ELT blogger with posts on many blogs including his own at www.elteachertrainer.com.

Thanks and acknowledgements

The 1,000 tips, ideas, ways, questions and resources in this publication are based on the things I have learnt in my many years as a teacher, teacher trainer and author of classroom materials. The whole collection is a combination of new and original ideas, together with classic ideas and activities that get passed down from one generation of English language teachers to another. My thanks, therefore, go to all the students, teachers, trainers and colleagues who have, either directly or indirectly, helped in the creation of *ETpedia*. In particular, thanks to Kerry Boettcher, Helena Gomm, Catherine Ansell-Jones and everyone at Pavilion Publishing and Media.

1,000 ideas for English language teachers.



Preparation and planning

This section begins by providing tips and advice on getting ready to teach a new course. Newer, less experienced teachers will especially benefit from knowing the basics about preparing for a new course. More experienced teachers will also find reminders and some new ideas on planning a lesson.

In the first few units, you'll find a useful checklist of questions to ask about a new class and what you should try to find out about a group of students before meeting them, including guidance on level.

The middle units relate to lesson planning and cover the key areas involved in planning for the first time, with further tips on how to fine-tune your lesson planning skills. The section also explores certain aspects of lesson planning in greater detail, such as planning the layout of a classroom and the use of the board.

The final unit offers some broader tips for less experienced teachers on how to manage your time and cope with the demands of full-time teaching.

Unit 1
10 questions to ask about a new class

The more you know about a class of students before you start teaching them, the easier it is to be prepared. Here are 10 questions you could ask the head of your school or department about a class before the first lesson. You won't always necessarily receive answers to all 10 of them because the composition of a class can change at the last minute, but they provide a helpful starting point.

1. How old are the students?

The age of your students will affect the content of a lesson and your approach to teaching. If you are teaching very young learners (aged 3–7), you'll need the skills of a childminder as well as a teacher. With young learners up to the age of 11, you'll need plenty of variety to keep them occupied. If teenagers have been told to study English, they might lack interest in learning, and so you'll need to use more strategies to make the lesson motivating. Younger adults (18 and above) at university age may need English for their studies and to study abroad. For many working adults, English is necessary for their job. For others, English could be a hobby or something they want to use on holiday. And for some students, English lessons are as much about socialising with other people and having fun as they are about learning the language.

2. How many students are there?

If there is one student in your class (usually called one-to-one or individual lessons), then the student probably wants an intensive course to focus on their personal needs. Small groups with between two and six people can be held round a table or in a circle of chairs. Medium-sized classes will require you to make sure everyone takes part and benefits. With classes of 30 or more, classroom management becomes a key part of teaching. You'll need to divide the students into smaller groups for some parts of the lesson.

3. What level are they?

Coursebooks often define levels in terms of beginner, elementary, pre-intermediate, intermediate, upper-intermediate and advanced, and many language schools use similar terminology for levels (see Unit 4). However, how a student's level is gauged may depend on a placement test given by the school at the beginning of a course. And even once a student is placed in a class at a certain level, you might find that all the students in the class have different levels of English – and their abilities in different skills (reading, writing, listening and speaking) may vary considerably.

4. Are they a new class or an existing class?

If your class is new, then you will need to start your first lesson with some ‘getting to know you’ activities (see Unit 9). If you are inheriting an existing class, you can continue from where they left off. If their previous teacher still works at the school, then you can get lots of useful background information about the class.

5. Why are the students taking this course?

As we saw in question 1, age is a significant factor. For young learners and teens, the reason for learning is probably that they have to (because of parents and schools). However, the reasons that adults want to study English may vary (jobs, academic study, pleasure, travel) and these reasons may affect the class’ approach to learning. For example, a class full of adults who need to learn English for career progression might be under more pressure than an evening class with adults who are learning for pleasure.

6. When are the lessons?

Obviously, you need to know when a lesson starts and ends and which day it’s on. However, it isn’t always quite as clear-cut as that. In some countries there is something called a ‘lesson hour’. For example, a lesson hour can be 50 minutes of actual teaching in Italy or 45 minutes in Poland. So your class might be scheduled from 9am until 10am but in fact you will end at 9.50am.

7. Where are the lessons?

If you are working in a school, you just need to know which classroom you are in. Often it will be the same classroom every time, but sometimes your lesson might be held in different classrooms on different days. Alternatively, you might be required to teach at a student’s own place of work, in which case you need the address and information on how to get there.

8. Do I follow a syllabus?

A syllabus is a list of language items that you are expected to teach over the length of a course. Some schools have these formally written down and you are expected to follow them. Other schools follow an externally prepared syllabus; typically this is the contents of a coursebook. On specialised courses, such as one-to-one or courses for special areas of English for work, the course might be designed for the student by the school or by the teacher.

9. Will the students have the coursebook?

Many classes follow a coursebook (either in printed form or, increasingly, on tablets and laptops) which provides a structure to the course. However, the students won’t always have this resource for the first few lessons, so be prepared to use other material until everyone has the coursebook.

10. What equipment is in the classroom?

Classrooms across the world have different levels of equipment. You might be working in a low-tech classroom, using chalk and a blackboard or markers and a whiteboard, or you might have a room with more technology, such as an interactive whiteboard and internet connection, or a data projector and laptop. How well-equipped the classroom is doesn't necessarily need to affect the overall quality of the teaching and learning, but it does mean you'll have to reconsider your lesson plan if it's on a USB stick but your classroom only has a blackboard (or if there's a power cut!).

Unit 2
10 parts of a learner's profile

It's easy to treat a class as one homogenous mass of people with a single identity when you are dealing with large numbers of students on a daily basis. But your planning should be greatly affected by – and greatly improved by – knowing as much about your learners as you can. Here are 10 key areas to consider when developing a profile of the whole class and the individuals within it. It's also helpful to build up this kind of detailed profile for reference in case you are ill and another teacher has to take the class in your absence.

1. Gender

Before your first lesson you might have a list of names of students from a variety of countries, and you won't always be able to recognise the gender from the name. So it's worth noting this down by writing M (male) or F (female) after each name.

2. Age

In many cases, your students may all be around the same age. However, in some (usually adult) classes, the range of ages can vary greatly. A student's level of maturity will affect their behaviour and their attitude to others and to learning.

3. Nationality and first language

Being able to speak, or at least having some understanding of, your students' first languages

will help you to predict some of the language difficulties they might encounter. For example, some nationalities have particular problems with the pronunciation of certain sounds, or the grammar of their first language will affect how they use words in English.

4. Cultural background

In part, this issue comes under nationality, but even in one country you can find different cultural backgrounds. These might affect a student's attitude towards the teacher and the lesson. For example, in some cultures the teacher is viewed as the person who imparts 'knowledge'. In others, the role of the teacher is to facilitate learning and aid a student's own discovery. When a student's expectations of the teacher are at odds with those of the other students or those of the teacher, then problems might occur. However, teachers who are aware of a student's expectations beforehand can make efforts to meet them.

5. Previous learning

Knowing about a student's previous learning history can really help us to a build up a picture of them. As well as gaining an idea of 'what' they have studied in the past, it also tells us something about 'how' they have studied. For example, perhaps they have studied English for three years but still find themselves placed in a low-level class. This could be because they find learning English difficult, but it could also mean that their previous lessons weren't as effective as they could have been. Find out what happened in these lessons and try to adjust yours to suit the student better.

6. Learning style

Understanding how your students like to learn is an important part of building a class profile. Some students will respond well to activities like problem-solving in pairs or active discussions in groups. Alternatively, other students will have the expectation that a large part of the class will be spent with you – the teacher – at the board and them – the students – copying things down. Our learning style is a combination of factors often drawn from how we have learned languages in the past, our cultural expectation of a classroom, and how we naturally prefer to learn. Of course, in any one class with a number of learners, there will be a variety of learning styles, and you will need to include a range of tasks and activities that appeal to all. It can also be helpful to get the students to consider the way they learn and perhaps to try other strategies they might never have tried before.

7. Reason for learning

Some students may simply be attending English classes for pleasure, but most will have a specific reason. Perhaps they need to pass an exam for a certain kind of qualification, to travel on holiday, to do business or to prepare for university studies in English. Within a group you won't be able to cater to every specific need, but it's important to be aware of individual

needs within the group and to try to relate the course content to those needs.

8. Interests

As well as knowing your students' main reasons for learning English, such as for work or study, you also need to know about their general life interests so that you can select texts and topics which will motivate and appeal to them.

9. Interpersonal relationships

Inevitably with a group of people, some students will prefer to work together and others will prefer to work on their own. This is always helpful to know if you plan to do pair and group work.

10. Level

Students are usually placed in a class according to their language level so that everyone in a class has a similar level of English. In reality, students' levels can vary considerably even within one class, and a teacher will need to adjust their teaching accordingly (see Unit 4).

"I always begin by asking my conversation classes what they're interested in talking about."

Amelia Osman, France

Unit 3
10 questions for a needs analysis

Sometimes you meet your students before the course starts and you have the opportunity to talk to them and find out why they are taking an English course. For example, the students might take a placement test before being assigned a level (see next unit). Often a placement test will include a speaking assessment so while you are talking to the students to assess their level, you can also find out their reasons for learning. This is often called a 'needs analysis' and is especially useful with adult students who might be studying English for their work, business, or travel and who will have specific language needs and interests.

Ask the questions below as a starting point and then ask your own supplementary questions according to the student's needs. If you can't talk to students before the course, you could give copies of the questions as a photocopiable form (see Appendix) to each student and they can write their answers on it. This also has the advantage of providing you with a sample of their writing.

Classes of younger or teenage learners are probably following a fixed syllabus so you won't be able to change a course so much. In which case, you are unlikely to carry out a thorough needs analysis. However, it's still important to discover the interests and the types of topics that all your students would like to talk about in class, so try to ask them some of the questions below.

1. What's your name? Where are you from?

The obvious reason for asking these questions is to find out the student's main personal details but also to put them at ease. Also, finding out about their country and mother tongue helps to build a useful profile.

2. Why do you want to take this course? Do you need English for your job?

You need to know a student's main reasons for learning so you can prioritise the type of language they need to learn. For example, if they need English to go to university, you might think about providing them with some of the language skills they'll need for their studies. If they are learning English for a job, then find out what type of job it is and how they will need English.

3. Have you studied English before? What did you enjoy about your last English course? Was there anything you didn't enjoy doing?

These questions about previous learning are especially helpful because they create a picture of the person as a learner. They start to tell you how the student likes to learn and what he or she perceive as the best way to learn. As a teacher, you might choose to adjust the lesson to reflect those preferences.

4. Would you like a qualification in English? Which one?

Some students will need a qualification by the end of the course; perhaps to get into a university or because their employer requires it. Alternatively, by asking the question, some students might become interested in taking an exam at the end of the course and want information about the kinds of exam preparation your school can offer.

5. How much time do you have for self-study outside of the lessons?

The answer to this question tells you how much homework to set; it's also a good indication of how much work a student intends to put in outside of your lessons. If your school has a policy on how much homework per week, then let the student know about it.

6. Which areas of English do you think are most important for you? For example, speaking, listening, reading or writing?

It's useful to know which areas a student perceives as most important. Note that it is only their perception and it is not necessarily the case. For example, a student can say they think speaking is most important but then you discover they need to write a lot for their job and that their writing level is poor.

7. Who do you often communicate with in English? Friends? Colleagues? Clients?

Again, this question gives you an insight into why they need it. In particular, if they answer 'communicating with friends' then the type of English they need may be less formal and more conversational. If they communicate with clients, then it might be that they need more formal English in certain situations.

8. How do you normally communicate with people in English? For example, talking face-to-face, on the phone, writing emails, using social media etc.

Many students find it easier to describe how they need English by describing their use of it in very practical ways. For example, if they say 'I need to use English on the phone for my job', then that tells you they need plenty of listening practice and use of telephone role plays with workplace vocabulary. It's a much better clue than if they simply say 'I need lots of listening and speaking practice'.

9. What subjects do you need to talk and read about in English? Which subjects are you interested in talking and reading about in English?

As well as knowing what they have to talk and read about, it's also important that you find out what they will enjoy discussing and reading in class. That way you can ensure plenty of variety in terms of topic choice.

10. Do you have any questions for me?

Always set aside time for the student to ask questions at the end. Firstly, it's another useful way to assess the level of their English but it also gives them the chance to clarify any concerns and to find out about you. If they have a question on an aspect of the course which you can't answer (for example, a school administrative issue), make sure you get back to them with an answer or put them in touch with the person who can answer it.

Unit 4
10 descriptions of language level

Level descriptions for students are important in a number of ways. They allow a language school to place students in groups and to choose appropriate course materials. It's helpful for teachers to know the overall level before they meet their students, so that they can plan appropriate lessons. The students themselves will also want to know their level. However, the terms used in ELT to describe levels can mean different things to different people. In general, there are the three bands of beginner, intermediate and advanced and then within these very broad categories, there are a variety of sub-levels. Here is an overview of some of the most commonly used terms for describing level.

1. Beginner

Students at this level don't know any English and start literally at the beginning by learning words and phrases like, 'Hello, my name is …, I'm from …'

2. False beginner

This term tends to be used informally to refer to students who know a few words like, 'Hello' or who have done some English lessons in the past and so have some passive knowledge.

3. Elementary

Unlike beginners and false beginners, an elementary level student is able to understand and produce basic phrases to ask for and give personal information and to express their likes and dislikes.

4. Pre-intermediate

This level represents the transition between being at an elementary and intermediate level. Students might have completed one to two years of formal study and met many common everyday language structures and vocabulary. They can probably carry out basic functional tasks, such as buying a ticket or ordering a meal in a restaurant.

5. Low intermediate

On many courses, the students go straight from the pre-intermediate level to the intermediate level. However, the term *intermediate* is so broad that some low-intermediate classes are created with students who are starting to be fluent and can understand authentic English, but who are still expanding their vocabulary and need time to practise the language they have already acquired.

6. Intermediate

Many students at this level can confidently carry out conversations on a variety of topics and can communicate in writing by doing things such as writing emails. Many learners of English do not progress higher than this level because they find that the English they have allows them to complete many tasks successfully, such as communicating in workplace situations.

7. Upper intermediate

At the higher end of the intermediate level, students really do have a very good level of English and will be able to communicate successfully in many different situations. Examinations at this level will test the students on a wide range of grammar structures and vocabulary. The students will be able to read texts such as news stories and listen to longer stretches of speech.

8. Advanced

Advanced students are very highly motivated; they may even be teaching English to students in their own country. They often read and study English texts to a level that would challenge even some native speakers of English.

9. Proficient

This is the highest possible level for most non-native speakers of English. The only thing that separates them from someone whose first language is English could be a noticeable accent and pronunciation. In fact, their ‘learnt’ English could be more mistake-free than that of many native speakers.

10. Native speaker

In the past, many learners of English might have told you that their ambition was to speak like a native speaker. In recent years, this view of the goal of learning English has changed. This is because the majority of interactions they will have in English will be with other non-native speakers. So many non-native speakers use English to communicate with each other that the native-speaker/non-native speaker distinction may eventually disappear.

Common European Framework Levels

In 1990 an organisation was formed called the Association of Language Teachers in Europe (ALTE). One of its main aims was to develop a system in Europe which allowed language certificates issued in different countries to be recognised across borders. One result of ALTE's work was a series of 'can do' statements that were listed under the level headings of A1, A2, B1, B2, C1 and C2.

Since their creation, the Common European Framework Levels have become widely-known in other continents as well as in Europe, and you will often see the levels printed on the covers of coursebooks or referred to in literature about levels and testing. In relation to the 10 descriptors in this unit, here is an approximate summary of how the CEF levels correspond.

A1: Beginner, False beginner, Elementary

A2: Elementary, Pre-intermediate

B1: Low-intermediate, Intermediate

B2: Intermediate, Upper-intermediate

C1: Advanced

C2: Proficient

Unit 5
10 points to consider in your lesson planning

Lesson plans vary considerably from teacher to teacher. On teacher training courses you are often required to write a very detailed document which will show your trainer both your plan and your rationale. For day-to-day teaching, a plan is often just a numbered list of notes, or even a memorised series of stages visualised in your mind. If you are using published materials, then you might be following the suggested plan in the teacher's notes.

Here is an example from a teacher's lesson plan which shows the information about the class and the aims of the lesson followed by notes on the first 30 minutes of the lesson.

Class profile: 15 pre-intermediate Spanish students, aged between 16 and 18.

Lesson fit: In the previous lesson we completed pages 120–121 in the coursebook on the topic of holidays and vocabulary for describing types of holidays. This lesson is going to revise that vocabulary.

Main aim: To enable students to talk about holidays they prefer and a recent holiday they went on.

Subsidiary aims:

To revise and extend nouns and adjectives for describing holidays presented in previous lesson.

To practise the word stress of adjectives.

To recognise and practise the difference between adjectives ending in -ed and -ing *(excited/exciting)*.

To provide the opportunity for speaking fluency practice.

Target language: Holiday adjectives: stunning, legendary, fascinating, unique, spectacular, unforgettable.

Grammar: -ed/-ing endings *(amazed/amazing, fascinated/fascinating, bored/boring, worried/worrying, tired/tiring, interested/interesting)*

Any anticipated problems

The language of Spanish also changes the endings of these types of adjectives so the students should understand the concept of the difference between using an *-ed* or *-ing* ending. The biggest difficulty will be related to the pronunciation of some of the adjectives. I also plan to have students working in groups and there are some large differences in speaking ability so I'll need to make sure stronger students are mixed with weaker ones.

Stages	Time	Interaction	On the board
Play revision quiz using holiday words taught in previous lesson. Put students in teams and ask them quiz questions.	10 mins	Two teams	Write scores of each team
Show students extract of video advertising a holiday with sound off. Students watch and then brainstorm words to describe the holiday in the video.	5 mins	In pairs	Video
Show extract of video again with sound on. Students watch, listen and answer comprehension questions	10	Individuals	Video +

(Exercise 1 on worksheet).	mins		worksheet
Students match adjectives from the video to definitions (Exercise 2 on worksheet).	5 mins	In pairs	Worksheet

>> Unit 5: Lesson plan pro-forma

As you can see from the extract, a detailed lesson plan will often include the following areas.

1. Class profile

Begin by thinking about the class you are going to teach. Who are they? How many students are there?

2. Lesson fit

Think about what happened in previous lessons and what you hope to achieve in future lessons. How does this lesson fit into that framework?

3. Aims and objectives

What are your overall aims and objectives for the lesson? What do you want the students to come away with by the end of the lesson?

4. Target language

If you plan to teach certain language items, then it's useful to make a list of them before the lesson and review the list afterwards and decide if you need to go over any points again in the next lesson.

5. Anticipate difficulties

Think about any problems the students might have with what you plan to teach. Consider any questions they might have. Then think about how you will deal with these issues.

6. Stages

The stages of your lesson form the largest part of your plan. Like the stages of a recipe, they give a description of what will happen in each part of the lesson. Typically this section will outline how you intend to present and practise language; it might also refer to the numbered exercises of a coursebook. It's also a good section to write additional notes on, for example, what type of extra practice you could give to any students who finish a task earlier than the other students.

7. Timing

Think about how long each stage and procedure will take. At first it's hard to predict how long individual activities will take, but after a while you'll develop the ability to judge this beforehand.

8. Materials/resources

This is rather like the ingredients part of a recipe. It's your list of items that you might need to take into the classroom. For example, it could include any objects, pictures, worksheets with exercises, etc.

9. Interaction and classroom layout

As part of your procedure notes you might want to sketch out where the students will be in the classroom and how they will be working with each other, eg. in pairs or groups. (See also Unit 6)

10. Board work

If you plan to use the board a lot in a lesson, it's a good idea to write notes or even draw sketches of what will appear on the board and how you will present your information.

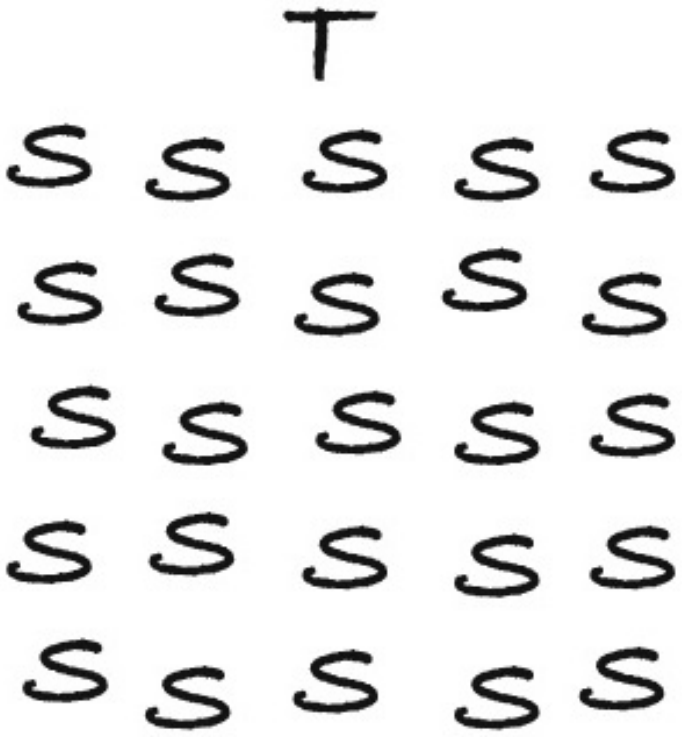
Remember that a good plan, like a good recipe, also allows flexibility. Don't let it become a straitjacket, but it should provide you with a basic road map to a successful lesson.

Unit 6
10 classroom layouts

The space and layout of a classroom can greatly alter the atmosphere and feeling of a lesson. In some situations you might not be able to change the classroom layout much because of the size of the physical space in relation to the number of students. You might also be working in a country or culture which believes the layout of a classroom should always have, for example, the teacher at the front of the class and the students working at desks in rows. However, if you are able to rearrange your classroom, here are 10 suggestions of how you could do it to suit the type of activity you are planning for the lesson.

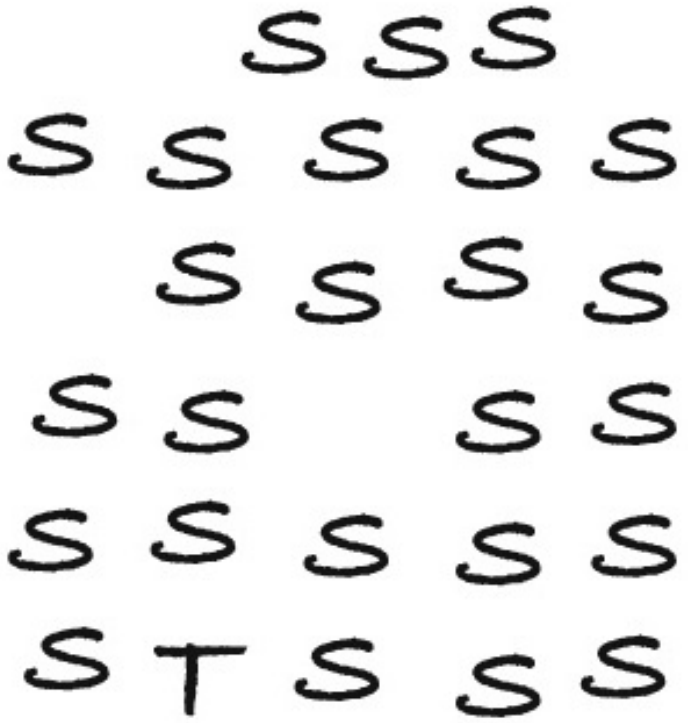
1. Theatre style (1)

This is the traditional classroom layout, especially for large classes. Students sit separately and the teacher can walk between them. It emphasises the role of the teacher as the head of the class who controls the students. The layout works well in language classrooms where the teacher asks each student a question individually and is typical for lessons when you want to give a test or examination.



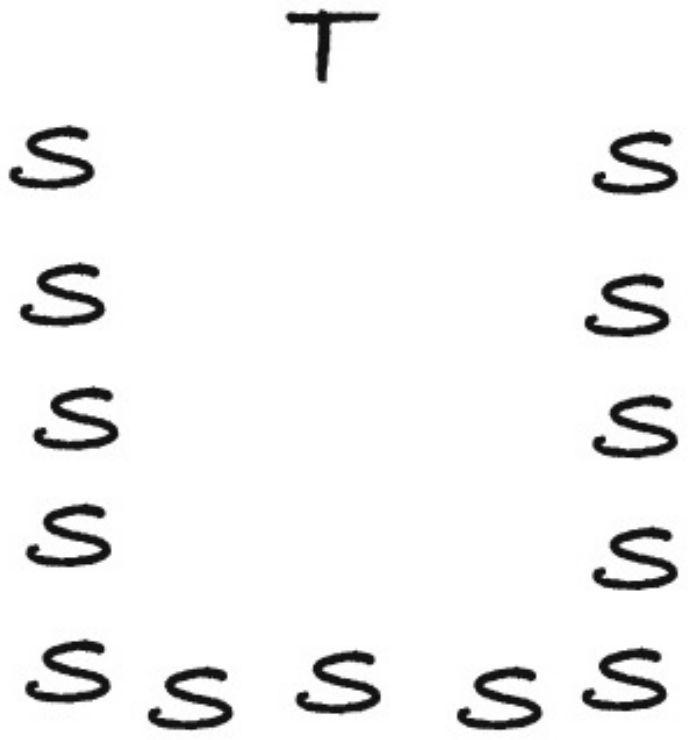
2. Theatre style (2)

If the situation demands that you predominantly use the layout in Theatre style (1), then you can still shift the focus on the students. For example, in this diagram the teacher has swapped places with one student at the back of the room and a group of three students is giving a presentation to the class. All the attention is on the three students and away from the teacher.



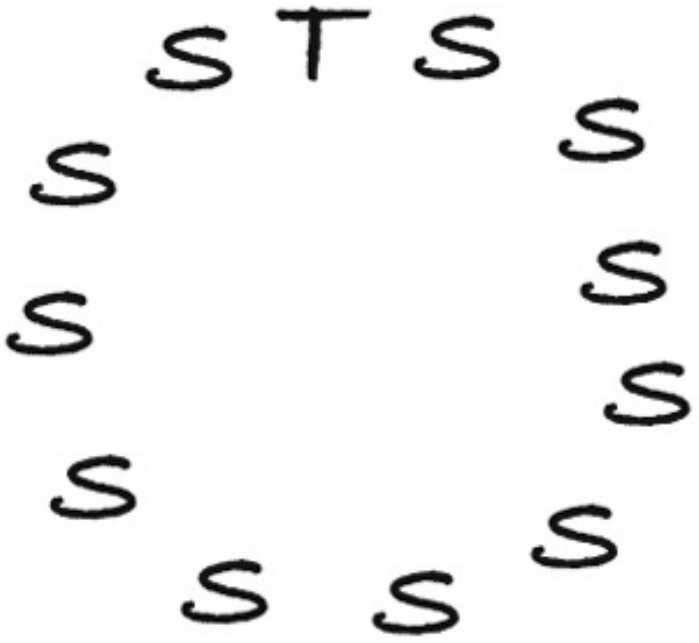
3. Horseshoe

A horseshoe arrangement works if you have fewer students. It allows the teacher to control the students from the front, but it also encourages the students to communicate with each other across the classroom, so it works well for open class discussion. The open space in the middle also lets the teacher move towards individual students or invite a student to stand up and present something to the class.



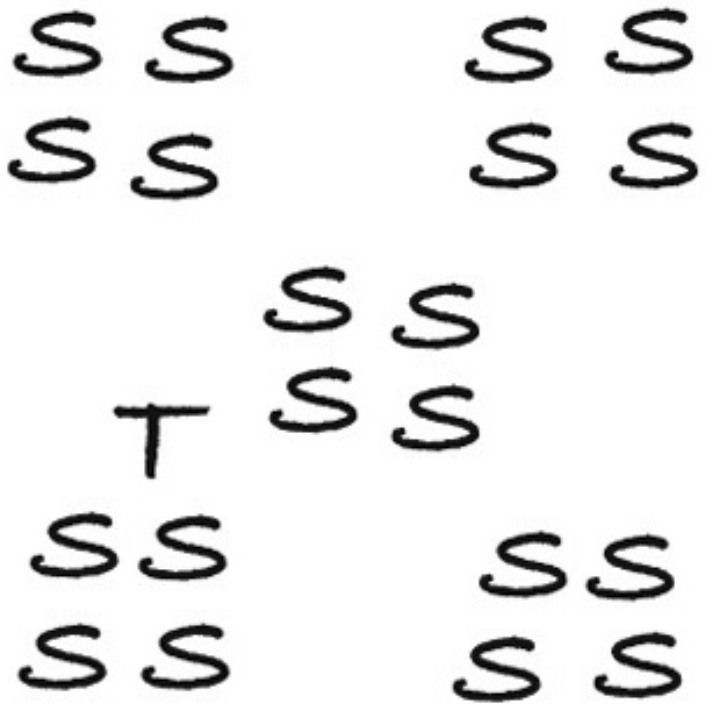
4. Circle

This has all the advantages of the horseshoe shape. The slight difference is that it makes the teacher more of an equal in the group. For any task where you want to reduce the role of the teacher, such as a free classroom discussion, this layout works well.



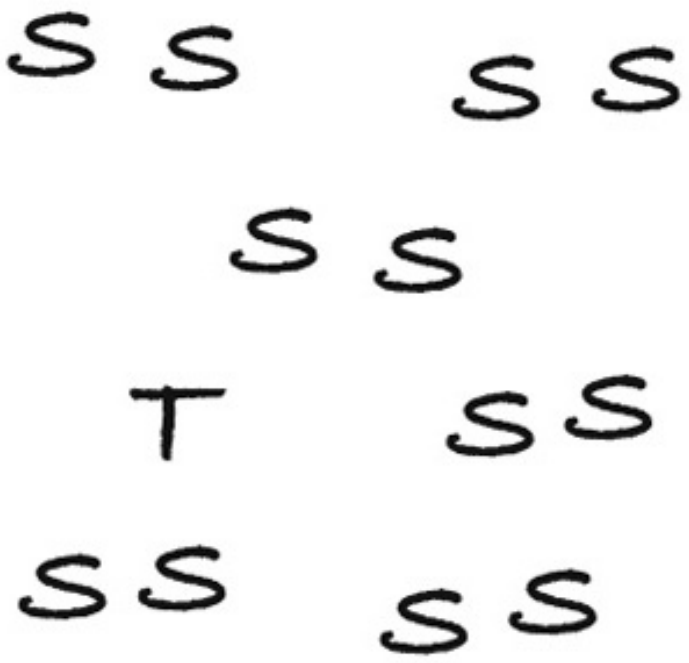
5. Groups

This space-hungry layout has groups of students sitting round different tables. It's perfect for group work and frees up the teacher to walk from table to table and provide input to separate groups. It is particularly useful for mixed-ability classes, where you can group the students according to level, putting students of similar ability together or mixing abilities within a group so that the weaker students can get help from the stronger students.



6. Pairs

Most layouts allow for pairwork, but sometimes it's helpful to encourage the students to work with a partner away from other students. They can sit or stand together in a different part of the classroom, even temporarily.



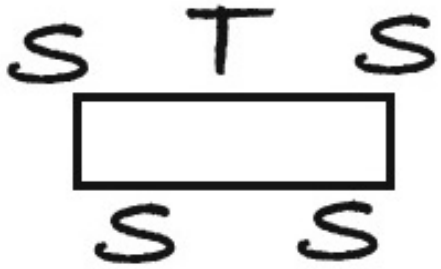
7. Mingling

It helps if you can clear the tables and chairs to one side for this arrangement because the students need to walk around the class talking to each other. It’s perfect for carrying out classroom surveys and for interviewing each other with questionnaires. The teacher is also free to move around, listen to and monitor the language that the students are using.



8. Small groups

If you teach a small group of three or four students, then sitting in a circle (around a table) is probably the most appropriate arrangement as it lends itself to every kind of classroom dynamic.



9. One-to-one

It’s surprising how many one-to-one lessons take place across a large table with the teacher and student sitting opposite each other. This format isn’t helpful because you can’t work together from the same material and it makes the lesson confrontational rather than co-operative. Try to sit next to your student or at a slight angle so you are able to present language as well as work with your student.

10. Go outside the classroom

If your school allows it, it is sometimes a good idea to leave the classroom. In good weather, you could have the lesson sitting outside on the grass. Or you could take the class on a walk to look at local buildings. Sometimes, for example with a one-to-one class, a short 10-minute walk can be just what you need to change the dynamic of the lesson and to energise a sedentary student.

"I draw up a seating plan which will encourage class cohesion from the start."

Bina Burroughs, UK

Unit 7
10 considerations when planning boardwork

A board is one of a teacher's key classroom aids (see Unit 53) and using it effectively means planning how, why and when it will be used. Furthermore, whether the board you are using is a blackboard with chalk, a whiteboard or flipchart with markers or a modern interactive whiteboard with internet connection, the basic principles of good 'boardwork' remain the same.

1. Boardwork as part of your lesson plan

To ensure a well-planned board, some teachers draw a sketch of what will be on their board at each stage of the lesson; this can even include a blank board. This process helps you to visualise the board throughout the lesson and is a useful part of the lesson planning process. (See Unit 5)

2. Less is usually more

Boards of every shape, size and specification are limited, so plan how much information will go up. Too much information on a board becomes confusing and difficult to follow.

3. Layout of boardwork

It's good to build routines with a board so your students become familiar with the layout. For example, a list of new vocabulary could go into a column on one side of the board. Maybe you also intend to draw a timeline to present a grammar item (see Unit 66) at another stage in which case you could have an upper section of the board left clear where you will draw this. Finally, it's useful to have space for any impromptu language or explanation; this could be the section remaining in the lower half of the board. Without this kind of planning, you can often find that the board becomes confusing for the students and by the end of the lesson, it has the appearance of something created by a mad scientist – great if you're the scientist, not so great if you're the learner who needs to understand it.

4. What to copy and keep

Following on from 3, tell the students which parts of the board they should copy down for reference. If you establish routines with your boardwork as in 3, your students will learn which part of the board they should copy down and which parts are simply for demonstration purposes. Without this, many students will copy everything down, and later on they might not be able to make sense of what they have written. Alternatively, some students won't copy anything down at all because they aren't sure what should be copied. If you are using an interactive whiteboard, then you can give the students a hard copy or digital copy of the board – make sure they are aware that you plan to do this beforehand.

5. Legible handwriting

Increasingly, we are all writing with keyboards, but however hi-tech your board, from time to time you will need to write words by hand. Your handwriting needs to be legible and it may even provide a model for students whose first language uses different lettering, eg. Arabic, Chinese, etc. If your writing is unclear or you find it hard to write clearly on a vertical surface, then practise beforehand. You should also check that what you write is large enough to be seen from the back of the room.

6. Colours

We associate white chalk with a blackboard and black or dark-coloured markers with a whiteboard or interactive whiteboard (IWB). However, using a variety of colours can be a highly effective method of drawing attention to certain features of the language. This doesn't mean simply exchanging a blue marker for a red one, but planning how you will use the different colours. For example, if you want to highlight the stressed syllable in a word, you could write it in red and the other syllables in blue. If you want to highlight the verb tense in a sentence, you could write the verb in a different colour. Note also that for dyslexic students, varying the colour of the marker or font can help.

7. Pictures

Using pictures and images is a great way to engage students and to clarify language (see Unit 58). In terms of boardwork, a quickly drawn sketch can clarify the meaning of a word. A photo taped to the board allows you to write words around it. And IWBs allow you to display high quality photographs. If you are going to draw an image, then practise it. If you plan to use online images or videos with an IWB, make sure they are instantly available and free to reuse.

8. Students writing on the board

Remember that a board is not just for transmitting information, but can also be used as part of classroom interaction. Students can volunteer to come and write something or they might want to use it as part of a classroom presentation. If this is the case, make sure they have all the room they'll need and that it won't interfere with any important information you have already written up.

9. A clean board

Knowing when you are not going to use the board is as important as knowing when you are. Avoid leaving up information from a previous language point when you move on to something new in case the students think it is still relevant in some way. Wiping a board clean (or switching to a clean board) is a useful signal to the students that you are going on to a new point or the next stage of a lesson. Leaving a blank board at the end of the lesson is also a courtesy to the next teacher.

10. 'Can you see the board?'

Check that the students are sitting in positions where they can all see the board clearly. Ask them if they can see it clearly. Be aware of where you are standing when using the board so you don't block someone's view. Also note that some students may have poor eyesight, so try to find out if this is the case with anyone. Offer them a seat near the board or move a student closer if you suspect that they may have problems with their vision.

Unit 8
10 tips for the rest of your course

Many inexperienced teachers find their first term with new classes very stressful, but there are ways you can reduce your stress levels and workload. Here are 10

techniques.

1. Planning ahead

Most teachers can only plan their next lesson in detail once they have taught the one before. However, it's important to have a global plan so that you know where you are going with the class over a series of lessons. Without this kind of overview, lesson planning can become very stressful. Try to set aside time after your first lesson to sketch out a plan of what you intend to be doing with the class in a month's time or even three months' time. It might be a simple list, but at least it gives you focus and a target.

2. Key dates

Get a calendar for the term and write in all the key dates, including dates for tests or exams, reports and holidays. This will give you a good overview of how much time you have to prepare students for different stages of the course.

3. Other teachers

Talk to other teachers who teach classes at the same level as you. Talk to them about the type of things they are doing with their classes and make use of their experience.

4. A mentor or 'buddy'

Try to identify one teacher who you think is experienced and can help you with planning and preparation. Sometimes schools will appoint a senior teacher to support you. In other cases, a mentor relationship can emerge naturally.

5. Planning groups

If you are teaching a class at the same level as other teachers who are using the same coursebook or the same syllabus, try to set up a planning group. The idea is that everyone meets either once a week or once a fortnight to discuss what is going to be taught in the next week(s) and to share ideas for lessons.

6. The coursebook

Many classes use a coursebook which will provide you with lots of classroom materials and a basic syllabus to follow. Become familiar with the book and look ahead at what the students will cover. (See also Unit 54)

7. Routines

Introduce routines into both your planning and your lessons. As well as knowing when the

lessons are, you should also think about when in the week you will prepare for the lesson or mark homework and assignments. To make lessons more manageable, you can build in routine elements, such as going through the homework at the beginning or having a mini-test for new vocabulary on a certain day.

8. Exams and tests

If your students have to take something like a mid-course test or an end-of-term exam which is set by someone other than yourself, then find out as soon as possible what they will be tested on and the types of questions they will have to complete. Don't leave it until a week before the test or exam to find out, because you will probably discover that it includes areas that you have not covered.

9. Other resources

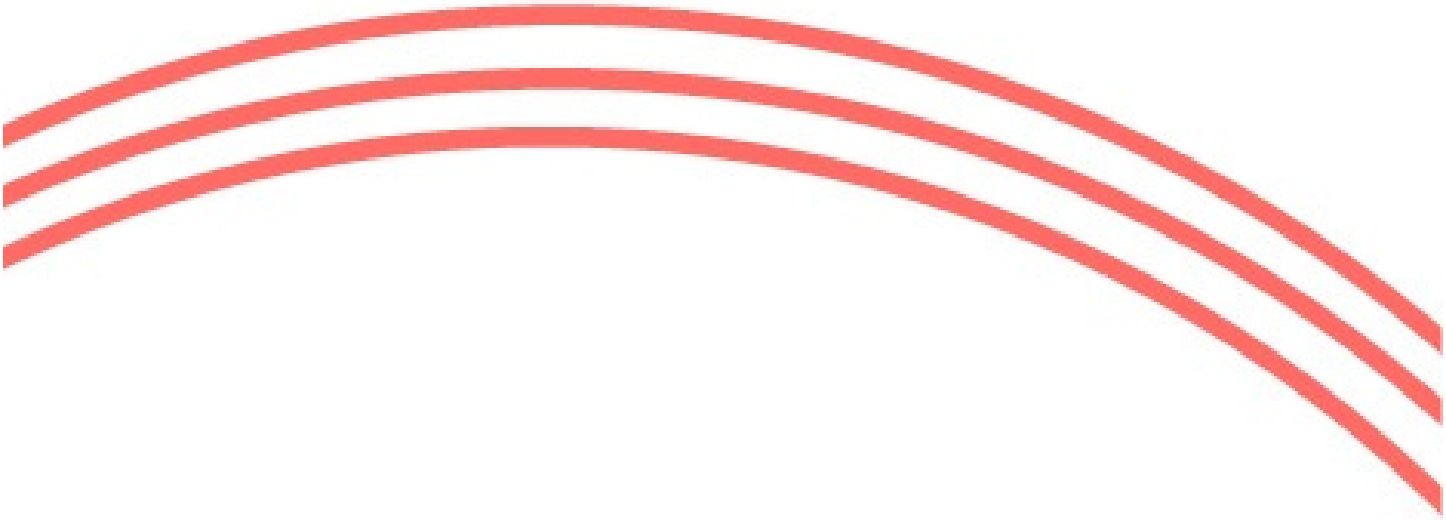
Lots of schools have a teachers' room which will have extra resources such as books containing ideas and materials you can use in your lessons. There might also be audio and video materials to use with your students. These days, the internet also provides a wealth of ideas and ready-made worksheets to use in class, including exercises based on up-to-date news articles.

10. Keep a journal

This won't appeal to everyone, but many teachers find that writing a short journal about their experiences and lessons is a great way to reflect constructively on their teaching. Putting your ideas down on paper sometimes gives you a clearer perspective on the problems and issues that arise and may help you to reflect on possible solutions. These days more and more teachers even make their experiences public by sharing them on blogs. It might be worth reading some of them to discover you are not alone!

"In my first job I spent a lot of time in the teachers' room. The more experienced teachers helped me with my teaching and planning, reassured me, and gave me a shoulder to cry on!"

Nicola Gardner, Brazil



In the classroom

Having looked at preparing and planning for a new course in the previous section, this section considers some of the key issues which a teacher needs to deal with over the early period of a course. In real terms, this might mean the first few weeks if you are teaching students two or three times a week. If you are teaching students every day, then the tips and ideas will apply to the first fortnight of your course.

In particular, new and less experienced teachers will find plenty of practical ideas in the initial units for working with a class for the first time. The activities in the first unit will help you to break the ice in lesson one. The subsequent units look at some basic principles of managing a new class, such as building rapport, giving instructions and setting rules in order to create a positive and effective learning environment.

As a course develops in the early weeks, it's important to establish routines and expectations quickly, such as how you start or end a lesson. This also includes having an approach to setting homework, helping to maintain student motivation and taking on a variety of roles in order to respond to the different needs of your students.

Finally, after the first 10 or 20 hours of teaching, it's worth getting some early feedback from your students on how they think the course is going. So the final unit offers some questions you might ask your learners to help ensure the success of the course.

Unit 9
10 activities for your first lesson

The first lesson of a course needs to create a positive atmosphere for learning. As a general rule, it's best to avoid using a coursebook or starting with a complex language point. Instead, spend time on everyone getting to know each other by using 10 well-known activities which can work with groups of students at a variety of levels.

1. Name tags

It helps if each student has a name tag. This could be a sticky label which they write their name on. Alternatively, ask them to fold an A4 size piece of paper or card and write their name on one half. They stand the folded card in front of them until everyone is familiar with their name. As an extension, students can add three pieces of information about themselves, such as their favourite hobby, the name of their town or their job title.

2. True or false

Write three statements about yourself on the board. Two statements should be true and one should be false. For example (1) I'm from England. (2) I have two dogs. (3) I like fish and chips for breakfast. The students guess which one is false. Next, ask the students to do the same thing. They write three statements and then they read their sentences to a partner who has to guess which is false.

3. Ask the teacher a question

Invite your students to call out a question they'd like to ask you. For example, Where are you from? What languages do you speak? What kind of music do you like? As they ask the questions don't answer them immediately, but write them on the board. As you write, correct any errors in the questions. When you have about 10 different questions on the board, answer all of them for the class so they learn something about you.

4. Ask your partner a question

Put the students in pairs and ask them to interview each other, either using the same questions you elicited in 3 and/or ask them to create their own new questions. You could also prepare a set of questions on the board or on handouts which students use to interview their partner. These can be general questions about their country, hobbies, studies, work, etc. While students carry out their interviews, ask them to write down their partner's answers to the questions.

5. Present your partner

As a follow-on activity to 4, ask each student to present the person they interviewed to the whole class, using the information from their interview. With large classes or if time is short, you can limit them to saying three pieces of information about the person they interviewed or they work in groups of six (three pairs per group) and present each other to the group.

6. Photo chat

Bring in some photographs of yourself maybe on holiday in a famous place. Show them round the class and talk about them or invite questions about the pictures. Extend the activity by asking your students to bring photographs of themselves to the lesson and to talk about them in a similar way. Alternatively, if your students are allowed to use their mobile phones in class, they could show photographs to each other on their phones and talk about them.

7. Important numbers

The students write down three numbers that are important for them. The numbers can also be years and dates. They then get into pairs and swap their numbers. They have to guess why the three numbers are important for their partner. The partner can give clues if necessary. Reasons might include their age, the year they were born, the number of people living in their house, the distance to their place of work, etc.

8. Classroom survey

Designing a survey or questionnaire is a structured way to have the students ask and answer questions. You give a form with questions to each student and they walk around the class asking the others their questions. Students each have a copy and ask each other questions starting with ‘What’s your favourite …?’. They fill in the page with everyone’s answers. If moving around the classroom isn’t practical, the students can work in groups of four and interview each other. After the survey, the students can present and compare their results.

>> Unit 9.8: Classroom survey

9. Find someone who...

Like the activity in 8, you can create a ‘Find someone who ...’ form. Here, the students have a list of activities and have to find one person in the class who has done each of them. For example, the form might include questions such as: Have you ever met a famous politician? Have you ever done something dangerous? Have you ever been on TV?

Students walk around the class, ask each other the questions, and when someone answers ‘yes’, they write that person’s name down next to the question. When someone answers ‘yes’, allow students some time to give more details before they move on to another person. At the end, talk through the questions and find out who has done the most different things.

10. Write a profile

When you are assessing your students, it's also useful to be able read a sample of their writing. Ask them to write a short profile about themselves or their partner. Tell them it should be the kind of profile you might read on a social media site, so it needs to be short but focus on the interesting information. As an extension, ask the students to pin their work up around the classroom and spend some time reading about each other. Collect in the writing at the end in order to assess their ability but also to learn more about the lives and interests of your students.

Unit 10
10 ways to build rapport

It's important to build a good classroom relationship from day one of the course. A good classroom rapport both between you and the students and between the students themselves means you'll have a positive atmosphere which naturally benefits learning. With younger learners, it also helps to reduce discipline problems.

1. Smile

Smiling is a universal way to build rapport, but under the stress of a new job, course or class it's sometimes easy to forget to do it.

2. Meet and greet

At the first lesson, try to be in the classroom before the students arrive, and meet and greet them as they enter.

3. Using the students' names

Try to learn the students' names as quickly as possible and use them when talking to individual students. If you have a large class, create a 'map' of the classroom with the name of each student in the position where they are sitting. Ask the students to sit in the same places for the first few lessons until you know their names.

4. Praise and thanks

All students like praise for good work so it's motivating. Praise also improves rapport, and

thanking students also helps. For example, at the end of a good lesson you could say, ‘Thank you everyone for working so hard on the new vocabulary today’.

5. Enthusiasm

Being enthusiastic about teaching and your lessons is a fast way to build rapport and to get the students on your side.

6. How was your weekend?

At the beginning of a lesson, ask the students how their weekend was. Find out what their hobbies and free-time activities are, and ask about them from time to time.

7. Chatting before and after

Arriving in the classroom before your students and leaving after your students is not only professional, but it also means that as the students arrive and leave, you have time for some informal conversation with them. Students will really appreciate the opportunity for more speaking practice and the chance to get to know their teacher better.

8. Communicate in writing

With large classes, it’s easy to lose contact with some individual students (especially quieter ones), so when you write feedback on any written homework use a friendly, personal tone so each student feels you are speaking directly to them, as an individual. Similarly, if school policy allows, email your students or encourage them to email you with queries or to submit homework.

9. Personalisation

When you plan and prepare a lesson, consider where the opportunities may occur for personalisation. For example, perhaps you have a personal anecdote you can tell but which also illustrates a particular language point. Similarly, encourage your students to give personal responses to a text they have read or to talk about how something in their own life relates to the topic of the lesson.

10. Tutorials

Soon after a course begins, it’s useful to arrange one-to-one tutorials with each student. These don’t have to be too formal, but tutorials are a quick way to discuss the students’ immediate progress and to ask them how they are finding the course. It also helps to build rapport at an early stage.

“If you’re positive and walk in smiling, 99% of the time you’ll get a similar response.”

Lottie, India

Unit 11
instructions to teach a new class

Good teaching relies on effective classroom management, which means you need to be able to give good instructions. The following simple combinations of instructions and gestures can be introduced and used with learners at any level. As you say the command, make the gesture or action at the same time. Remember to use the gesture with the command every time over a series of lessons to reinforce the meaning.

1. ‘Stand up’

Sit on a chair in front of the students and stand up as you give the instruction. Alternatively, if you are already standing, lift your raised palms upwards with arms outstretched as you say the command.

2. ‘Sit down’

You can be standing and sit down on a chair as you say the instruction or lower your palms downwards to indicate that you want the students to sit.

3. ‘Write’

Act writing with a pen or, if your students are using keyboards, make the motion of typing on a keyboard.

4. ‘Read’

Have your palms side-by-side and run your eyes across them as if reading a page.

5. ‘Listen’

Cup your hand behind your ear.

6. ‘Speak’

Raise your hand and imagine it is inside a puppet’s mouth. Move the thumb up and down like a lower jaw.

7. ‘Work in pairs’

Use outstretched hands (don’t point with a single finger) and gesture to two students. Bring both hands together to indicate to the students that they are working in a pair.

8. ‘Talk to your partner’

Follow the same technique in 6 but use both hands as if they are talking to each other.

9. ‘Stop’

This command might be followed by other words such as ‘Stop talking’ or ‘Stop writing’. Techniques vary with this command. Some teachers raise a finger to their lips (especially with speaking activities and with small children). Another technique is to raise your hand above your head to indicate you want the activity to end.

10. ‘Open your book’ or ‘Turn the page’

To illustrate these commands, the easiest way is to use the book and do them with the students following. Alternatively, you can put your palms together and open them as if opening the book. To turn the page, use the book itself or mime the action. If you have a specific page number, then say ‘Turn to page...’ and the number (assuming you have taught numbers). If your students are using tablets or computers, teach ‘Switch it on’ and mime pressing a switch. To navigate to certain parts of a screen, it’s wise to project the screen on the board and show the students where you want them to go to.

“The first few lessons were an uphill learning curve. I realised no one understood me so I learnt how simple my language had to be.”

Gayle, Japan

Unit 12
10 classroom rules

You might work for a language school which already has a school policy on behaviour or a set of rules for students in the classroom. You can also draw up sets of rules with your students by asking them to suggest rules for the class. This practises English as well as having everyone agree on classroom expectations. The students can discuss the rules in groups and then present their ideas, or even make a poster to put on the classroom wall. Here are 10 rules you and your students might include in your list.

1. Use English only

In the world of ELT there is some debate over whether students should be expected to speak and use English all the time. Obviously, if your class is made up of students from all over the world with different first languages, English is the only possible language of communication. If your class has students who share a common language, you might want to speak in their first language sometimes in order to clarify a meaning or to draw attention to a particular language point. However, be clear about the times in the lesson when use of a first language is allowed and when you only want your students to use English.

2. Arrive on time

This rule can be problematic from a cultural point of view. In some cultures, the view of time is that it is rigid, while in others it is more flexible. So if you class starts at 8am, then some students might arrive before that time, at that time or after that time. You will have to apply the rule depending on the culture but if the class is mixed culturally, you may need to discuss the topic, otherwise some punctual students will become frustrated by the regular latecomers.

3. Raise your hand to speak

In many cases, younger learners will already know that they have to raise their hand before speaking out in class. However, make sure that they follow this rule in your lessons in order to ensure you have control of noise levels.

4. Listen to the teacher’s instructions

Establishing quiet in order to give instructions can sometimes be challenging with some (especially younger) classes. When lots of students are talking at once, it isn’t necessarily a bad sign; after all, you might have asked them to discuss something in groups. However, you do need to develop a convention for stopping talking. With younger learners, this might be a finger

to the lips and training the children to do the same so every child slowly does this action. With older students, some teachers raise their hand above their head to indicate the need for attention. Others ring a small bell. And, of course, you can say 'Stop talking'. The only danger with this technique is that you have to speak louder than the students. This can not only damage your voice, but the volume may also result in the students' speaking even louder than you.

5. Listen to others

Some students might need reminding that they should stop talking and listen to others. It's all part of being respectful and allowing everyone to learn.

6. Do homework (on time)

Many schools may already have a policy on homework, especially with children and teenagers. However, with adult classes it might be necessary to discuss how much homework they have time to do each week and on which days.

7. Participate

Active participation requires the students trying to complete exercises, offering answers and opinions when required, or working in pairs and groups with other people. Participation doesn't have to mean getting everything right, but it does mean trying your hardest in order to get the most out of a lesson.

8. Come to class prepared

This could include bringing pens, paper, the coursebook, dictionaries or anything else the students need in order to benefit fully from the lesson.

9. Switch phones off

In fact, you might want the students to use their phones for parts of the lesson (see Unit 63), but be very clear when these are, otherwise your class can be interrupted by ringtones and unnecessary distractions.

10. Take risks and make mistakes!

Some students may think this is a rather strange rule, but it is important to point out to them that mistakes are a part of learning. When we make mistakes, we can learn from them so they should be allowed in the classroom. Including rules like this in your list also highlights that the point of rules is to make the classroom a more effective place to learn.

"Students are often reluctant to speak English in class in case they make

mistakes in front of their teachers and peers, but if a teacher encourages the students to try speaking regardless of any mistakes they might make, it increases their self-esteem, and makes them participate more in English."

Mohammed Honinah, Yemen

Unit 13
10 ways to start a lesson

Students often arrive at a lesson with lots of things on their mind, so you need to get them focused on the lesson as quickly as possible. Here are 10 ways to do this.

1. Administration

In some schools, there are various administrative duties to deal with, such as taking the register. This is not an imaginative way to start a lesson, but while you are checking names, the students have time to get settled and start thinking about the lesson.

2. Small talk

One of the simplest ways to start a lesson is by making small talk with the students. Ask how their week has been or find out what they've been doing at work. Making the first few minutes of your lesson social helps to build rapport, and it offers authentic language practice.

3. Homework

Some classes like a familiar approach to starting a lesson before moving on to the main business of learning a new language point. Checking homework is one way to do this and, assuming it was based on the previous lesson, it's a good way to remind the students of what they have learnt.

4. A quiz

Another way to refer to the previous lesson is to choose between 10 and 20 words that you taught in the last lesson or the last series of lessons. Before the lesson, write definitions for these words. In class, put the students into teams of three and hold a quiz. Read out a definition to one of the teams. If they guess the word, they receive a point. If they get it wrong, offer it to

the other teams for a bonus point.

5. Questions

Ask two or three questions which require a personal response so you draw on what the students already know and can talk about. You can write the questions on the board. For example, a lesson about sport and free-time activities will typically begin with questions such as: *What do you like doing in your free time? How often do you play...? What's your favourite sport? Why do you like it?* You can ask everyone the questions and get different students to answer. Alternatively, the students can work in pairs or small groups and ask and answer the questions.

>> Unit 13.5: Classroom survey

6. A picture

Choose an interesting photograph, cartoon or image connected to the topic of the lesson. Ask the students to discuss what they can see or what they expect the lesson to be about. (See Unit 58)

7. A quotation

With higher-level classes, you can write an interesting quotation or saying on the board. For example, you could use this quote in connection with the topics of social responsibility and government:

'Ask not what your country can do for you – ask what you can do for your country.'

JF Kennedy, 1961

Ask the students what they know about the person and whether they agree with the quote.

8. Video

A short video extract related to the main topic can be a fun way to start a lesson. You can play it first with the sound down and ask the students to speculate about what the people in the video are saying to each other. (See Unit 59)

9. Brainstorm

Write a topic word in the middle of the board and ask the students to call out any words they know related to this topic. So, if you write the word SPORT, they would call out types of sport or possibly sports equipment. If you have lots of words, you could also group them afterwards into sub-categories.

10. Ask the students to prepare something

Once your students have become relaxed with your lessons, you can start to hand over responsibility for parts of the lesson. For example, ask two students to prepare a short talk for the next lesson about something they feel passionate about (see Unit 35). Having student presentations at the beginning of a lesson can be effective because the presenters will be nervous and want to do their presentation straightaway, rather than sitting nervously through the rest of the lesson. In addition, if some students are presenting, the other students will often arrive punctually to give moral support to their peers.

"Even if my coursebook has a couple of warmer questions, I write these on the board instead of starting the lesson with the book open because I feel it's a bit more 'heads-up.'"

Gabriel, UK

Unit 14
10 ways to end a lesson

How you end a lesson can be as important as how you start it. You want your students to leave the classroom feeling good about themselves and their learning: they should end the lesson with a sense of achievement and the knowledge that they have made progress in their English.

1. Feedback

Because of the structure of many lessons, the second half of a lesson is often given over to the students working on a task which practises the language presented in the first half. Towards the end of a lesson you want to bring everyone together and talk about their work. For example, if the students have been involved in a speaking task, you can note down phrases they used correctly or incorrectly and write them on the board. Spend the last 10 minutes of the lesson talking through the things you noted, praise correct use of new language and discuss how to improve any language with mistakes. This approach to ending a lesson offers a nice closure, together with recognition of the students' progress and what they still need to work on.

2. Displaying work

If your students have spent a lot of time in the lesson working on something creative such as writing a story or designing a poster, make sure you allow time at the end for them to display their work. For example, they could pin it up on the walls and then walk around the classroom looking at each other's work. This is a very satisfying way to end a lesson, so don't underestimate how much time you might need for it: perhaps as much as 15 minutes. If you don't feel you have enough time to dedicate to this type of display, then consider setting up a class blog where the students can post their work online. (See Unit 61)

3. Your takeaway

Set aside five minutes at the end of the lesson for the students to reflect on what they have studied in the lesson. Ask them to write down three new things that they learnt in today's lesson and to compare their list with other students. This is a quick way to establish what everyone is taking away from the lesson.

4. 'Can do' statements

There is a current trend in ELT to define language learning in term of 'can do' statements. For example, we can define a language objective with a statement like 'I can order food in a restaurant'. You might have a course syllabus written this way, and course materials sometimes include 'can do' statements at the end of a page for the students to review their learning. However, it's easy enough to adapt this idea so that the students complete sentences starting with the words 'I can …' and they write what they can now do in English as a result of the lesson.

5. Vocabulary from the lesson

If you have 10 minutes left at the end of a lesson, it's a good opportunity to finish with some fun but also revise some of the vocabulary that has been taught. You could choose 10 new words from the lesson and have a quiz in which the students compete in groups. Read out a definition of the word and they have to say what it is. (For more ideas, see Unit 77)

6. Ending with something totally different

Revising the language of the lesson is useful (see 5) but sometimes you could also spend the final 10 or 15 minutes doing something completely different and unrelated to the lesson. For example, have a general knowledge quiz (see page 268) or a grammar auction (see Unit 71), which will change the pace and end the lesson on a high note.

7. Clearing up

This tip is especially important when working with much younger learners. They will need five minutes at the end of the lesson to pack their things away. Similarly, if you have been doing

something like project work in class or making posters with scissors and glue, use the final minutes of the lesson to tidy up the classroom.

8. Any questions?

Allow time at the end for the students to ask questions. Often in the middle of a lesson there isn't time to deal with every kind of query. So questions allowed at the end could be questions about the subject-matter of the lesson or they might be about the course in general. And if one student has a question, it's probably something that the other students would like to know the answer to as well.

9. Setting homework

It's usually best to set homework towards the end of a lesson and to make sure – especially in the case of younger learners and teens – that the students write it down somewhere. Even if you set the homework earlier in the lesson, remind your students about it again at the end.

10. Thanks and goodbye

At the end of a busy lesson when time is running out, it's easy to forget or not have time for basic social pleasantries such as thanking your students for all their hard work, wishing them a good weekend and saying goodbye. And if they are unable to come up with the correct phrases in response, then spend some time at the next lesson teaching them the language for saying goodbye.

Unit 15
10 roles that teachers have in the classroom

A traditional view of the teacher is of a person standing at a board delivering knowledge to rows of students, who then write everything down. In fact, it's a very long time since this was really the case in the English language classroom. It's a teaching model which only lent itself to students passively receiving language without any active involvement. Nowadays, we aim towards classrooms in which the students use language actively to reflect their real-world needs. As a result, the roles and

responsibilities of the teacher during the lesson can vary so much that it's no longer correct to assume you'll always see the teacher at the board.

1. Monitor

Students often work in pairs or groups in the modern language classroom, so teachers will monitor the activity and discussion. Monitoring includes listening to the students and gauging when they need help and when it's better to let them work something out for themselves.

2. Guide

Sometimes teachers give explanations and rules for language points, but often they just point the students in the right direction so that they can work out the answers for themselves. The belief behind this is that the students are more likely to remember something if they have discovered it for themselves. Sometimes, the teacher can just point at a word or sentence to show the way. At other times, the teacher will ask the students questions to elicit certain answers and help them to arrive at a new understanding.

3. Corrector

Students expect a teacher to correct their mistakes. However, teachers must be able to judge when it is appropriate to correct. For example, if the focus of the class is on accurate repetition of a structure, then the teacher will correct on-the-spot. On the other hand, if the classroom task aims to develop fluency, then a teacher might choose not to stop and correct the student at that stage so that the flow of language from the student isn't interrupted.

4. Motivator

Even students who are highly self-motivated sometimes need their teacher to give them that extra push. Teachers motivate students in all sorts of ways, including through giving praise, encouraging, choosing interesting topics and texts, and being enthusiastic about the subject matter.

5. Model

Teachers need to give their students a correct 'model' of the language. For example, teachers can say a word in order to help the students with the pronunciation or they can give an example of a new word used in the correct context.

6. Leader

You are the leader of the class. You manage the class by starting and ending the different stages and making sure everyone is following, both in terms of understanding and concentration.

7. Organiser

Good classroom management, especially with large classes, requires good organisational skills. It includes ensuring that routines are followed, and that the students know what is expected of them. For example, you might need to put them into groups or pairs and have them change the classroom environment in some way, such as by moving the chairs and tables.

8. Checker

Teachers check many things. Before a lesson, they check that the classroom is equipped with everything they need. Then when the lesson starts, they check that all the students have arrived and that they have the materials they need. During the lesson, they check that the students understand an instruction or a new language point. And of course, teachers also check their students' answers to an exercise.

9. Instructor

Even though many of the roles of a modern teacher are linked to guiding and facilitating, there is still a place for the teacher who instructs students about English. This usually begins with telling the students what to do and explaining how the language works and what the rules are for particular language items. It also means telling a student what he or she got right or wrong, or telling them the answer when something is too difficult. Do not be afraid of doing this. Your students will expect it.

10. Planner

The previous nine points all refer to what the teacher does in the lesson. However, how well you plan *before* the lesson will make all the difference *during* the lesson. Of course, there are some things you can't always plan for, so you'll also need to develop the skill of in-class planning to enable you to respond to situations where the students' needs are driving the content of the lesson in another direction.

"Empathise. Everything you do and say, everything you ask your learners to do and say, try to imagine how they perceive it."

Alan Marsh, Malta

Unit 16

10 tips on homework

Part of planning a lesson includes deciding what the students should do after the lesson and before the next in order to consolidate their learning or prepare for what they are about to study – in other words, planning what homework to set. Homework is one of those things that students sometimes groan about. The reasons might vary, but there are ways to make it relevant and motivating.

1. Discuss homework

If your school has a homework policy, then your students should be aware from the beginning of the course of how much homework they will be expected to do and how often. Also note that some students expect homework and may ask you for it. If your school or course doesn't insist on a fixed amount of homework, discuss the issue with your students. Find out how much time they have realistically for extra study outside class.

2. A clear link

Set homework that will in some way revise the language that was done in the lesson. However, try to avoid setting tasks which are similar to the ones you did in class. So if you taught 10 new words, make sure the homework reuses the words in a very different way. For example, if the students used the words in a speaking task in class, then they could reuse them in a piece of writing for homework.

3. Extend the lesson

You can also extend the language you have taught in class by providing homework that builds on the language the students have just learnt. For example, if they learnt the names of eight animals in class, you could ask them to find the names of four more for homework.

4. Preparation for the next lesson – or flipping the classroom

Sometimes the homework can be reading or listening to a text which contains input for the next lesson. You could even make a short video presenting a language point, which the students watch at home. Then in class, they do some tasks based on the language they studied at home. This idea of making the homework the input stage and keeping the class for output is becoming increasingly popular. It's referred to as the 'flipped' classroom.

5. Finishing off

If there isn't enough time in class to finish everything, you can ask the students to complete the exercises at home. This is especially useful for mixed-ability groups containing students who

need more time. Alternatively, if you have students who finish an exercise early, they could be given an extra task for homework in order to give them the opportunity to extend themselves.

6. Homework doesn't have to be like 'homework'

Quite often we think of homework in terms of completing exercises in a workbook or writing a text. However, there are all sorts of ways to add variety to homework which will add motivation. For example, the students could prepare a PowerPoint presentation on the topic of the previous lesson and deliver it in the next lesson. By making use of technology, you can make homework involve speaking and listening as well as reading and writing. The students could record themselves speaking for homework and bring the recording to you in the next lesson. You could then listen and record your feedback.

7. Research project

For extended project work, students often need to carry out some research online. This part of the project work can be done at home. The students then bring their findings to the next lesson.

8. Co-operative homework

Encourage your students to do their homework with a partner or in groups. Some students find it very helpful to work with a friend. You could even encourage interactive homework by setting communicative writing tasks that require the students to text or email each other. Afterwards, they can print out their communication and give you a copy.

9. Timing

Give your students a rough idea of how much time to spend on their homework. For example, tell them it should take around 45 minutes. If they spend more time than that, encourage them to stop working and write a sentence at the end explaining that they ran out of time. This is useful for two reasons: first, it means that slower students don't feel penalised and second, it gives you useful information about what each student is able to manage in the time set.

10. Marking homework

A lot of homework includes exercises with right or wrong answers, and in this case, the students can often mark their own work. However, if for example, you set a piece of writing for homework, it's a good idea to tell the students in advance how you intend to mark it. For example, you could give them a list of your marking criteria, which will act as a guide to your expectations.

"My best teaching moment was giving each student a bound copy of their class magazine compiled on the course. They were really happy."

Unit 17
10 ways to motivate

We can talk about two types of motivation in teaching: intrinsic and extrinsic. Intrinsic motivation is when people learn for personal satisfaction and because the task is enjoyable and interesting in itself. Extrinsic motivation refers to factors which motivate students from outside themselves. For younger learners, this might mean that their parents have told them to learn English. On the other hand, the prospect of gaining a place at university or a better job if they achieve a certain level of English will motivate adults.

It is clear that teachers have a major role to play in both kinds of motivation. First, they can encourage the students to take pleasure in learning and help to make learning interesting in itself (intrinsic). Second, they can help their students to become aware of and to keep in mind the benefits of learning English (extrinsic).

Here are 10 techniques that a teacher can use to foster motivation.

1. Personal interest

Know everyone's names and show an interest in them both as people and as learners.

2. Demonstrate interest in the subject

Your own interest and enthusiasm for the subject will be infectious. So even on days when you feel tired or distracted by personal concerns outside the classroom, it's important to enter the lesson focused and ready to go.

3. Challenge

Always see how much further you can challenge your students. If they find one exercise easy, set them another which will extend their knowledge.

4. Aims and objectives for the lesson

Many teachers begin by writing the main aims and objectives for the lesson in one corner of the board. This routine means that the teacher needs to have thought out and defined the aims, but more importantly, it enables the students to see that there is a clear direction for the lesson. As a result, they will be motivated to try to achieve those aims and outcomes.

5. Rationale

As well as giving the aims and objectives of the lesson (as in 4), you might also want to give your reasons. For example, if you are teaching students of college age the language of presentations, it might be worth pointing out that when they finish their studies and enter the world of work, they will have to give presentations all the time. On a more pragmatic level, a motivating rationale can even be as basic as explaining that they need to work on something because it's in the exam.

6. Contexts

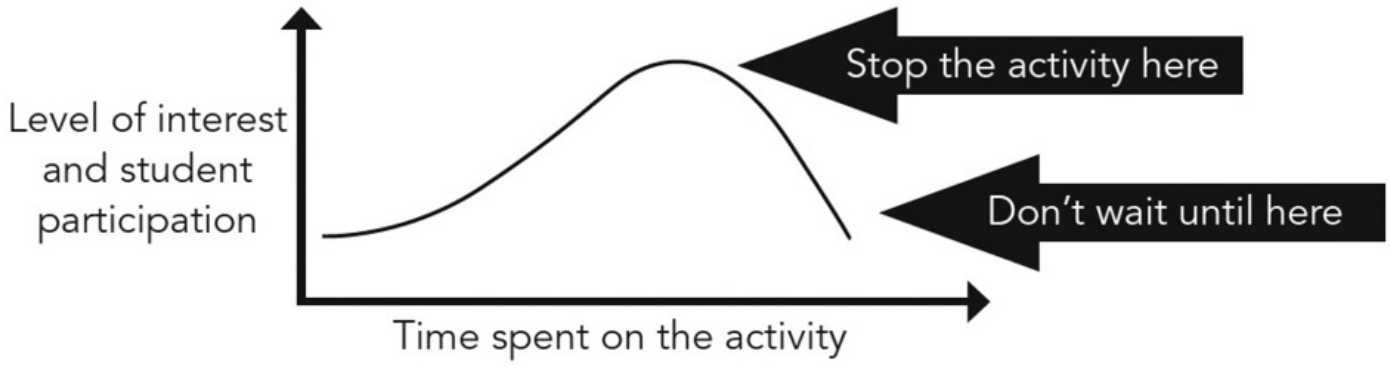
Choose topics, songs, articles and activities that will interest your students (though this doesn't necessarily mean things that interest you). Find out what they read, listen to or watch in their own language at home and bring similar texts in English to your lessons.

7. Variety and timing

Try to vary the types of tasks you give. Even if your students need to read a long text, you can vary the type of tasks or exercises they have to complete. With younger learners it's especially important to change the activity after five or 10 minutes, but older learners will also need changes in pace.

8. Leave them wanting more

Planning how long something will take in a lesson is hard. You can only estimate it and then see how the students cope with the task. However, on this issue there is one piece of advice you can take from live performers, and that is to leave your audience wanting more. In other words, even when the students are enjoying a particular activity, don't think to yourself, 'Oh well, they like this so I am going to let it go on longer'. If an activity goes on too long, the students will eventually become bored or distracted. Instead, stop an activity just as it has reached its peak and started to fall. Here's a visual picture of how this might work with a speaking activity.



The teacher has given the students a role play to do. As the students start, their level of interest and participation rises to a peak. If the teacher stops them just after the peak, then the students will remain interested and motivated; in some cases they may even complain that they want more time to continue!

9. Feedback

It's easy to forget that praise like 'Well done', 'Very good', 'Good work' goes a long way to increase motivation. At the same time, the students will see through feedback like this if it isn't supported with comments on what they need to improve next time. For example, if you take notes on the language the students use during a speaking activity, make sure you write down examples of both good language use and also phrases with mistakes. Write all these examples of students' language on the board after the activity (making sure the students who said them remain anonymous to avoid any embarrassment) and ask the students to say which are correct and which contain mistakes.

10. Games, quizzes and competitions

Activities which are 'game-like' or that involve a competitive element will motivate many students, though not all. Some students care about winning, and for them competition can be a healthy motivator. However, even students who don't like such activities can still respond to an element of personal competitiveness. For example, if they can recall seven of the 10 words you taught in the previous lesson, ask them to try to beat their own personal score in the next lesson.

Unit 18

10 questions to ask your students after a few weeks

Soon after you start a new course, it can be really helpful to get feedback from your students on how the course is going. This might sound daunting, but in fact it is a very effective way of making sure that the students are enjoying the course and feel that they are learning. Also, if there are any potential problems, finding out about them in the early stages can help prevent them from becoming much larger problems.

Feedback can be obtained by meeting your students individually for informal tutorials. If that isn't possible, you could use a questionnaire. Some or all of the questions below could be used in either approach.

1. How would you describe your progress in English on this course? Very good? Good? Not very good?

Once your students answer this question, ask them to give reasons or think of ways their progress could be improved.

2. Which areas would you like to work on more for the rest of the course? Speaking? Listening? Writing? Reading? Grammar? Vocabulary? Pronunciation?

Often the students will answer this question by saying they need to work on everything. However, in most cases it's helpful if they can identify specific areas to prioritise and those which need special attention.

3. Are there any topics you would like to do in class?

There are many reasons why students might want to cover particular topics in class. They may be taking the course to help them in their work and need more work-related topics. They may simply be interested in certain topics which you could incorporate into your lessons.

4. Which types of activities in class are especially useful for you?

This question helps you to understand the types of things that your students enjoy doing in class. The responses can help you think about changing or increasing certain activity types. Alternatively, this can be an opportunity for you to explain your reasons for doing certain things in class to the students.

5. What's one thing you like about the class?

The answer to this question can be reassuring to you but it also encourages the students to express what they enjoy about their learning in general. It also gives you an insight into how they like to learn.

6. Is there anything you don't like about the course?

This might be a tougher question for you to ask and a student might answer 'I like everything about the course' in order not to appear rude or hurt your feelings. However, if there is a problem, getting an honest answer to this question allows you to identify it early on and take the necessary action to resolve it.

7. Do you think you receive the right amount of homework?

It's useful to know if the students want more work outside the lesson or if they don't have much free time for self-study. Also, if a student isn't completing your homework assignments, this question gives them an opportunity to explain why and to discuss possible solutions.

8. Do you make use of the resource centre at the school? Why? Why not?

If your school has a resource centre or library, find out how many students are using it. Sometimes if they haven't used it, the reason can be simply that they didn't know about it or don't know how to make use of it. If so, you may need to include a tour of the available resources in your next lesson.

9. Is there anything you can do outside the lesson to help with your English?

This question encourages the students to think about their own learning and how they can take responsibility for it. If students lack ideas, suggest that they do things such as: read the news in English, repeat some exercises in the coursebook or meet friends at a café and speak in English for 30 minutes.

10. Do you have any questions for me?

Always give your students the chance to ask you questions or raise any concerns they may have. Make sure you respond to this question, either in writing or by speaking to the student concerned, privately at the end of a lesson. Try to give your student an answer with concrete examples of how you will address the concerns in the lessons.

>> Unit 18.10: Student feedback

"At various stages during the course I ask the students to complete sentences such as: 'The two most useful things I've learnt are…, What I found most boring is…, I think I have improved/not improved because…, I

would like more/less of…, Something I've learnt that I'll never use again is…' etc. I then set a pair speaking task, monitor and take notes. I find this to be more honest and informative than asking for formal written feedback. It also brings out any other issues which may not come up without the discussion."

Angie Conti, Malta

Activities for topics

Many courses nowadays base a lesson or series of lessons around a central theme or topic. For example, if the topic is ‘Food’, the students will expect to learn the vocabulary to describe different types of food and ways of cooking, how to ask for food in a shop, or how to order a meal in a restaurant. The topic of food is also commonly used to introduce the idea of countable and uncountable nouns.

So the aim of this section is to offer practical activities which help students to learn and practise the language for commonly-taught topics. Each unit provides a series of ideas which start with things you might do at the beginning of a lesson to introduce language and give controlled practice. Then, the later activities provide freer practice with lots of opportunities for speaking and often a suggestion at the end for a writing exercise.

Over the whole section, each unit suggests a wide-range of activity types from ways to present language on the board, to controlled exercises with gap-fills, to role-plays to activate language. So even if you are not teaching a particular topic one week, you still might find an idea in the list for an activity type that you can adapt to work with another topic.

Unit 19
10 activities for the topics of PEOPLE

and HOMES

All students need to be able to talk about themselves and to ask other people about their lives, so the topic of personal information, including talking about families, homes and physical appearance is one that often comes at the beginning of a course. Here are 10 activities linked to this topic which you could integrate into your lessons.

1. Filling in a form

For teaching the language of personal description at low levels, the types of forms we fill in online or in places such as hotels or at a doctor's surgery provide a really useful context. You can either create a form for your students to fill with headings such as *name, surname, age, street name, city, postcode, date* or try to find some authentic forms to use in class. For example, you could use an enrolment form for a magazine subscription or the registration form from a hotel. Ask the students to read the form and fill it in with their own details.

2. Asking for personal details

As an extension to activity 1, put the students in pairs and give Student A a form to complete with information about Student B. In order to do this, Student A asks questions such as *What's your name? What's your address?* etc. and fills in the form with Student B's answers.

3. True or false

Another activity which deals with the language of people and personal information is to get each student to write three sentences about themselves. Two sentences must be true but they invent the information in the third. Then they work in pairs and take turns to read out their three sentences. The other student listens and guesses which sentence is false.

4. Family tree

Draw a family tree on the board going back to grandparents or great-grandparents. It could be the family tree of a famous family, a fictional family or it could be your own family. Present the family to the class and teach the words for describing the different relatives (*eg. father, mother, uncle, aunt, cousin, sister-in-law, etc.)*. For practice, the students draw their own family tree and then present it to a partner, describing their relationship to each relative.

5. Describing clothes

Introduce the language for describing clothes (eg. colours, type of materials, etc.). You can either use pictures or ask different students to stand up and use the clothes they are wearing to teach the vocabulary. For practice, ask each student to choose a person in the classroom and

write down what they are wearing today. Afterwards, the students take turns to read their descriptions and the other students have to identify who they are describing. (If you want to make sure that everyone in the class is described, write the names of the students on pieces of paper and hand these out, one to each student.)

6. A fashion show

With younger learners, you can use the context of a fashion show to practise the language for describing clothes (see 5 above). The students work in groups and each group prepares the script of a fashion show for the others to watch. They decide who will deliver the commentary and who will be the models. Each group rehearses their show and they then take turns to present them. When they present their show to the class, the 'models' walk up and down the classroom as if they are on a catwalk, and the commentator describes what they are wearing. To add real interest, the students could bring in some fun clothes to wear for the event and they could play background music.

7. Describing appearance

To teach the language of people's appearance (dark/fair, tall/short, blue/brown eyes, long/short hair etc.) you can use the same techniques as for describing clothes in activity 5 by referring to students in the class and getting the students to guess the identity of the people being described. However, because talking about personal appearance can be embarrassing for some students, another option is to put photographs of people (perhaps celebrities) up on the board. Each student chooses one and writes a description of their appearance. They then take turns to read their descriptions out for the other students to guess which person is being described.

8. Describing your home

To teach the vocabulary for describing homes, you can show students photos of houses and rooms. They then write descriptions of their own home or a favourite room. However, a more interesting type of writing activity is to get them to imagine they are selling a house or apartment and to write an advert for it. You could bring in some examples of house adverts from estate agent sites for the students to study first. They can underline any useful phrases and note what the advert includes. Then they write a similar one for their own house. Afterwards, pin up the adverts and allow the students to read each other's.

9. Prepositions of place

When we teach the vocabulary of furniture and household objects, it also makes sense to introduce prepositions of place *(in, on, next to, behind, opposite, above, below, between, etc.)*. To practise the language, give two sheets of blank paper to each student. Ask them to imagine that one piece of paper is an empty room and tell them that they must draw furniture in it. Once they have done this, they work in pairs and sit opposite each other so they cannot see

each other's drawings. They take turns to describe their room and their partner tries to draw the room on the other blank piece of paper. Afterwards they compare their rooms to see if they drew them correctly.

10. Giving directions

For practising the language of directions *(go straight ahead, turn right, turn left, stop at the end etc.)* ask the students to imagine a friend is going to visit their home. They write the friend an email and give directions either by road or by public transport.

Unit 20
10 activities for the topic of FOOD

Food is one of those topics which is of universal interest to students and can be included at every level. Students need to be able to ask for it, describe it, express their preferences for different tastes and understand how to cook it from a recipe. It's highly cultural and can often generate heated discussion as to what national cuisines are the best. Here are 10 activities that you could build a lesson on.

1. Pictures or the real thing

To teach new food words, the only real way is to show the students pictures of food and have them match the words or – where possible – bring in the real thing.

2. Categories

Teach the students different food categories such as meat, seafood, vegetables, fruit, dairy. Then write a selection of food words on the board (*eg. chicken, prawn, onion, lemon, milk, etc.*) and get the students to categorise them under the different headings. You can also do the same activity using other types of category, such '*Very healthy'*, '*Healthy'* or '*Not healthy*'.

3. Countable or uncountable

In grammatical terms, nouns can be countable (you can count them) or uncountable (you can't count them). So you can say '*I'd like three lemons*' but you can't say '*I'd like three beefs'*. Ask students to categorise food words as countable or uncountable by writing the letter [C] or [U] after each one; eg. *lemon* [C], *beef* [U].

4. Shopping lists

To practise using the language of food, ask all the students to make a short shopping list with about five or six food items. (They should also write how many items with countable nouns or how much with uncountable, eg. *three lemons, one kilo of beef*.) Then divide the class in half. One side are people who need the food items on their list. The other side are neighbours who have the items on their lists. Those who need the items walk over and talk to different people asking, for example, '*Do you have any lemons?*' If the neighbour answers, '*Yes, I have three lemons*.' then the person asking can cross the lemons off the list. If the neighbour doesn't have the food, then the person asking goes to someone else. The aim is for each student to cross off all the items on their list. Afterwards, repeat the activity with students changing roles and using new shopping lists.

5. National dishes

As a lead-in to the topic of different dishes from the world and what students like to eat, write some dishes on the board and ask students to discuss and say a country or region of the world which they are normally associated with. For example: *pizza, curry, kabsa, ceviche, fish 'n' chips, sushi, burgers*. Possible answers might be *Italy, India, Middle East, Peru, England, Japan, the USA*, though allow for some variation. Then discuss which types of food your students have tasted and what types of restaurant or national cuisine they prefer.

6. Menus

Bring in menus to class from different restaurants (many are available from restaurant websites). If you have done activity 5, the students could try to categorise the menus by nationality. Alternatively, ask them to underline any food words they recognise. Then brainstorm the kind of information that a menu must include; eg. *names of dishes, what is in each dish, prices, is it a starter, main course or dessert*? Then put the students in groups and ask them to imagine they are starting a new restaurant. They must discuss what type of restaurant it will be and then design and write a menu, divided into the different courses. At the end, the groups present and compare their menus.

7. Restaurant role-play

To practise the language of ordering a meal in a restaurant, write the kind of expressions on the board that you need in a restaurant. You could try to elicit suggestions from the students such as '*Can I have the menu, please?*', '*What would you recommend?*', '*I'd like…*' '*Are you ready to order?*' etc. The students then work in groups of three and role-play a conversation with two customers and one waiter. They will need a menu, so either give them a real one or use the menus that they have written in activity 6. Tell the customers to discuss the menu for a few minutes and then place their order with the waiter. You can vary the conversations according to

the level. For example, with more advanced students, one of the customers could complain about a dish in order to make the language more challenging.

8. Reading a recipe

Choose a fairly simple recipe with a number of steps in it. One interesting reading task is to cut the recipe up into its different stages. Give groups of students a copy of the recipe in its cut-up form and ask them to put the sentences or stages in the correct order. The task makes the students read the recipe carefully in order to work out the correct order. As a follow-up for homework, the students can take a copy of the recipe home and try to cook it.

9. Writing a recipe

Asking students to write a recipe for their favourite dish is a useful follow-up task to any lesson on the topic of food. It can also be set as homework. Teach them key verbs such as *chop, stir, mix, pour, slice, grill, cook, heat,* etc. To do this, you might need to mime some of the actions. Then tell the students to try to include at least five of these new verbs in their own recipes.

10. Cookery programme

As an alternative or addition to writing a recipe, ask your students to make a cookery programme – using the video camera on their phone – in which they explain to viewers how to make their favourite (or national) dish. Then play the videos in class.

Unit 21
10 activities for the topics of TRANSPORT and TRAVEL

Transport and travel is a useful topic for many students because it includes both everyday journeys from our homes to work or school and also travel further afield for business trips or foreign holidays.

1. Transport survey

For a low-level activity to practise talking about different means of transport, ask the students

to design a classroom questionnaire to find out how people travel to work or school. They could write the question *How do you travel to work/school?* and then provide a list of options to choose from, such as *by car, by train, on foot, by bicycle*, etc. The students then interview each other and summarise their findings about the class.

2. Travel problems

Travel and holidays are something that most students have experience of, so there are different ways to lead into a lesson on this topic. The subject of travel problems is especially good because it usually prompts some interesting travel anecdotes from well-travelled students. Write the following on the board and ask the students if they have ever had any problems with them: *delays and cancellations – car hire – being stopped at customs – the local food – a hotel room – illness – missed trains or flights – passports and visas – the local language – a taxi driver – other*. If a student says they have, then ask them to tell the class what happened.

3. Have you ever been to …?

With low-level classes we often teach the present perfect tense in the context of talking about travel to foreign places. Introduce the question form *Have you ever been to* + a place or city? and the short answers *Yes, I have or No, I haven't*. Then students work in pairs and ask and answer the question, inserting any place or city they can think of. With higher levels, the students can ask each other supplementary questions, such as *When did you go there? What was it like?*

4. Travel, trip, journey

Students often confuse these three words because the difference can be subtle. It's helpful to give the students these general guidelines on the use of the three words: *Travel* refers to travelling to any place in general; it's often used as verb but rarely used as a noun. A *trip* refers to going to and returning from a place for a short time. A *journey* normally refers to travel over a long distance. You could give the students this gapfill to check their understanding: (1) I _____ to work every day. It takes about an hour. (2) I have a short business _____ next week to Berlin. (3) How long is the _____ from Beijing to Moscow by train?

(Answers: 1. travel, 2. trip, 3. journey)

5. Describing a journey or holiday

To help the students describe a recent journey, trip or holiday, write these nouns on the left of the board: *hotel, country, journey, meal, transport, weather*. Then write these adjectives on the right: *comfortable, noisy, delicious, modern, out-of-date, great, tiring, friendly*. Ask the students to decide which adjective can be used to talk about different aspects of a journey; eg.

a hotel can be comfortable, modern, out-of-date, great, friendly. Once the students have done this, they could try to think of more adjectives for each aspect of a journey. Then they work in pairs and ask each other about a recent journey or trip, using the question form *How…*? and responding with some of the adjectives. For example: *How was your hotel? Great. It was really comfortable*.

6. Transport vocabulary

Write types of transport along the top of the board such as TRAIN, PLANE and BUS. Then write other words randomly around the rest of the board. This might include: *carriage, terminal, business class, first class, station, window or aisle, stop, fare, gate, boarding, lane, platform, station*. Next, the students categorise the words under the type of transport.

(Answers: *TRAIN: platform, first class, station, carriage PLANE: terminal, business class, gate, boarding, window or aisle BUS: stop, fare, lane, station.*)

7. Timetable role-play

Put the students in pairs and set up a simple role-play situation between a travel information person and a tourist. Take a real bus or train timetable and give it to Student A. Explain that he/she works at a travel information desk. Give Student B a list of information to find out, based on the timetable; for example, what time a train arrives at a destination or the number of the bus to a city. The two students role-play asking and giving travel information, based on the timetable.

8. Packing for an adventure holiday

Tell the students that they are going in groups on an adventure holiday across the desert. They are going to 'travel light' and can only take five items from the following list: *rucksack, camera, bottle, knife, tent, sun tan lotion, hat, book, matches, sleeping bag, torch, map of the region, compass, first aid kit*. The students discuss the list in groups and try to agree on which five would be the best items to have in the desert. At the end, they present their list and compare it with other groups. (There is no one correct answer. The aim is to generate discussion and make choices supported by reasons.) Alternatively, ask the students to look at the list of items and rank them in order of 'most important' to 'least important' for a journey like this.

9. At the travel agent

Cut out or print out pictures of various holiday destinations. Show some of them to the class and elicit or provide adjectives to describe each place, such as *exotic, remote, idyllic, sun drenched*, etc. Then give out all the images to some students who will play the part of travel agents. They can sit in different parts of the classroom. Their job is to persuade the other

students – the holidaymakers – to book one of their holidays. The other students stand up and walk around the class talking to the different agents. After about 10 minutes, tell the holidaymakers to choose one of the holidays and return to their seats. Ask some of the students to explain which holiday they chose and to say which travel agents were particularly persuasive and why.

10. A travel blog

A lot of blogs on the internet are about people's journeys around the world. The students could look at a few of these and make lists of what aspects of the journey they describe; the journey, the people they meet, the architecture, the local food, etc. Then they could write their own travel blog post about an imaginary or real trip they have taken.

Unit 22
10 activities for the topics of FREE TIME and SPORT

Whether they are young learners or adult businesspeople, all students need to be able to talk about what they like doing in their free time and the types of hobbies and sports they do. Here are 10 activities that will be useful when including this topic in your lessons.

1. Lead-in questions to ask students

Start any lesson on this topic with questions such as:

- *What do you like doing in your free time? Are you good at it?*
- *What's your favourite sport? Why?*

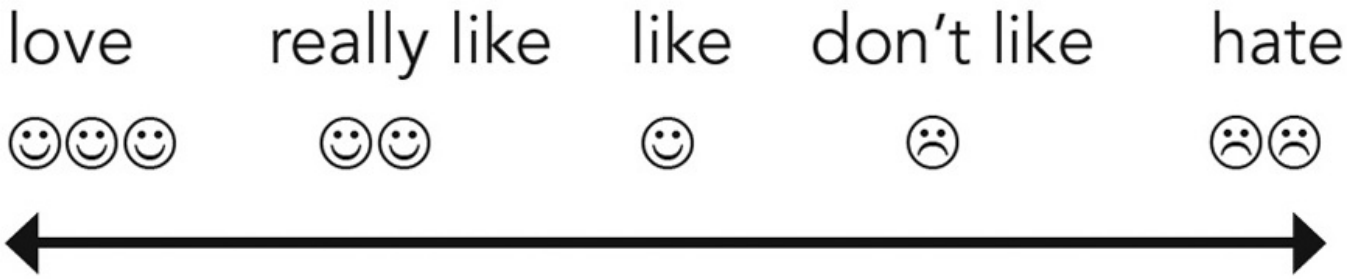
2. Mime the hobby or sport

To teach vocabulary for hobbies or sports, you could show pictures of each one and say the word. Another way, which is more fun, is to mime the activity and say and write the word. Once you have introduced the words, get the students to take turns to come to the front of the

class and mime an activity for the rest of the class to guess.

3. Love, really like, like, don't like, hate

This activity introduces low-level students to talking about their likes and dislikes. Draw a scale like this for verbs to express likes and dislikes.



Ask the students to write the name of a hobby or sport under each of the verbs on the scale. For example, one student might write painting under love or golf under hate. They then work with a partner and describe their likes and dislikes using the verbs and the activities on the scale.

4. Can/can't

At lower levels, introduce the modal verbs can and can't for talking about ability; eg. *I can play the piano, but I can't play the guitar*. Then ask each student to prepare their own survey with five or six questions. They should start each question with the words *Can you …?* and then add an ending such as *play the guitar* or *do karate* etc. When everyone has prepared their own set of questions, they ask each other the questions and report back at the end on who can do what in the class.

5. Sports vocabulary

Draw a line down the middle of the board. On the left-hand side, write a list of sports, such as *basketball, boxing, cricket, soccer (or football), hockey, surfing, tennis*, etc. On the right-hand side, write a list of sports equipment, such as *ball, bat, gloves, net, basket, stick, board, racket,* etc. Ask the students to match the sport to the equipment you need in order to play it.

6. Go, do, play

The verbs *go*, *do* and *play* often appear in front of a variety of sports. Here's a selection: *go fishing, go running, go skiing, do yoga, do exercise, do karate, play tennis, play football, play basketball*. So for a simple but useful exercise, write a list of sports on the board and ask the students to match them with the correct verb. Although you can't give students an exact rule, it might be helpful to tell them these general guidelines: Competitive sports often use the verb

'play' (*play tennis, play basketball*). Non-competitive sports which involve a lot of movement, are often outdoors and done on your own use the verb 'go' (*go climbing, go skiing*). Activities which aren't very competitive and often indoors use 'do' (*do exercise, do yoga*).

7. Famous people in their free time

Ask the students each to choose someone famous and research that person online (either in class or at home). In particular, they should find out what that person enjoys doing in their free time. In the lesson, put the students in pairs. The students tell their partner the name of the famous person they have researched. Then, they imagine they are a journalist who is going to interview their partner's famous person and write a set of questions to ask them. Then, they take turns to be the journalist and the famous person, interviewing each other using the questions they have written.

8. Definitions match

This is a team game. Divide the class into two teams. Give each team a list of 10 different sports (or fewer, depending on time). Tell the teams to write a definition of each one, without mentioning the name of the sport. For example, for football, they might say *You play this with two teams of 11 players*. When both teams have prepared their definitions, they take turns to read them out and the opposing team must guess the sport. Give each team a point for guessing the correct answer and see which team wins.

9. A location for the Olympics

For higher-level classes, extend the topic of sports into a scenario where the students have to present their hometown or city as a good location for the next Olympic Games. Begin by brainstorming with the class what is important when choosing a venue for an Olympic Games. Answers might include *transportation, hotels, stadiums, places to eat,* etc. Put the students into groups and ask them to prepare a presentation for the rest of the class about why their chosen location would be good for the Olympics. Afterwards, each group gives their presentation and the class votes for a location. (They are not allowed to vote for their own.) (See also Unit 34)

10. Biodata

Biodata is a personal statement about yourself. You might write it on a social media site or if you are taking part in a workplace event. Normally biodata includes information about what you like doing in your free time. Ask the students to write their own biodata about their work/studies and their free time. Set a word limit of around 100 words.

Unit 23
10 activities for the topic of CULTURE

The topic of culture is both interesting and relevant to most language students. You will often find that they like talking about cultural differences, and because many of them learn English to travel or live and work abroad, comparing customs and cultural values in different countries may be very useful for them in the future.

1. Culture is …

As a lead-in to a lesson on culture, write the words Culture is … on the board. Tell the students that they have one minute to complete the definition, using no more than10 words. Afterwards, invite them to read out their definitions and listen for similarities and differences. Point out that there are many different possible definitions of culture so all their ideas will help them to understand the concept.

2. Photo quiz

Before the lesson, choose a selection of photos from different countries showing different aspects of culture. These might show people, famous buildings, natural features or types of products or food. Try to choose some photos of things that are well-known (eg. a photo of Big Ben in London) and others which are less easily identifiable as representing a particular country (eg. a family having a meal). Put the students into teams and show them the photos one by one. Each team calls out the name of the country they think is shown. They receive one point for a correct answer. The team with the most points at the end is the winner.

3. Sentence quiz

As an alternative (or addition) to the photo quiz, prepare some sentences which describe cultural behaviour in different countries. There are many examples of these online but here are five, with an example of a country indicated in brackets. Note that there may be more than one country that is correct.

1. *When you visit someone's house, remove your shoes at the door. (Answer: Thailand)*

2. *Tip the waiter 20% in a restaurant. (Answer: USA)*

3. *You often eat dinner after midnight. (Answer: Spain)*

4. *When you greet a female friend, kiss her three times on the cheeks. (Answer: Poland)*

5.*It's impolite to refuse a second helping of dinner at a person's house. (Answer: Egypt)*

Put the students in teams and read out a sentence. If the students guess the country, they win a point.

4. Rules and etiquette

This activity can follow on from activity 3. Give students the five sentences in 3 and ask them to rewrite them to describe rules and etiquette in their own countries. For example, a student might write for sentence number 1: *When you visit someone's house in my country, always arrive on time*. If your students are from the same country, they can work together. At the end, they can read out their new lists to the class or put them up on the wall so everyone can read each other's.

5. Word association

Make a list of 10 countries. Choose some which will be well-known to the students and others which will be less familiar. The students work alone. You read out a country and they have to write down any word associated with the country. Their ideas might include the name of a famous place, a city, the type of people, a dish or a sport. Then put them in pairs or groups and ask them to read out their lists to each other. During the discussion, encourage them to explain their choices. At the end, ask the class to say what kinds of words they think other people would associate with their country.

6. Colour

Colours often have different associations in different countries. For example, red in western countries can mean passion or anger, whereas in China it is symbolic of luck and wealth. In this activity, the students consider what particular colours mean to them and their own culture. Read out the following colours and ask the students to write down one word that they associate with it. (eg. red = love): *red – black – yellow – blue – orange – green*.

Afterwards, give a few examples of what the colours indicate in other cultures and ask the students to compare them to their own ideas. *Black* = anger in India, *yellow* = health in China, *blue* = love in some parts of Africa, but death in Mexico, *orange* = happiness in Japan, *green* = the Earth or the environment in many cultures but also jealousy in the UK.

7. Festivals

You will find short reading texts on many different cultural festivals on the internet. Bring some to class and give the students a selection. Ask them to read and make notes about each festival under the four questions: *Where is it? When is it? Why does it happen? What happens?* After they have taken notes on two or three festivals, they can summarise their findings in groups or

with the rest of the class. As a follow-up, the students can be asked to write about a festival in their own country or culture. Alternatively, they could prepare a short presentation with photos about their festival for the next lesson.

8. What would you change?

This is a discussion exercise for higher-level students and especially those who are thinking of living overseas. Write this question on the board: *What would you change to fit in with the culture of another country?* Then underneath the question write the following items: *Your language? Your style of dress? Your religion? Your breakfast? Your attitude to time? Anything else?* The students discuss their views on the question and the items listed in pairs or small groups. They can also try to think of other areas of their lives that they might have to change when living in another country.

9. Films

You might show higher-level students all or part of a film which includes cross-cultural issues, and ask them to identify the aspects of culture it deals with. Three excellent English films which deal with different aspects of culture include *My Big Fat Greek Wedding* (on the topic of family and culture), *Lost in Translation* (deals with culture shock), and *Bend it like Beckham* (which looks at issues of different cultures living in the same country).

10. An email to an English friend

Ask your students to imagine that a friend from England is going to study in their country for a year. They should write a short email, giving the friend advice on what cultural differences they might notice about the country and suggesting ways of dealing with the differences.

Unit 24
10 activities for topic of SCHOOL and EDUCATION

Many courses include the topic of education and learning. Students are often expected to be able to talk about what they learn in the education system in their countries. It’s also useful to explore this area because it encourages the students to

reflect on how they like to learn and how they might improve their own approach to learning English.

1. School subjects

To talk about education, students will need to be able to understand the meaning of the different subject names. As a quick check, write this list of subjects on one side of the board and the words on the other:

mathematics English history geography physics biology IT physical education (PE)	spelling living things dates sport electricity programming multiplication rivers

Ask the students to match a word on the right to the class subject in which they would learn about it. For example, mathematics – multiplication, English – spelling, history – dates, etc. As a follow-up, put the students in groups and ask them to think of two or three more items that they would expect to learn about in each subject.

2. Word stress

Students often have problems pronouncing different subject names, so read out the subject words in 1 and have the students underline the main stressed syllable. For example: *mathematics, English, history, geography, physics, biology, physical education.*

3. Grouping subjects

Following on from 1, write a selection of subjects on the board and ask the students (working in pairs) to think of different categories for grouping them. For example, physics and biology would go into a category called ‘science’ whereas history and geography could come under ‘humanities’. Also encourage the students to be more imaginative with their categories. For example they could create categories such as ‘subjects we are both good at’ or ‘subjects that we think are less important’. Afterwards, ask everyone to report back on their ideas and give reasons for their answers.

4. Timetables

Ask your students to bring in their school timetables or write them out with the days and times for each class. They then have to present their timetables to each other and find similarities and differences. As a follow-up, ask them to design their ‘dream’ timetable or the timetable they would like in their ideal school. It might include only the subjects they like or perhaps have a lunch break which is twice as long. The aim is for the students to have fun with their ideas, but

also recycle the language for talking about timetables.

5. Design a course

Choose a job such as ‘police officer’ and write it on the board. As a class, brainstorm what a person needs to learn on a course in order to do that job. As the students suggest different skills, write them on the board until you have about 10 ideas. Now put the students in pairs and give each pair a different job title. Their task is to think of what a person needs to learn in order to do that job and then to design a course programme for it. You can either give the students predictable job titles such as ‘teacher’ or ‘waiter’ or you could give them less obvious job titles such as ‘pop star’ or ‘TV newsreader.’ To follow on from activity 4, the students could even design a one-week timetable for the course.

6. Collocates

The topic of education includes quite a few collocations. Give the students a copy of the following exercise in which they have to match the nouns to groups of verbs which they collocate with.

an exam a subject university marks homework a word

1. teach, learn, take _____ 2. fail, pass, revise for _____

3. receive, award, give out _____ 4. understand, know, look up _____

5. forget, lose, hand in _____ 6. apply to, study at, graduate from _____

(Answers: 1. a subject, 2. an exam, 3. marks, 4. a word, 5. homework, 6. university)

7. School rules

The topic of school rules is always interesting – especially when students comment on them – and it also provides a simple way to practise verbs such as *must*, *have to* and *can’t*. Write three rules on the board and then ask students which are true for them:

1. You must wear a uniform.

2. You have to start classes at 8.30am.

3. You can’t call your teacher by their first name.

Next ask them to write more school rules using the verbs *must*, *have to* and *can’t*. Afterwards, they can compare the rules at their school with other students. Alternatively, ask the students to create an imaginary school and write the rules they think it might have.

8. Used to

Show the students an old photograph like this one from a school in the past.



Ask them to make a list of all the differences between then and now. Then model the use of the verb *used to* to talk about habits and situations in the past, like this: *Students used to sit at separate desks*. They didn't use to talk to each other.

Ask the students to make similar sentences with used to/not use to and their list of differences.

9. Your education system

This activity is a good lead-in to the topic of different education systems in different countries. Write this description of the education system in England on the board or you could dictate it and get the students to write it down:

'*In England, children start school at five. They attend primary school until they are 11 and then they move to secondary school. At the age of 15 or 16, they take their GCSE exams and then they can leave. However, lots of students study for A-levels until they are 18 and try to*

get into university.'

Then ask the students to rewrite the text so it is true for their education system. For example, they may need to change some of the ages and terminology.

10. Research task

As a follow-up to activity 9, ask the students to research the education system in another country such as Canada or the USA. Ask them to find differences between the system in that country and their own education system. There are plenty of websites that have information on this topic. Sometimes teachers also try to make contact with schools in other countries so that students at both schools can communicate and share information with each other about their education systems.

"Getting learners to talk about their memories and experiences of education – good or bad – is a great way to get them thinking about how they can direct their own learning in the future."

Paul Dummett, coursebook author

Unit 25
10 activities for the topic of WORK and BUSINESS

Many students learn English either because they need it for their current job or in order to improve their job prospects. These 10 suggestions for activities aim to help both these types of learner. The first three activities are short tasks that will act as a lead-in to a lesson on the topic of jobs and work. The next three are centred on applying for jobs. The final activities are useful for developing key business communication skills for students already in employment.

1. Job suffixes

Show the students how we often add a suffix -er to create a job; for example teacher or painter. Write these suffixes on the board: *-er, -or, -ant, -ist, -ive, -ian* and ask students to think of one job title with each suffix. They can work in pairs to help each other and also use dictionaries.

Answers might include: *manager, actor, accountant, journalist, camera operative, electrician.*

2. Guess the job

Tell the students to write down five job titles they know or have learnt recently. They must prepare a short description of each job with one sentence only. Tell them to write the five descriptions without mentioning the actual name of the job. After this, they work in pairs, take turns to read out their descriptions, and guess the job title.

3. Ranking job benefits

Write these job benefits on the board: *pension plan, overtime, paid holidays, salary, promotion, flexible working hours, meeting new people, company car*. Tell the students to imagine they have a job with these benefits. They work in groups and try to rank them from 1 to 8 in order of priority. At the end, they present their list and compare it with other groups.

4. Write a job advert

Bring in a collection of job advertisements from newspapers or from the internet. Pin them up around the room. Ask the students to walk around and make a list of all the different types of information that the job adverts include. Afterwards, ask them to list the information they found on the board; for example *job title, description, salary, benefits, contact address, deadline for applications etc*. If your students have jobs, tell them to write a job advert for their own job. If they don't have jobs, ask them to think of their 'dream' job and write an advert for that. Although many students won't necessarily have to write a job advert in the future, the activity really draws their attention to the kind of information they should look for when applying for new job and, of course, it's a useful way to practise certain job-related vocabulary.

5. CVs

Students might need to prepare a CV or curriculum vitae in English (called a resumé in North America) when applying for jobs. There are lots of examples of different CVs on the internet that you can show them. Note also that the style and appearance of a CV can vary from one country to another so ask the students to bring in example CVs from their own country and compare them with CVs prepared in English. You could begin a lesson on writing a CV by brainstorming all the sub-headings you might find on one such as *Personal details, Education and qualifications, Languages, Computer skills, Work experience, References*. In class, the students can start to plan what information they will need under each heading and then they can write their CV for homework.

6. A job interview role-play

To create a context for this activity, you will need a job description. If your students have completed activity 4, they can use one of those job adverts as the basis for the interview. Otherwise, begin by brainstorming an imaginary job on the board. The students choose a job title they are familiar with, and then suggest some of the responsibilities and skills that this kind of job might require. Once you have built up a reasonably detailed outline of the job on the board, tell them that they are going to interview someone for this job. Put the students in groups and ask them to write down 10 interview questions. Then, have the students in each group discuss how they might answer the 10 questions in an interview. During this stage, monitor the discussion carefully and suggest ways of answering interview questions if the students need help. Afterwards, put them in pairs and they take turns to interview each other using their questions and ideas for answers.

7. Making small talk

An important part of business is networking and building contacts, so students will benefit from practice in making small talk in English. Begin by asking them what kinds of topics they like to talk about in their own language when they meet people in business situations. Their answers are likely to include some or all of the following: *work, travel, holidays, sport, family, news, weather, entertainment (eg. films)*. Also raise the issue that in some cultures, there are certain topics you should not discuss; for example, businesspeople from the USA might be happy to talk about their families and home life whereas people from other cultures might not.

Explain to the students that they are all at a conference, and they are going to walk around the classroom and meet people. They have to talk about the topics which you have listed on the board. However, each student will have one topic that they do not want to discuss because of their culture. Write the taboo topics on slips of paper and give one to each student. Explain that this is the topic they are not allowed to talk about. When two students meet, they start talking and try to guess which topic the other person is avoiding. When they have guessed the other person's topic, they say it and then move on to meet another person. The activity is good for fluency, and finding out the topic your partner is trying to avoid makes it fun and competitive.

8. A telephone call

Spelling names and giving details over the phone can cause the students difficulties. Put them in pairs to role-play a telephone call. They can either sit back-to-back to simulate not seeing the other person or they can use their real phones. Student A calls Student B. Student A asks to speak to the manager to arrange a meeting. Student B says the manager is out, but offers to take a message so that the manager will call back. Student A has to leave a full name and telephone number. If you want to vary the activity, give Student A a business card with some fictional details on and they pretend to be that person. (Many teachers collect real business cards to reuse in class for this kind of activity.) Afterwards, the students swap roles and repeat the

activity.

9. A meeting

This is a fun activity in which the students hold a meeting to develop a new type of product. Put the students in groups. Tell each group to choose one simple object such as a pen, a clock, a chair, etc. Once they have all chosen an object, explain the following scenario. Their group is a company which produces the product they have chosen. Unfortunately, because the company only produces one type of this product, they are not very profitable. So they have decided to call a meeting to generate lots of ideas for new types of products. However, the rule for this meeting is that the first person who suggests an idea begins with the words *I think…* and after that, everyone must start the next sentence with the words *Yes and…* . The idea behind this is that starting every sentence with *Yes and…* forces the students to suggest more and more new ideas. Set a time limit for the meeting of around three minutes and put one member of each group in charge of writing down all the ideas generated. At the end of the brainstorming meeting, tell the groups to select the best ideas and decide what the new product will be. They can report back to the class or go on to activity 10.

10. A presentation

Ask the students to prepare a short presentation about a product. It could be a product they know well or it could be an imaginary one. If they did activity 9, they can work with their group to develop a presentation for their product. Explain that their audience is a group of investors who are looking for new products to invest their money in. Each presentation should last two minutes and cover these three points:

- What is the product?
- What type of person would buy it?
- Why should the investors put money into it?

The students may need more time to prepare, so you can schedule the presentations to

"The topic of work and is not only relevant to students' present and future needs but offers the teacher a vast array of 'real' and communacative activities to use in the classroom."

Penny McLarty, coursebook author

Unit 26
10 activities for the topics of NEWS, MEDIA and FILM

The topic of news, media and film is always popular. Here are 10 ways to get the most out of this topic in an English class.

1. Odd ones out

To introduce the range of subjects and vocabulary within this topic, give the students groups of words and ask them to delete the word that doesn't fit in each group. Each time, they must say why the word is the odd one out.

a. Broadcaster, director, presenter, screen (Answer: screen. The rest are people's jobs.)

b. Screen, location, projector, remote control (Answer: location. The rest are types of devices.)

c. News, soap opera, comedy, drama (Answer: news. The rest are based on fiction.)

d. TV, cinema, radio, YouTube (Answer: radio. The rest involve watching something.)

e. Blog, website, Twitter, newspaper (Answer: newspaper. The rest are all types of media you only find online. Newspapers can be paper-based or online.)

2. Where do you get your news?

As a lead-in to the topic of news, write on the board (or brainstorm with the class) all the places where you can get your news nowadays: *TV, radio, national newspapers, local newspapers, news websites, blogs, magazines, friends, Twitter, Facebook*, etc. Ask the students to say which sources they use most and to explain why. Another activity is to ask them to rank them in order of reliability as a news source (1= most reliable) and then to compare their views.

3. Predicting a news story

If you plan for your students to read a news article, ask them to look at the headline first and try to predict what they will read. If you are going to show a video of a news programme, you can play it with the sound down first and ask the students what they think the news will be about before playing it again with the sound up.

4. Match the photo

Choose a selection of news articles with photos and cut the photos out. Spread out the photos around the room and give each student a copy of one of the news articles. They walk around the classroom and choose the photo that they think goes with the article.

5. Make your own news story

After the students have read or watched the news, it's fun for them to make their own news story or broadcast. They could write about some news in their college or local town. Another way is to cut out a lot of interesting headlines from real newspapers or websites. Put them in the middle of the room and invite the students to look through them and choose one that interests them.

They can write an imaginary article to go with the headline or they could prepare a news broadcast and read it like a TV newsreader to the class. If you have video equipment (eg. a camera on a mobile phone), students could video their news reports. Afterwards, the class can read or watch all the different news items.

6. Types of TV programmes

When dealing with the topic of television, you will need to teach the vocabulary for describing TV programmes, including: *news, comedy, documentary, quiz show, soap opera, cartoon, music, film.* One way to do this is to play extracts from different English language TV programmes and ask the students to decide which genre it is. For additional reading work, make copies of a TV listings page from a newspaper, magazine or website. Include four or five channels and a period of time in the evening from about 6pm to 12pm. Ideally, the selection will be from quite diverse channels to ensure variety. Give the students copies of the listings and ask them to identify some of the types of TV programmes. Also ask them to say which programmes they would probably choose to watch and get them to discuss their typical preferences.

7. What's on TV?

This group role-play activity follows on from activity 6. Put the students in groups of four and tell them to imagine they are a family in the same house but with only one TV. The groups should decide who is the father, mother, teenage brother and teenage sister. Each student should also have a copy of the TV listings page used in activity 4. The four family members must discuss what's on TV and negotiate which programmes they are going to choose. They should ensure that everyone has the chance to watch at least one of their favourite programmes. The discussion will be lively and generate plenty of TV-related language.

8. Film genre vocabulary

If you teach the vocabulary to describe film genres (*action, comedy, thriller, romance, science fiction, western, fantasy, horror*) you can do similar activities to those with TV programmes in 5 and 6. Show the students different film posters or clips from films and teach the different film genre words. Ask them which types of films they prefer. You can also put the students in fours with a list of films showing at a cinema and ask them to discuss which one(s) they would like to see.

9. Plan a film

If your students are reading a book as part of their course, or they regularly enjoy graded readers, introduce them to the idea of film adaptations. Ask them to plan a film version of the book they are reading. They can work in groups or alone and think about these questions:

- What is the location? Will it be in the same time (or will you modernise it)?
- Who are the main characters? Which famous actors could play the parts?
- What is the overall plot for the film version? Will you change the plot of the book in your film version?

Afterwards, the students could present their plans or even make a film poster advertising their new adaptation.

10. A film review

Ask the students to write a short review of a film they have seen recently. As a guide, suggest that their film review should include comments on:

- the basic plot and setting
- the actors, and any good or bad performances
- whether the film does or doesn't work well.

Unit 27

10 activities for the topic of SCIENCE and TECHNOLOGY

The topic of science and technology appeals to many students because it attracts a wide range of interests; from the students who love historical facts about different discoveries and inventions to the students who want to discuss the latest in technology. Science and technology is also a very generative topic in terms of language and it's a good way to contextualise some key aspects of vocabulary and grammar. You should also refer to the later section on using technology and digital resources in your classroom because it includes more ideas that naturally link in with this topic.

1. Ranking inventions

One lead in to a lesson on science and technology is to write a list of famous inventions on the board such as: *the aeroplane, the telephone, the microchip, the petrol engine, the wheel, the printing press etc.* Put students into groups and ask them to discuss the question: 'Which is the most important invention in history?' Next, ask students to rank the items from one to six with one being the most important and six being the least important. The groups discuss the list and give reasons for their choices. You can also vary the task by having students answer other questions such as 'Which is the worst invention in history?' or 'Which is the invention which you use most?'

2. Defining relative clauses

The context of technology and in particular gadgets and devices is one which you can use to introduce definition relative clauses. Present the structure on the board by choosing a modern device such as a telephone and write: 'It's a device which you make calls with.' Underline the defining relative clause and explain how it adds necessary and important information. Next students have to think of another piece of technology and make a similar sentence. They read the sentence to a partner and the partner has to guess what device they are describing. For example:

Student A: It's a device which you type on.

Student B: A keyboard.

Student A: Correct!

3. Adjectives about technology

We often describe technology using certain adjectives; for example, apps can be ‘handy’ or a website can be described as ‘user-friendly’. One way to introduce this type of language to students is to write positive and negative sets of adjectives in two separate groups on the board.

handy reliable high-speed	**useless slow difficult-to-use**
secure state-of-the-art	**unreliable unsafe**
user-friendly	**out-of-date**

Ask students to match the positive words on the left to their opposite negative words on the right. Then they have to think of technology that each pair of words could describe. For example, you could have a handy or useless app. Or the internet can be high-speed or slow.

4. Help, allow, enable, let

We often use language to explain how technology has improved lives in some way, so it’s a useful context to introduce verbs such as allow, help, let and make. However, these verbs require different sentence structures so draw a substitution table on the board with a list of technology, like this:

Mobile phones	**help**		**to + verb**
The internet	**allow**	**you**	
Apps	**enable**		**verb**
USB sticks	**let**		

The verbs help, allow and enable need to be followed by you + to + verb (eg. The internet *helps you to find* information.) whereas let is followed by you + verb (eg. The internet *lets you find* information.). Once you have presented the difference in the two structures, ask students to work in pairs and make sentences using the words in the table and then adding their own ideas at the end to explain how technology has made life easier.

5. Passive form

This passive form is often used to talk about discoveries, inventions and technology. For example, if you ask students to read or even write their historical descriptions they should know that we use the passive form to focus attention on the technology rather than the person who invented it. You could write these sentences on the board to introduce the idea:

Active form: *Tim Berners-Lee invented the World Wide Web in 1989.*

Passive form: *The World Wide Web was invented by Tim Berners-Lee in 1989.*

Ask students how the verb changes in the passive (with the verb to be + past participle) and how the meaning changes. (In the active form the inventor is emphasised but in the passive form the invention itself is emphasised.) Ask students to think of (or research) other inventions and discoveries and write sentences about them using the passive form.

6. Will + adverb (certainly, probably, definitely, possibly)

The verb will, followed by an adverb like certainly, definitely, probably and possibly is a common way to make predictions about the future. The adverb indicates the level of certainty about the prediction; for example, you might say 'People will definitely fly their car to work in 2050.' (= very certain) or 'People will possibly fly their car…' (= less certain). When you have a lesson on the topic of technology, this is a useful structure to teach so that students can practise making predictions about how our lives will change because of technology. It's helpful to write a list of topic areas on the board and students have to write a sentence with will + adverb about each one. The list could include areas such as: transportation, work, education, communication etc.

7. Abbreviations

Reading and listening texts about technology often include abbreviations of measurement such as kg (kilogram) km (kilometre) kw (kilowatt) l (litre), cm (centimetre). The more technical the text, the wider the variety of abbreviations you might come across. When you read them in a text it's important to check that students both understand them and can say them in full. Students should set aside one page in their vocabulary notebooks for abbreviations so that every time they come across a new one, they can write down its full meaning.

8. Writing instructions

The instruction manuals that come with the technology we buy are a great source of language; especially instruction words like press, turn, pull, switch on/off etc. Students can look at an instruction manual and underline any useful verbs like these. Then ask your students to write a similar set of instructions for a device that they often use.

9. Giving instructions

As a follow-up activity to 8, students can work in pairs and take turns to explain how a device works using some of the instruction language they used in 8. Note that in written instructions we tend to use numbers and the imperative form such as '1. *Press* the green button.' However, for giving oral instructions, it's worth teaching students phrases such as 'First you have to….Then you need to… After that…' in order to complete the task.

10. Create a mouse trap

If you have been teaching lots of language for giving instructions and explaining how things work (see 8 and 9 above), this final activity is creative and a fun way to end a lesson. It also generates lots of speaking practice. Write a list of random objects on the board such as a long piece of string, glue, a car tyre, a pulley, a tennis racquet, an elephant, a pen. You can even ask students to suggest one or two other objects to add to the list. Overall, you need between about seven and nine. Put students into discussion groups of about four. Each group needs a large blank sheet of paper (A3 size or bigger if possible) and marker pens. Explain that the group works together in an office and they have seen a mouse. Using only the objects listed on the board, they must discuss, design and draw a way to capture the mouse. The rule is that they must use ALL the objects and nothing extra. Allow about 20 minutes for the groups to create their mouse traps and then ask each group to show their design and present it. This activity makes students use the language of problem-solving, directions and instructions. It’s also a very motivating and entertaining way to end a lesson.



Speaking

This section contains a variety of ideas and tips to help you teach speaking. Developing a student's level of speaking is an aspect of language teaching that teachers often find very challenging. There are a number of reasons for this. First, some students might lack confidence and be reluctant to take the risk of speaking. For those who are happy to try and speak, there can be the frustration of not having the language they need to express themselves freely. If they are only capable of fairly limited exchanges, then a speaking task can be demotivating either because it's too challenging or because it's too routine. The fact that speaking is ephemeral also makes it hard to analyse and correct.

One of the keys to creating opportunities for more speaking in lessons is often to start out with very controlled practice which evolves into much freer practice. In part, this is because students need to learn certain key phrases and expressions, but also so that they build their confidence to express their opinions and to become more fluent.

The units in this section reflect that progression from short controlled speech towards greater fluency. It begins by looking at 'drilling' which is the most controlled form of speaking practice in the classroom. Typically, we drill phrases and expressions which have a functional purpose, such as 'asking for something' or 'expressing likes and dislikes' which the students can use more fluently later on. So the units that follow list some of the basic functions we normally teach at lower levels and ways in which these can be practised.

The next units offer a lot more ideas for freer practice, including activity types such role play and ways to generate discussion. There is also a special focus on setting up and using student presentations. Towards the end, there is a unit on how to deal with spoken errors and give feedback. The section finishes with a very practical reminder that there are always opportunities for speaking practice in the classroom – we just have to take advantage of them.

Unit 28
10 ways to drill new language

Drilling is when a student hears a new word, structure or phrase and repeats it. The technique is often used at lower levels to introduce a word or phrase. The teacher says the new language and the students repeat it – or they listen to a recording of the new word or phrase and repeat it. Some language software even allows students to listen and record themselves. They can then compare their own attempt with the model version.

The reason many teachers use drilling is to provide controlled practice and build the students' confidence with the new language. On the other hand, drilling is also criticised by some methodologists for not being communicative and lacking authenticity. Certainly, drilling is very controlled speaking but, in particular, it can help the students with their pronunciation and accuracy.

The other criticism of drilling is that can be boring for the students to sit and endlessly listen and repeat. This could be a significant problem with higher-level classes (though even advanced students sometimes need the teacher to say a new word so they can check their own pronunciation). In reality, drills don't have to be dull if a teacher makes use of pace and variety. To illustrate this point, here are 10 drills that a teacher can use to introduce the phrase 'I'd like….' to a class of low-level learners. The teacher makes use of real props though pictures of objects could be used instead.

T = teacher

SS = the whole class

S = one student

1. Listen and repeat

This is drilling in its basic form. The teacher drills the whole class.

T: I'd like …

SS: I’d like …

T: I’d like …

SS: I’d like …

[The teacher continues two or three more times.]

2. Introduce props or pictures

Now the teacher uses simple props (a pen, a book, etc.), the words for which are already familiar to the students, to complete the structure and add meaning.

T: I’d like a pen [teacher holds up pen]

SS: I’d like a pen.

T: I’d like a book [teacher holds up book]

SS: I’d like a book.

[Teacher continues the same drill but with five more props.]

3. Individual students

After drilling the whole class, the teacher starts to drill individual students, chosen at random. This provides an opportunity to check that each student has mastered the language.

T: I’d like a pen.

S3: I’d like a pen.

T: I’d like a book.

S7: I’d like a book.

4. Silent teacher

To increase the difficulty of the drill in 2, the teacher stops saying the structure and elicits it from the student by remaining silent and holding up the prop.

T: [Teacher holds up a pen]

SS: I’d like a pen.

T: [Teacher holds up a book]

SS: I’d like a book.

etc.

5. Teacher correcting a student

During the drill in 4, if the student makes an error, the teacher can correct it by repeating the structure with stress on the mistake, like this:

T: [Holds up pen to Student 6]

S6: I like a pen

T: Listen. I’d like a pen.

S6: I’d like a pen.

T: Good.

6. Student correcting a student

An alternative to the correction technique in 5 is to elicit the correct phrase from another student. By doing this, the teacher is getting one of the other students to provide a correct model. The teacher then returns to the previous student who can self-correct, like this:

T: [Holds up a book to Student 8]

S8: I like a book.

T: [Holds up book to Student 6]

S6: I’d like a book.

T: [Holds up a book to Student 8 again]

S8: I’d like a book.

T: Very good.

7. Student to student

In this drill, the students start passing the props or pictures to each other, without any intervention from the teacher.

T: [Holds up pen to S1]

S1: I'd like a pen.

T: [Gives the pen to S1 and gestures for S1 to hold up pen to S2]

S2: I'd like a pen. [S1 gives pen to S2. S2 holds up pen to S3.]

S3: I'd like a pen. [S2 gives pen to S3. S3 holds up pen to S4.]

As the pen continues to be passed round the class from student to student, the teacher can start handing out more props to S1 who passes them on. Eventually, all the students are passing the props and talking to the person next to them.

8. Mill drill

The aim of a mill drill is for the students to walk around the class, go up to other students and use the new structure. It's often a good way to end a drill as it's a type of freer practice. So with the drill using 'I'd like…', the teacher could make sure every student has a prop or picture. Each student then stands up and walks up to another student. They take turns to say 'I'd like…' plus the name of the prop or picture the other person is holding. When they have done this, they swap their props and each move on to another student. This activity frees up the teacher to walk among the whole class, checking that everyone is confident in using the structure, and noting any remaining problems.

9. Remedial drills

After you have done a mill drill, ask everyone to sit down. If you overheard any mistakes or noted any problems while you were monitoring the class, deal with them at this stage. For example, if a lot of students were still making one particular error, then quickly re-drill it using the class drilling techniques in 1 or 2. If one or two individuals are still making a mistake, you can quickly drill them individually.

10. Build on the drill

Once your students have mastered one structure, it's time to build on this by adding another structure. In this example, the obvious next choice is to introduce the phrase 'Would you like a…' with the answers 'Yes, I would' or 'No, I wouldn't'. With lower levels, be careful not to introduce too many structures into a drill at once. It is much better to introduce them gradually, drilling each structure completely before you build on it by adding another.

Unit 29
10 sets of useful phrases

In the previous unit on drilling, we saw how students often begin by learning how to speak English with the reassurance of listening and repeating sets of useful phrases and expressions.

Here are 10 sets of useful phrases you might introduce and drill with.

1. Introducing yourself

Good morning / Hello / Hi My name's…. Nice to meet you. Pleased to meet you too.

How are you? Fine, thanks, and you?

2. Saying goodbye

Bye. Goodbye. See you. See you again soon. It was nice meeting you.

I look forward to meeting you again.

3. Expressing likes and dislikes

I love… I really like… I like… I don't like… I hate…!

4. Asking for repetition or clarification

Sorry, can you repeat that? Can you say that again? What did you say?

Sorry, I didn't understand what you said? I don't follow you…

5. Requesting and offering

Can you help me? Could you give me a hand?

Can I help you? Can I give you a hand?

Sure. No problem. Of course. Sorry but I'm a bit busy right now.

6. Making suggestions

I suggest that we… We could...Why don't you…? How about…? What about…?

Good idea. I agree. Are you sure that's a good idea?

7. Making arrangements

Are you busy on…?. Would you like to meet on…? Are you free on…?

I can make it on… Can we meet later? Monday suits me.

8. Giving directions

Is the (bus station) near here? Can you tell me the way to…? It's about two minutes away.

Go straight ahead. Go across/past… Turn left/right. Take a right/left.

9. Ordering food

I'd like… Can I have…? Can you tell me about...

What would you like? Are you ready to order? Can you recommend something?

10. Showing interest (in what someone else is saying)

Really? That's interesting. Right That's amazing!

So what happened next?

Unit 30
10 types of exercise for functional expressions

Once you've introduced a set of useful phrases or expressions (see previous unit), it's useful to give the students some controlled practice exercises. Here are some examples of exercise types you can use. All 10 are practising the language for requesting and offering, but they can be adapted for many sets of expressions. In these examples there are only two or three questions. Normally you'd expect to provide the students with between six and 10 questions, depending on how many

expressions you were teaching.

1. Categorise the expression by the function

Are these expressions offers or requests? Write O (offer) or R (request).

1. Can I help you?

2. Can you help me?

3. Would you like a hand?

2. Re-order the words

Write these expressions in the correct order.

1. you / help / can / I ?

2. help / me / can / you ?

3. would / like / a / you / hand ?

3. Gapfill the missing verb

Write the missing verb.

1. Can I _____ you?

2. Would you _____a hand?

3. Can you _____ me a hand?

4. Complete a conversation with a phrase

Write the expressions in the conversation.

Can you Sure Can I help you?

1A. That looks heavy. _____

2B. Thanks. _____ lift the other side.

3A. _____.

5. Reorder the conversation

Put the sentences into the correct order.

____ Sure. No problem.

____ Thanks. Can you lift the other side?

____ Hello. Can I help you?

6. Match the two halves of a sentence

Match 1–3 to A–C.

1. Can I ... A. like a hand?

2. Can you ... B. help you?

3. Would you ... C. help me?

7. Give the first letter

Complete these expressions.

1. C_____ y_____ h_____ m_____?

2. W_____ y_____ l_____ a h_____?

3. C_____ I h_____ y_____?

8. Match the question to the response

Match 1–3 to A–C.

1. Can I help you? A. I’m sorry but I’m busy at the moment.

2. Can you help me? B. Here you are.

3. Can you pass the salt? C. Thanks very much.

9. Giving a choice

Tick the polite response.

1. Can you help me?

☐ A. No, I’m busy. ☐ B. I’m really sorry but I’m busy.

2. Can I help you?

☐ A. Thanks, but I'm OK. ☐ B. No, I can do it.

10. Students personalise the expressions

Complete the expressions with your own words.

1. Would you like me to _____?

2. Can I _____?

3. Can you _____?

"Teaching functional expressions means the students can actually do something very practical in English."

Sue Doran, UK

Unit 31
10 free practice speaking activities with functions

Once you have introduced functional expressions and provided some controlled practice, the students need to try using the new language in freer practice situations. The problem many teachers find is that when they set up the free practice speaking stage, their students often speak, but fail to use the functional expressions that have just been introduced. This is a natural difficulty because in fluency speaking tasks, many students will logically choose the language they feel comfortable with in order to complete the task. However, you can set up the task so it encourages and targets use of certain expressions. Here are 10 types of tasks and activities that will help to do this.

1. A checklist

Put the students into pairs and give them a speaking situation. Also give them a checklist of

expressions that they must use. As they speak, they tick off an expression when they use it. The conversation ends when a pair has used all the expressions. For example, if the speaking situation was ‘Discuss the menu in a restaurant’, you might give them the following checklist:

- *What are you going to order?*
- *What would you recommend?*
- *The ... is very good here.*
- *I usually order...*
- *I think I’ll have...*
- *I’m going to order...*

2. A flowchart

With low-level, formulaic dialogues, you can give the students a flowchart with speaking prompts that maps out the conversation in a logical order. For example, a flowchart for a role play where a student has to leave a message on the phone would look something like this:

Student A →	Student B →	Student A →	Student B
Answer the phone.	Ask to speak to Tracey Smith.	Say she’s out. Offer to take a message.	Leave a message. Say thanks and goodbye.

3. Surveys and questionnaires

Sometimes, surveys and questionnaires are an easy way to target certain language and they encourage repetition in an authentic way. For example, if you wanted to practise the language of expressing likes and dislikes, you could design a questionnaire like this:

Do you like ...	Very much.	Yes, a bit.	No, not much.	No, not at all.
football?	o	o	o	o
tennis?	o	o	o	o
golf?	o	o	o	o

surfing?	o	o	o	o

The students walk around the class and interview each other with their form. It's a simple but effective way of eliciting a conversation like this:

Do you like football? No, not much.

Do you like tennis? Yes, I Iike playing tennis very much.

4. Situations on pieces of paper

Write a series of simple instructions on pieces of paper. The students take turns to pick up a piece of paper and follow the instructions. For example, in a lesson to practise expressions for requesting and offering, you could write instructions like these:

Y*ou are lost in the city. Ask for directions.*

You see someone carrying six bags of shopping. Offer help.

You cannot get the new photocopier to work. Ask for help.

A visitor arrives. Offer him/her a drink or something to eat.

5. Paper prompts

Cut up strips of paper, each with different expressions on. For example, in a lesson where you want the students to practise the language for discussions, you might write expressions like the following on different strips of paper:

What do you think…? What's your opinion? How do you feel about…?

I agree with… It's a good idea. Right!

Sorry but I disagree. No, I can't agree. I see your point but…

A group of four students will need between 20 and 30 pieces of paper with expressions on (you can have the same expression more than once). They deal out the expressions. Explain that they will have a discussion and every time they use an expression, they place it in the middle of the table. Write the topic for discussion on the board. It needs to be simple. For example, 'Discuss how long the next coffee break should be'. One player goes first and introduces the topic and then the discussion moves clockwise round the group one-by-one, until everyone has used all the expressions and placed their pieces of paper in the middle.

6. Information gaps

An information gap exercise can work well when the students are using language to exchange information; for example, asking for information about a timetable. Make two copies of a timetable for each pair of students. Delete different information on each one so Student A and Student B have different timetables. It might look something like this:

Student A			
	Arrive	**Depart**	**Platform**
Gloucester	1.41		1
Swindon			
Reading	13.25		3a
London		14.08	

Student B			
	Arrive	**Depart**	**Platform**
Gloucester		1.46	
Swindon	12.50		2
Reading		13.30	
London	14.00		14

>> Unit 31.6: Information gap

The students take turns to ask for and give information. A conversation might go like this:

Student A: What time does the train leave Gloucester?

Student B: At 1.46pm. What platform does it leave from?

Student A: Platform one. What time does the train arrive in Swindon?

7. Recreate the conversation in the listening

If you have played the students a recording of a conversation to introduce certain expressions,

next ask them to role play the same conversation, using the same expressions. For example, this audioscript is taken from a beginner-level coursebook in which the students were learning the language they would need when arriving at a conference.

A: Good morning. What's your name, please?

B: Hi. My name's Schultz.

A: Can you spell that?,

B: Yes. S–C–H–U–L–T–Z. Schultz.

A: What's your first name?

B: Liam: L–I–A–M.

A: Thank you. What's your job?

B: I'm a photographer. I'm from Today magazine.

A: OK. Sign here, please.

B: OK. Thanks. Bye.

A: Goodbye.

After listening and doing some controlled work with the key expressions, you could put the students in pairs and tell them that Student A is the conference manager and Student B is Liam Schultz. They practise the same conversation, first reading it aloud and then saying it from memory.

8. Reuse the audio script

If you introduced the target expressions in the context of a recorded conversation, then you can edit a copy of the audio script (usually provided in published materials). You provide the students with parts of the conversation and ask them to add the missing information, using their own details. So if you were reusing the example audio script in 7, it could look like this so that Student B has to practise spelling his/her own name and saying his/her job title.

A: Good morning. What's your name, please?

B: Hi. My name's _____

A: Can you spell that?

B: Yes. _____

A: What's your first name?

B: _____

A: Thank you. What's your job?

B: I'm a _____

A: OK. Sign here, please.

B: OK. Thanks. Bye.

A: Goodbye.

You can increase the level of difficulty by removing more of the words, depending on the level of your students.

9. People in a picture

Find a picture of two people who are clearly involved in a conversation that would use particular functions. For example, it could be a picture of someone buying something in a shop. Put the students in pairs and ask them to recreate the conversation they think is going on between the customer and the shop assistant. Afterwards, each pair can perform their conversation to the rest of the class.

10. Finish the dialogue

Write the first two or three lines of a dialogue between two people. For example:

A: Can I have a return ticket, please?

B Certainly, sir. Where to?

Ask the class where the conversation might be taking place, who they think is speaking and what might go wrong. There are no correct answers to these questions; the students will probably begin by suggesting obvious answers, such as at the train station ticket office, and perhaps the customer will forget his wallet and be unable to pay for the ticket, but elicit more ideas and encourage the students to be imaginative. For example, perhaps the conversation is in the future and the passenger is going into space.

After the students have suggested a few ideas, put them in pairs and ask them to begin a dialogue with these sentences and continue it to produce a full-length dialogue where

something goes wrong and must be resolved. They can perform their new dialogues to each other afterwards.

Unit 32
10 ways to generate discussion

Discussions in the classroom can be vibrant with lots of students participating and using the language they have to express their opinions. Discussions tend to work where the topic is relevant to your students (according to their age and interests) and where it naturally sets one opinion against, or in support of another. It's beyond the scope of this resource to suggest all the possible topics you might use with the students to generate discussion but here are 10 activity types that often work well in creating discussion. I've chosen a variety of topics to illustrate how each one works but you can easily adapt them to work with a topic of your (or your students') choosing.

1. Discussion questions

Starting a lesson with a discussion question will work if you follow a few basic guidelines. Remember that closed questions, or questions that elicit the answer 'yes' or 'no', will not encourage discussion. However, they can be a good way to gently ease students into talking about a topic. For example, you could ask a student a closed question such as, 'Do you think meat can be bad for you?' and once the student has answered, follow it up with the question 'Why?' or 'Why not?'. Alternatively, write two or three 'open' questions about a chosen topic on the board and ask students to answer and discuss them in pairs or groups. For example:

'What kinds of food are good for you?' 'Where do they normally come from?'

'Which kinds of food do you normally avoid eating?' 'Why do you think they are bad for you?

An 'open' question begins with 'What, Where, Who, Why, Where, How' and demands that a student gives a longer answer than 'yes' or 'no'. As a general rule, it's a good idea to include a question with 'Why' because this will always get a student's opinion.

2. Lists

Asking students to work in groups and brainstorm a list of around 10 items is a simple way to get them interested in a topic. It sets a target to reach which is always motivating and gets them thinking about the topic of the lesson. For example, if the lesson is about places, ask them to think of 10 dangerous places. If the topic is people, ask students to list 10 important moments in a person's life.

3. Ranking from most to least

If you plan to discuss a topic with six or seven different aspects to it, then starting a ranking activity can work well. For example, here are seven types of holiday.

Camping Hiking Beach and snorkelling Hotel and spa Golfing Cruise

Ask students to work on their own and rank them from 1 to 7 in order of how enjoyable they are (1= most enjoyable, 7=least enjoyable). Once the students have ranked them, they work in small groups and compare their choices. Set them the task of trying to get everyone in the group to agree on a final list. This requires the students to give their opinion and to support it in order to convince the rest of the group. At the end, each group presents their final list and – if you have time – you could then discuss all the lists and try to agree on one as an entire class.

4. Yes and…

This idea comes from the main idea behind improvisation in drama; the idea being that when someone adds something new or makes a suggestion, it is never judged but always welcomed. The same principle can be applied to generating ideas and discussion in the language classroom. Choose a situation in which students will need to brainstorm ideas. For example, you could put the students in groups of three or four and tell them that they all work for the same company. Their company produces one type of 'pen' (or any object). However, in order to remain competitive, the company needs to create some new types of pens. The group has three to five minutes to brainstorm as many different types of pen as possible. One person starts the discussion with the words 'I think we should create a new type of pen'. From then on, any of the students can speak but they must start every sentence with the words 'Yes and…' This forces them to suggest a new idea for a pen every time they speak. In this way, the group generates lots of new ideas. Stop them after five minutes and ask them to review and note down all the ideas they had. Then they have to summarise the features of their new pen and present it to the rest of the class.

5. Choosing the best one

Discussion tasks which present a question with a series of options or choices often work better than just asking the question on its own. For example, in a lesson about tourism you could write this question on the board: *How can we attract more tourists to our town?* Rather than ask students to discuss this question on its own, write four or five options, like this:

- *Create larger car parks*
- *Offer more nightclubs and nightlife*
- *Increase the number of police on the streets*
- *Open more shops*
- *Open a museum about the town's history*

Tell students to discuss each option and think of at least one argument for or against it. Then, after they have discussed all five, they have to choose ONE option as the best and say why.

6. News discussion

Taking an article from a newspaper or showing a section of TV news on a hot topic can be a useful way to generate topical discussion. You'll need to help students understand it with comprehension questions and vocabulary work but afterwards, students should discuss the issues in the article. An article which is on something relevant to the students' own lives should naturally provoke discussion.

7. Different perspectives

Put students in groups of three or four and give each student a role so they have a different perspective on an issue. For example, show students a picture of a very crowded beach. Explain that the students are local people living near the beach. They each have a different role:

Student A: a local hotel owner interested in increasing tourism.

Student B: a local taxi driver who makes most money in the summer months.

Student C: a local environmentalist interested in protecting the region's natural habitats.

Student D: a local person with a house near to the beach who doesn't like the crowds of people in the summer.

Tell the group that the local council has plans to develop another beach by cutting some trees down. However, they want local people's comments first. Each member of the group should present and discuss their position. The group should try to reach some kind of agreement that will suit everyone.

8. Film discussion

With ease of access to video these days, it's possible to ask your students to watch a film in English at home and then discuss the film in class. Before you start the discussion, ask students to make a list of what they liked/disliked about aspects of the film such as the plot, the actors, the special effects, the directing etc. Then ask students to begin commenting on the film by referring to their notes. Discussions like this work best when the students are sitting in a circle and facing each other. (See Unit 6)

9. TV shows

Quiz shows on TV are a great source of inspiration to create discussion and speaking practice in class. If it's a current show that students are watching and talking about then consider how you might set up a similar situation in class. For example, the quiz show Who Wants to Be a Millionaire? is popular in many countries so students will be familiar with it. You'll need to prepare a set of general knowledge quiz questions or you could ask students to research and create some. (See also Unit 91)

10. Debates

Debates can be fun and engaging but they require plenty of preparation time. Students will need to prepare their arguments for and against, and then they'll need to practise a speech. Often it's wise to choose one or two reading texts about a topic which express different opinions and use these in class before the debate. For example, if the title of the debate was something like: 'The internet is bad for the mental health of our children', then read texts about this topic beforehand so that the students learn and use the vocabulary they will need, as well as getting ideas from the texts. You can also put students in groups and have them brainstorm arguments either for or against the topic of the debate. The groups can then choose their main speakers to represent them in the debate. Allow plenty of time for the speeches and then for questions from the rest of the students before taking a vote at the end.

Unit 33
10 sets of expressions for giving classroom presentations

Having your students give presentations in class is a useful way to develop speaking skills and build confidence. For students at university or in the workplace, giving presentations in English is especially important. In the two units that follow you'll find tips on setting up classroom presentations but, first of all, teach them to use these expressions at different stages of a presentation.

1. Greetings

Good morning everyone, and thank you for coming.

My name's... and I'm from...

2. Introduce the topic of the presentation

Today, I'm going to talk about...

I'm interested in this topic because...

3. Introduce the structure of the presentation

My presentation is divided into three parts.

Firstly, I'm going to talk about... / Then, I'll talk about... / Finally, we'll look at... / So, let's begin.

4. Starting and ending a new point

Now let's look at... / Next, I'd like to talk about... / Let's move on to my next point.

So, that's everything I want to say about... / That brings me to the end of that point.

5. Referring to a visual aid

This slide shows... / You can see here... / Let's take a look at this...

6. Sequencing and adding information

Firstly,... / Secondly,.../ Next... / In addition,... / Also... / It also...

7. Giving examples

For example... /... such as...

8. Summing up

So, to sum up... / We've looked at three points. / Firstly, I talked about... / Then we looked at... / And finally I talked about...

9. Ending the presentation

That's the end of my presentation. / Thank you for listening. / Are there any questions?

10. Handling questions

Thank you for your question. / That's a good question. / Sorry, can you repeat the question?

Unit 34
10 steps to classroom presentations

In a way, we ask our students to present information to the class all the time, but for more formal and prepared presentations, it's useful to follow some or all of the following steps to give them every opportunity to give effective presentations.

1. Introduce useful expressions

The previous unit offered a list of expressions for giving classroom presentations. If students have these, then ask them to use at least one expression from each of the 10 sets on p85 in their presentations.

2. Three main points

When you have given the students the topic of their presentation (see Unit 35), they will need time to plan the content. One safe formula for students to follow when preparing the content of their presentation is to think of three main points to talk about. If they plan to use PowerPoint, they could start the presentation with these three points as bullets on the opening screen.

3. Time to prepare

Often classroom presentations aren't successful because the students don't have enough time to prepare what they want to say. It can be useful to set the preparation as homework so the students work on the presentation outside class as well as in the lesson.

4. Visual aids

Discuss with the class what type of visual aids they might use. Typically, these might be in the form of a set of PowerPoint slides, but the students could also bring in objects.

5. Recording the presentations

One useful technique is to get the students to make an audio or video recording of their presentations while they are preparing them so that they can listen to or watch them and see how effective they are. If there is time, they could even give these recordings to you for feedback before they do their final presentation. Some teachers record (rather than write) their feedback after the presentation so that their students get extra listening practice.

6. Present in pairs

Before presenting to the whole class, students can give their presentations to a partner. They can do this informally sitting down or more formally standing up. Afterwards, their partner gives them feedback and comments on any parts they couldn't understand.

7. The day of the presentations

Presentations are time-consuming, so set aside plenty of classroom time. Speakers need time to set up before they present. Afterwards, each presenter needs time to reflect on how it went.

8. The audience

The other students who are listening to the presenter act as the audience. It's useful to give them a task to focus on during the talk. While the speaker is setting up, you could tell them the topic of the presentation and ask them to write three questions they expect the speaker to answer. As they listen, they make a note of the answers. If a question isn't answered, they ask that question at the end.

9. Feedback

As students give their presentations, you can make notes. This might take the form of writing one thing you really liked about a presentation and one thing to work on. Also write down a few (not too many) errors or language problems to correct for next time.

10. Repeat the presentation

After students have given their presentation and received feedback, it's really helpful (if there is time) to have them do further work on their presentations and repeat them.

“The key word for effective classroom presentations is clarity: a clear structure, clear signposting language, and clear visuals.”

David Grant, business English coursebook author

Unit 35
10 presentation topics for students

Students can give presentations on any number of topics. How much they need to research the topic will depend on the length of the presentation. For example, a personal presentation at the beginning of a course can have a one- to two-minute time limit. A presentation about an area of academic study might need much longer, with time for questions at the end. Here is an overview of 10 types of presentation that students could give.

1. A personal presentation

At the beginning of a course, the students can introduce themselves by saying where they are from, their current occupation and one thing they like doing in their free time.

2. A company presentation

Students involved in business can describe the current activities of their company, its history and its future plans. (This is a good presentation to ensure the use of tenses to refer to the present, past and future.)

3. A product presentation

Students can practise language for convincing an audience by describing a product. They could choose a product their company produces or choose any object and imagine they have to sell it. Their presentation should cover what the product is, what its benefits are and why the audience should buy and use it.

4. A biographical presentation

Students choose the biography of a person they admire; this might be a famous person, but it could also be the story of someone from their family, for example. They can introduce the

person and say why they have chosen him/her. They then present the important dates in the person's life and explain how he/she affected the lives of other people.

5. A new skill

This is a fun presentation where students think of a skill they have. It could be speaking another language, doing a type of dance or performing a magic trick. The student talks about how and when they learnt the skill, then they perform it and finish by trying to teach the audience to do the skill; for example, speaking a few words of a new language, trying out some dance steps or doing a trick.

6. Your favourite book

The theme of 'your favourite' can work with lots of different things, such as websites, art, TV shows, songs, films, etc., but talking about a favourite book works especially well. Students introduce the book, summarise the contents (for non-fiction) or the plot (for a novel), and then explain why they think the audience should read it.

7. A holiday

Students can show photographs from a recent holiday or trip (perhaps to an interesting part of the world) and talk about each image. It's a good idea to limit the number of photos to about five so that they concentrate on talking about one image in detail, rather than saying only saying a little about a lot of photos.

8. An important object in your life

Students bring in an object that is significant in their life; for example, a small statue or ornament from their home. The three points of their talk could be: (1) What is the object (2) Where it comes from (3) Why it's important.

9. Presenting information from a visual aid

Lots of students in academic or work contexts may have to present data in the form of charts and graphs. To give them practice in this skill, ask them to choose a graph or chart from their own work or from a newspaper and website. Get them to make a presentation to the class, showing the graph or chart, explaining the title and what it shows and saying why the information is important.

10. A group presentation

This final tip is not about an actual topic but the format of the presentation. When we think of presentations, we usually think of one person standing up and talking. One way to vary this is

to put the students into groups of three. Each student is responsible for one part of the presentation. If the presentation is made up of three main points, then it's logical to make each student take charge of speaking about one of the points. Group presentations can be very effective because the students have to research and plan together, which involves lots of communication before and after the presentation. In addition, for students who find presenting nerve-racking, working in a group can help to reduce the stress.

"Presentation topics like school bullying, useful websites and favourite films can get younger students excited and stir lively conversations."

Christina Martidou, Greece

Unit 36
10 ways to correct a spoken mistake

Knowing when and how to correct students' spoken errors is a challenge for any teacher. If you are presenting a new language item and you ask a student to produce a sentence with it in and they make a mistake, then it's clearly the right moment to correct the error. If, on the other hand, the students are involved in a fluency activity such as a role play and you hear a mistake, you have to ask yourself a number of questions:

- **Should I interrupt the students in full flow and point out the error now or do it later?**

- **Is the mistake something they should already know or is it something that will be dealt with at a later stage in their learning?**

- **Is it a mistake they are regularly making which I need to remind them about? Or is it just a slip that they have made and they will probably get right next time?**

- **Is it a mistake which doesn't affect understanding? If not, is it worth trying to correct at their current level?**

Answering the above questions comes with experience and judgement, but once you have decided to correct the mistake, there are different ways in which to do it.

1. A facial gesture

When a student makes a mistake, the teacher can make a facial expression to suggest there was an error. Sometimes students will then reflect on what they just said, spot the mistake on their own and repeat the sentence correctly.

2. Repeat the sentence back with stress on the mistake

When you hear a sentence such as 'He**'s gone** to Paris yesterday', you can repeat it back by stressing the incorrect part and add rising intonation at the end like a question: 'He's gone to Paris yesterday?' In some cases, this will draw the student's attention to the error and they then self-correct. If not, you will have to try another tactic.

3. Circle the mistake on the board

Write the student's sentence on the board and circle the error. Ask the student to self-correct or explain the problem.

4. Peer correction

Ask another student to explain the error. So, for example, if you wrote the error on the board and the student couldn't identify their own mistake, you could ask if any other students in the class can explain the mistake.

5. Finger correction

Using an upward raised hand with the fingers spread apart can be a useful technique. For example, if a student says a sentence with a missing word such as 'He gone home', you can repeat the sentence back pointing to the first, third and fourth finger as you say each word, then point to the second finger to indicate that there was a missing word. If the student can't guess the word, then say it and hold the second finger as you do so.

6. Recording students

When you carry out fluency-based tasks such as role plays, you can record the conversations (for example, using a recording app on a mobile phone). This allows the students to talk freely and you don't have to interrupt for mistakes. Instead, you and the students involved can listen to the recording afterwards and try to spot any mistakes.

7. Translation

Translation is sometimes frowned upon in class by those who take the view that students need to be exposed to the maximum amount of English during a lesson. However, if you can speak

the students' mother tongue, it can sometimes be helpful to explain a mistake in their language. In particular, if the mistake is clearly the result of the student transferring a language rule from their own tongue into English, it's useful to point out this type of mistake.

8. Look it up

If the mistake is with a language point that your coursebook has recently covered, tell the student to look at the relevant page and restudy the information.

9. Collect errors

During a lesson, you can listen out for spoken errors and write them down. At the end of the lesson, leave five minutes to show the students any mistakes you have noted and discuss how to correct them. There are a number of benefits to this technique. It allows the students to speak freely and develop fluency during the lesson and then brings everyone together at the end. This stage is also a good moment for the students to ask questions about any difficulties they have had when speaking. In order not to make the end of the lesson only about mistakes, you can also write down examples of really good English that you heard and put these up to show the students how well they have done.

10. Ignore it for now

Sometimes a mistake isn't worth correcting. It may be minor or correcting it may spoil the flow. After all, if the students are working hard to express themselves in English, it probably isn't necessary to draw attention to something that doesn't affect the meaning. What you can do is to make a mental note of the error and return to that language point in a later lesson.

"If a student makes a mistake, I ask him or her to try and figure out the mistake first. If the student can't, I commend him or her for trying and say: "I understood what you're trying to say but here's another way of saying it.""

Dina Nadar, Dubai

Unit 37
10 more opportunities for speaking practice during a lesson

Speaking tasks can take up a lot of time in a lesson and, with a large class, ensuring everyone has a chance to speak is often difficult. So it's worth remembering that there are also quite a few other ways which allow space for extra speaking practice in class.

1. Small talk

The beginning of the class is a chance for those students who arrive early (or on time) to benefit from answering authentic questions. So as your students arrive in the classroom, ask them about their lives and interests, and encourage them to ask you similar questions in return. Students also like to find out what their teachers do in their spare time.

2. Lead-in questions

You want to start most lessons with the students' heads up and everyone looking at you. Have lead-in questions that will get the class thinking about the topic of the day's lesson and which will encourage a response from everyone. For example, a lesson on sport typically begins with questions like 'What's your favourite sport?' Try to make sure that everyone gives an answer, or with very large classes, write the questions on the board and get the students to interview each other first.

3. Repeating your instructions

After you have given a set of instructions for a task or activity, it's worth asking the students to repeat back or summarise what they have to do. This is a useful classroom management technique, especially with larger classes, and it is particularly effective if you think some students weren't listening or didn't fully understand your instructions. It's also a way to build in some more speaking practice for the students you ask to repeat.

4. Working in pairs

Having students work in pairs on any task will encourage them to speak, as they will have to interact in order to try to solve a problem or answer a set of questions. With multilingual classes, you can make the students work with someone whose first language isn't the same as their own, which guarantees that they have to use English. With monolingual classes, you'll have to ask the students to do their pairwork using English. (See also Unit 90)

5. Working in groups

Put students in groups to discuss an exercise, compare answers, solve a problem or discuss an issue.

6. Asking for help

When the students are trying to do an exercise but need your assistance, encourage them to ask for help in English.

7. Giving the answer

Even when your students have completed an exercise in writing, there is no reason why you can't check the answers orally to give them more speaking practice. Where the exercise involved making some kind of choice (eg. in a multiple-choice comprehension exercise), you can ask them to explain their reasons for choosing the answer they did.

8. A new word

When a new word is taught or comes up, take the opportunity to ask a student or several students to say a sentence using that word. This not only checks their understanding of the word, but has the added benefit of increasing student speaking time.

9. Asking questions and making comments

Some students think of the classroom as a place where they have to listen to the teacher and only speak when they are spoken to or when asked to take part in a formal speaking activity, such as a role play. Try to create a classroom culture where your students feel free to raise their hands and ask questions, make comments or request clarification. Even in their own language, the students may be worried about speaking out in front of a group of people, but if you make it clear that all questions and comments are welcome, without judgement, then you offer some great opportunities for natural authentic speaking time.

10. Summing up the lesson

If you have time at the end, ask your students to sum up the content of that day's lesson. They can list any new words that they learnt and summarise the views that were expressed about a reading or listening text. Getting them to say what homework they have to complete before the next lesson is a useful way of increasing the likelihood that they will remember to do it. This kind of oral summing up is a good way to highlight how much English was covered in the lesson and, of course, it's another opportunity for some speaking practice.

"My students speak more in the class when I relate the topic to real life. When they talk about funny or sad events that happen in their country, they feel more confident and want to speak."

Taghrid Abu Sneida, Yemen

Listening

Listening is one of the skills that students find most difficult. To many learners it feels so much more difficult than the other receptive skill of reading. After all, in most situations a student listens and then the words have instantly gone. In addition to this, the speaker might talk quickly, have an accent that's difficult to understand, or will use spoken discourse which isn't organised as systematically as discourse in a written text.

In this section, you'll find a range of units looking at different types of listening materials you can use in the class and ways to exploit them in a lesson. The focus of many of the activities is to develop listening abilities and to give students strategies for skills such as note-taking and listening for key words. In particular, music and lyrics are a popular choice of listening material, so there are tips for making use of these.

Note that pronunciation naturally plays a key part in listening and understanding speech. The section on Pronunciation (see pages 189–202) provides more tips, ideas and activities that you could include in your listening lessons.

Unit 38
10 sources of listening material in the classroom

The first job of the teacher with regard to teaching listening is to provide the students with the opportunity to listen to a variety of different speakers in different contexts. Here are 10 sources of listening materials available to you and your students in the classroom.

1. The teacher

You are the students' primary and most valuable source of listening. They will benefit from listening to your accent (wherever it comes from!), and you can adjust your speed according to their level. Throughout a typical lesson, students gain listening practice from hearing your instructions, explanations and feedback, as well as having to listen and respond to you.

2. Other students

If you use pairwork and group discussions, your students will often listen to each other. Note that some students might think that listening to their peers isn't giving them a 'good model' of English to follow, but in fact it reflects the real world where a lot of their conversation will take place with other people whose first language isn't English.

3. Audio with the coursebook

Most coursebooks or specially written materials for the ELT classroom include some kind of audio in the form of a CD or, increasingly, as a download. Many of these recordings are written scripts with actors performing them. The authors usually grade the language to a particular level and present a 'correct' version of a conversation or include certain language structures to illustrate the language in context. One criticism is that these recordings don't expose the students to authentic speech, but they do provide a useful way to develop the students' listening skills and give them confidence.

4. Video

In the past, most language lessons made use of recorded audio. This meant that the students experienced the challenging problem of trying to understand conversations between speakers that they couldn't see. Now, with the accessibility of video, the students can see the locations of the speakers and watch their body language and gestures as they listen to them; in other words, video brings context which makes it fairer for listening.

5. Songs

Many learners, especially teenagers, like listening to songs in English. You can play songs in class and exploit the lyrics for language learning. (See Unit 42)

6. Podcasts

The internet offers a variety of podcasts; some of those available are written especially for ELT students, but there are many more which offer students access to authentic speech. Sites such as that of the BBC offer downloadable podcasts of previously-broadcast radio programmes, which students could listen to in class or at home. If these inspire your students enough, they might even like to record their own podcast and offer it online.

7. Vodcasts

Like podcasts, more and more video-based podcasts, or vodcasts, are available on the internet and offer additional access to listening practice.

8. Audiobooks

For extensive listening, higher-level learners could access the whole range of audio books which are available. These include novels read aloud and performances of plays and poetry.

9. An invited classroom guest

Invite an outside speaker to come to the lesson and give a talk. This is a good way for your students to be exposed to other types of accents and different ways of speaking. If the speaker is prepared to take questions from the class as well, then the listening activity has a real sense of purpose to it. For such a situation, students could prepare their questions in advance. To add some fun, the invited speaker could be a friend or colleague who pretends to be a famous person from history and tells the students about his/her life.

10. Video link up

As an alternative to 9 and a live visit by a guest, you could set up a video link to your classroom and a speaker could talk to the class via video-based technology such as Skype. Some teachers also take advantage of this cheap technology to arrange a time and day to communicate with another teacher and class in a different country. For example, the two classes could each prepare short presentations in English on an aspect of life in their country and compare it with the other class's description.

"Make your own recording – reading a passage from a book, or invent a situation, like a message on an answering machine."

Jane, Russia

Unit 39
10 activities to develop listening skills

Once you have chosen a piece of listening material, there are plenty of ways to use it and to help the students develop different listening skills. The following activities offer a variety of ideas which can be divided into the following categories: Before-listening tasks (1–2) to prepare students, first listening tasks (3–4) to understand the general meaning, second listening tasks (5–8) to listen for specific words or information, and additional listening tasks (9–10) for highly intensive listening. When planning a series of listening exercises for a lesson, you'll probably want to choose between three or four of these to exploit the listening materials fully.

1. Predicting what you will hear

Write five key words from the listening on the board. Choose words which give clues to the topic and/or main ideas in the listening. Ask the students to discuss the five words and say what they think the listening will be about.

2. Pre-teach vocabulary

Teach any vocabulary in the listening that you think will cause your students difficulty, but which is essential for understanding the listening. (See Unit 72)

3. Listen for gist

With listenings which involve more than one person in conversation, set the students a task so they only have to listen for the general meaning or gist. Write general questions on the board. These questions will vary according to the context, but the following will work with many recorded conversations:

- How many speakers are there?
- Who are they?
- Where are they?
- What does one person want?

4. Guess the purpose

Like 3, this is also an activity for establishing general meaning, but it works with listenings where only one person is speaking and the recording is taken from media such as a radio programme, a documentary, a quiz show, etc. Don't tell the students anything about the listening beforehand and write these questions on the board:

- Where would you hear this? On the radio? On TV? On the internet?
- What is its purpose? To inform? To entertain? To persuade?

Play the recording and ask the students to say where it's from and what its purpose is.

5. Listen for sentences

Write five sentences from different parts of the listening on the board. Write them in a different order from that in which they appear in the listening. The students listen and number them 1 to 5 in the order they hear them.

6. Listen for a word

Choose the main words from a listening text. Typically these will be the verbs, adjectives and nouns which carry the main meaning of the text, and they are often stressed in a sentence. Write each word on a separate piece of card. Hand out the cards to the students so each student has one, two or three cards. You can also have more than one student holding the same word. Play the listening and when a student hears a word in their hand, they raise it above their head. (See also Unit 41.7)

7. Listen for numbers

If a listening contains a few important numbers, write these on the board. The students listen for the numbers and write down what they refer to.

8. Test your partner

You can write comprehension questions to get the students to listen for specific information or you can ask them to write their own. Give each student a copy of the script for the listening. (Usually published course materials include copies of these scripts.) Ask them to write five comprehension questions which will require someone to listen in order to find the answers. Then take away the scripts and ask the students to swap their questions with a partner. Play the listening and the students try to answer their partner's comprehension questions.

9. Stop and predict

Play a recorded listening and stop it half way through a sentence. Ask the students to predict

the word(s) they think will come next or what they think a speaker will talk about next. Then play the whole sentence for them to compare their suggestions with the actual version.

10. Write what you hear

Play the recording (or read a text aloud at normal speed) and ask the students to write every word they hear. They won't be able to get every word on the first listening. They then compare and share what they have written in pairs or small groups. After a few minutes, play the listening again and they write more words and share ideas until they have written the whole text out in full. (See also Unit 41)

"One day I realised how difficult it was for students when I asked, "What time did you get up?" and a student replied "What's a tup?"

Stacey Jones, Italy

Unit 40
10 ideas for developing note-taking skills while listening

For many students, note-taking while listening is an increasingly important skill because they might have to attend academic lectures or workplace presentations and meetings in which they have to listen to extended speech and take notes. The following 10 tips are aspects of note-taking which you might want to teach formally and develop when using lectures or presentations in class. These might be recorded or you could choose a written academic or work-related text to read aloud.

1. Noting the main points

If you are using a recording of a lecture or presentation, plan to play it twice. On the first listening, ask the students to listen for and write down the main points only. Note that effective speakers and experienced presenters will often list the main points at the beginning and repeat them at the end, so tell the students to pay particular attention to these parts.

2. Supporting information

Following on from the previous activity, play the recorded lecture or presentation again and ask the students to note down supporting information for the main points. (Note that in a real or live situation, the students would have to note the main points and supporting information at the same time, but in the classroom context the aim is to work towards the time when they can handle both.)

3. Guided listening to the main points and supporting points

If you think your students will have difficulty in noting the main points and supporting points in 1 and 2, then you could begin by setting some more guided activities. For example, write 10 points from the lecture on the board which are both main points and supporting points. Ask the students to listen and write M next to the items which they think are main points and S next to those which are supporting the main points.

4. Underlining and highlighting

After the students have written the main points and supporting points (or completed the guided activity in 3), ask them to underline or highlight key words or phrases. This is a useful note-taking skill which reminds the person of the key information. Although this doesn't involve listening as such, you might point out to the students that the underlined or highlighted information is the information that the speaker probably stressed (see Pronunciation section). One option is to play the listening a third time so that the students listen and check their notes and underline or highlight the words that the speaker stresses.

5. Layout of notes

One key sub-skill of note-taking is the ability to organise the notes based on what has been heard. You could start by giving the students written extracts from a listening and ask them which words they could leave out or change into note-form. For example, here is a sentence from an economics lecture: *The first reason for a shortage in housing is the lack of new building*. The students practise rewriting the sentence in note form with headings and numbering like this:

Housing shortage

1 Lack of new building

Students will find it easier to work like this from the written transcript in preparation for listening to such a lecture. Alternatively, give the students the transcript after listening so they can check and improve their notes.

6. Teach symbols

Following on from 5, layout is sometimes helped by using symbols and shortened forms. For example, you could teach the students to use bullets or numbers for listing supporting points. Also pre-teach some obvious symbols used in note-taking such as: = (*the same as*) ≠ (*not the same as*) + (*also, and in addition to*) ‡ (*leads to, results in*). Students can then develop their own system of symbols to help with their note-taking.

7. Listen for data

Many work-related or technical presentations include data and statistics which require the students to note them down with the accompanying information. One way to help is to write some statistics or any key words relating to data from the listening randomly on the board. Then students listen and note down what each piece of data on the board refers to.

8. Provide a model version

It's often helpful for students to see a model version of a set of notes so that they know what you are expecting. Write a set to accompany a listening and let the students study them. They could either do this while listening or they could compare the model version afterwards with their own notes. Another way to use a model version is to prepare the notes but include some gaps by deleting key words, phrases or numbers. When the students listen, they have to complete the notes with the missing information.

9. Compare answers

If you have asked your students to listen and write notes, put them into groups afterwards to compare what they have written to find out if they agree on what the main points were.

10. Compare the style of the notes

Following on from 9, as well as comparing the information they have written, students can also usefully spend time comparing *how* they have written their notes. Some students may have used lots of highlighting and underlining, and others may have used bullets or symbols. Some students might also have their own style with lots of space between information, or perhaps they use lines and diagrams. Spend some time comparing styles and get the students to say if their classmates have used any techniques that they think are effective.

Unit 41

10 types of dictation

Dictation is a useful way of combining and developing the skills of listening and writing. In its basic form, the teacher reads a passage and the students write down what they hear. The passage you choose could be a reading from the previous lesson for revision, a text with some key grammar points or which recycles some vocabulary or a text on a topic which will be the focus of the lesson.

1. Teacher to students dictation

Read a passage. Put pauses between sentences or parts of longer sentences. The students write what they hear. Read the text two or three times. Vary the speed: for example, the first two times, dictate at a slower speed and then read at normal speed the third time. At the end, the students compare their texts or you can give them a copy of the original to compare.

2. Group dictation

Instead of working individually (as in 1), the students work in groups of three. Read the text at normal speed and they try to write what they hear. In between each reading allow the group time to compare what they have each heard and to try to piece together a final version. This type of dictation means that you have spoken communication between the students as well as listening and writing.

3. Student to student dictation

The students work in pairs. One student reads the text and the other student writes. Another variation is for each student to have different parts of the same text so they take turns to read aloud and write in order to piece together the final version.

4. Picture dictation

One student describes a simple picture while the other student, who sits opposite and cannot see the picture, must draw what they hear. The picture can be one a student has drawn. To revise any key vocabulary you can give a list of recently-taught nouns (eg. hill, sun, mountain, house, field, cloud, flower, etc.) and ask them to include these in the picture.

5. Students-in-control dictation

Before reading a text, write these symbols with commands on the board:

Rewind

Stop

Fast forward

Play

Tell your students that you will read the text at normal speed. However, they can call out and give you a command. For example, they may ask you to 'Stop' in order to have time to write some words. If they say 'Rewind', you read the text backwards at a fast pace until they shout 'Stop!' and 'Play!'. The activity is noisy and fun. It gives the class some control over the dictation.

6. Running dictation

Put the text or texts at one end of the classroom. Put the students in pairs at the other end. One student will write and the other will walk quickly to the text, memorise a sentence, walk back and dictate it to their partner. Each pair of students is competing against the other pairs in their class to be the first to finish and have a correctly dictated text.

7. Song dictation

Play part of a song which the students may have already heard. They try to write the lyrics. This is something they can also try at home with their favourite English bands. Note that the original lyrics for songs can often be downloaded from the internet. (See also Unit 42)

8. Recycle a coursebook listening

If you have used a listening from your coursebook, you can play it again in the next lesson and get the students to write what they hear. They can check their answers in the listening script which is found in the back of most coursebooks.

9. Content words dictation

Read a dictation text more quietly than normal so that students only write down the words which carry most meaning – the nouns, adjectives and verbs. This dictation emphasises how when listening we only need to listen for content words to get the main meaning. It helps students develop their note-taking skills and draws attention to stressed words in sentences.

10. Voicemail dictation

Explain to your students that they will leave a message on a voicemail for a friend asking him or her to meet tonight. Ask the class what type of information they will need to give. For example, the time and date of the call, *the time/date they want to meet, the name of the location to meet, what they want to do*. They will also need to spell any difficult words (such

as names) and clarify the numbers in the dates or times. When each student has written their message, they take turns in pairs to dictate their message as if recording a voicemail. Their partner listens and writes down the key information.

"Dictations are good for getting students to focus on short chunks of language, and for 'noticing' or highlighting new forms."

Rachel Appleby, Hungary

Unit 42
10 ways to use music and songs in the classroom

Most people enjoy listening to music and songs, so it makes sense to use them in class. In particular, songs have lyrics which offer a great opportunity to introduce the students to new language, to get them to interpret the meaning of the lyrics and to develop their listening skills.

1. Background music

Playing music as the students enter the classroom can be a great way to create an atmosphere or beginning to a lesson. Background music can relax the students or it can provide 'aural wallpaper' when they are working on an extended task. Used with speaking tasks, it can create a sense of buzz. It can also be used with writing tasks – some (though not all) students like writing to music.

2. Students choose the music

When choosing music and songs for a lesson, remember that music without words is often less distracting, but that not all classes will enjoy listening to classical music, for example. It is important to find out what your students like. You could even let each student have one lesson where they choose the background music. If your class really likes music, then set aside a lesson or part of a lesson where they all bring in a song in English, play a short part of it and then talk about why it is important to them. Better still, if any of your students are musicians, ask them to bring their instruments to class and play them.

3. Musical genre vocabulary

Record short extracts of different types of music such as rock, classical, reggae, hip hop, etc. Write the names of the genres on the board. The students listen to each extract and match the name of the genre to the music. This is an easy way to teach the vocabulary and will allow the students to talk about the kinds of music they like listening to.

4. Write out the lyrics

Ask the students to choose a song with English lyrics that they like. For homework, they should listen and try to write out the lyrics they hear. Afterwards, they can check their work by finding the lyrics on the internet and comparing them with their version.

5. Gapfill the lyrics

Make a copy of the lyrics and put gaps in. Play the song and get the students to write the missing words.

6. Scrambled lyrics

Put the students into pairs or groups of three. Give each pair/group a set of the lyrics cut up line by line. They read and try to put them in the correct order. Then they listen to check. Another variation of this is to give one or two lines from a song to each student. The students then stand in a line. You play the song and when they hear one of the lines they are holding, they run to the front of the line. (You will need plenty of space for this activity!)

7. Listen for a word

Write important words from the song on different cards. Hand out the cards to the students so they are each holding two or three words. Play the song and when a student hears one of their words, they hold the card above their head. Some words will be repeated a number of times, so the students may need to raise the same card several times. This activity really makes students listen closely and it is useful for focusing on stressed words.

8. Interpreting lyrics

Like poetry, some songs have lyrics full of metaphor and meaning. With higher-level classes, the students can discuss the meaning of a song after listening and decide what the writer wanted to say.

9. Write about your favourite group or composer

Many students will have their favourite group or songwriter, so it is a logical context to make

use of. For example, if you are looking at the language for describing the past or biographies, ask the students to write about their favourite group.

10. Singalong and karaoke

Songs (and rhymes) are a popular way to introduce and practise new language with infants and younger learners. Traditional children's songs such as 'Old MacDonald Had a Farm' often involve actions and movement, making the tunes and words more memorable. You can find lots of suitable songs for children on the internet and many appear on YouTube so you can also watch images with them. However, singing along with songs doesn't just have to be for young learners. The huge popularity of karaoke around the world highlights how people of all ages are prepared to sing along to their favourite songs in public. With the right classes, karaoke can provide really useful practice with pronunciation. If you don't think it's a good idea to have karaoke in your lessons, you could also organise a karaoke evening and invite everyone in your school to come along and participate. (See Unit 91.7)

"One thing that really helped me through my first teaching job was a collection of Beatles songs."

Pete Hayes, Czech Republic



Reading

It is sometimes said that people nowadays (especially younger people) don't read as much as they used to. While it might be true that fewer of us are reading lengthy novels, the reality is that we are probably reading more than ever. In our daily life we read text types such as emails, notes, text messages, reports, signs, notices, leaflets and instructions.

Knowing what kinds of texts your students need to read in English is a useful way to plan a programme of reading for a course. Most people also accept that reading in general is a good way to improve a student's level of English. For this reason, English courses can strike a balance between what can be called 'intensive' and 'extensive' reading. Intensive reading often refers to reading a text for informational purposes and looking for key details. It's concentrated work which is often done in the classroom – for example, asking the students to answer comprehension questions about a text within a set time limit. Extensive reading, on the other hand, relates to reading for pleasure; in this case perhaps a student takes a longer text home such as a magazine or short novel.

Clearly, most of the time we spend teaching reading skills in the classroom focuses on intensive reading. The units in this section reflect that. After looking at 10 key points about teaching reading, you'll find units giving advice on how to check the students' comprehension and ways of developing higher-level reading skills. One reason that teachers seem to avoid doing reading in class time is that it never feels very communicative and it's something the students can do at home. However, the unit with activities for adding variety to reading should help to counter this belief. The final unit offers some suggestions for encouraging students to read more extensively by using graded readers or short novels that have been adapted for students at particular levels.

Unit 43
10 points to consider about reading

Teaching reading involves preparing students for reading a variety of text types in English. In order to do this, you'll need to help them to develop certain reading skills. Some of the points listed below are especially relevant to shorter, informational texts such as reading a leaflet with travel information. Other points relate to longer, more extensive reading.

1. Prediction

In our day-to-day reading, we normally choose the types of texts we want to read; for example, a particular article in a newspaper, information on a blog, the times of the buses to work. In other words, we often know something about the subject of the text before reading it or we already have a view on the topic of the text. So, too, in class it is important to find out what our students know about the topic of a text before they read it as this will activate any relevant vocabulary they already know. The process of thinking about the topic will make the text more accessible to them by encouraging prediction of the sort of information that might be in it. You can elicit ideas by showing them a photograph from the text or writing the title on the board and having them speculate what the text might be about.

2. Skimming

Skimming a text means reading it quickly to get the main idea (or gist). It's the equivalent of briefly looking over a variety of articles in a newspaper to get an idea of what they are all about before selecting one to read in more detail. In class, the first exercise in any reading lesson often asks the students to skim a text for the gist and report back to the class on the general ideas contained in it.

3. Scanning

Scanning means looking for a key word or a specific piece of information in a text. For example, if you are reading a train timetable, you don't read the entire timetable. You scan for the place and the time that you need. We tend to focus on this kind of skill when the students have to deal with texts containing information such as names, places, dates, times, etc.

4. Reading for detail

This type of reading skill is taught in many traditional reading lessons, where the students are expected to understand every word. Unlike skimming and scanning, it is slow and not always

appropriate with every type of text. However, with a short story or a letter it might be.

5. Authentic texts

Using authentic texts can quickly demotivate students if they can't understand the meaning or purpose. One way to help them cope is to set questions which focus only on the language that they can understand in the text. In other words, you make the comprehension exercise easier in order to cope with a difficult text.

6. Adapted texts

Many teachers adapt authentic texts so the words are easier or closer to the students' level. The criticism of such texts is that they don't prepare the students for the real world. However, adapting texts so they are graded to the students' level makes them motivating to read and you can ensure that certain vocabulary or grammar items appear in context.

7. Dictionaries and guessing the meaning of vocabulary from context

If you give a student a reading text, as soon as they meet a word they don't know, they often look it up in a dictionary. The problem here is that it can slow their reading speed down and doesn't take advantage of the fact that often they can guess the meaning of a word from the context. This is a useful skill and a helpful strategy for increasing their range of vocabulary. One way to encourage guessing the meaning from context is to have students continue reading beyond the unknown word because subsequent sentences may contain more information relating to it. For example, it might be paraphrased or may become clear that the word has a positive or negative meaning. Another exercise that encourages the students to guess the meaning from context is to give them a list of definitions of words in the text. Ask the students to read the text and try to find and match words to the definitions.

8. Discovering grammar via the text

After the students have read a text for meaning, many teachers and course materials use it as a vehicle for teaching grammar. They do this by guiding the students towards certain sentences in the text which contain a particular grammar item. As with guessing the meaning of a new word from context in 7, students can often understand the meaning and use of a new grammar item because it appears within the more authentic context of a longer text rather than being presented in isolation.

9. Reading aloud or quietly

A traditional way of teaching reading in the past was to get each student to read part of a text aloud until everyone had read a section of it. Even today, some teachers still use this technique. The danger is that while one student is reading, the others are not concentrating on the text and

may be doing something else entirely, rather than listening to the reader. It can be quite challenging and stressful for the person doing the reading, and also when we read aloud, we tend not to think about what it is that we are reading. It is often far better to allow the students to read a text quietly on their own. This means that everyone is involved in reading the whole text, it takes less time and it can be much more effective.

10. Reading for pleasure and interest

Given the need to develop the students' reading skills and get them through their exams, it is easy to forget that reading should also be pleasurable. Sometimes, you don't have to set comprehension questions and test every aspect of reading. Perhaps the students could choose a short book (see Unit 47) to take home and read in English or they could find a text on the internet that interests them. They could then bring it to class and explain why they chose it.

Unit 44

10 types of reading comprehension question **In order to check the students' understanding of a reading text, teachers often give them an exercise with about six to eight comprehension questions (though the number will vary, depending on the length of the text). These questions can take different forms. To illustrate the 10 main types of comprehension questions, here is the first part of a longer informational text. Below it you can read different examples of questions that would check the students' comprehension of this text.**

Dolphins are one of the most easily recognisable sea creatures on Earth. Perhaps they are best known for their intelligence and playfulness. They often feature in stories from ancient Greek and Hindu mythology and they also appear in contemporary stories and films. Often they are portrayed in these as being able to 'talk' to people. In fact, dolphins can produce a wide range of sounds, allowing them to communicate both with each other and also with humans.

1. True/false statements

These statements are designed to make the students check if a detail or aspect of the text is true or false.

1. *There are ancient stories about dolphins. True / False*

2. *Dolphins are silent creatures. True / False*

2. Answer Yes, No or Don't know

This comprehension question is a closed question requiring only a short 'Yes' or 'No' answer. Alternatively, it might ask about information which isn't in the text so the answer is 'Don't know'. This kind of question encourages the students to read for evidence, rather than assuming the information is in the text.

1. *Does the writer think most people know what a dolphin looks like? Yes / No / Don't know*

2. *Does the writer suggest that dolphins' intelligence is a myth? Yes / No / Don't know*

3. *Did the ancient Chinese write about dolphins? Yes / No / Don't know*

(Answers: 1. Yes, 2. No, 3. Don't know)

3. Open questions

These questions require the students to find a word or phrase in answer to them.

What are dolphins best known for?

Who can they communicate with?

4. Multiple choice

This style of question often appears in tests and examinations, as well as in the classroom. The students are given a choice of possible answers.

How do dolphins communicate?

A. *With colour*

B. *With sounds*

C. *In writing*

5. Note-taking

You can give the students headings and they have to write down any relevant notes related to the heading. For example:

- *In history and culture*
- *Reasons they are well known*
- *Communication*

This is an especially useful comprehension task for students who might need to develop note-taking skills.

6. Write in the missing word

The comprehension task can be to find a word from the text and complete a sentence.

1. *Dolphins are creatures that live in the* _____.

2. *They use* _____ *to communicate with each other.*

7. Remove sentences

With reading texts, you can remove five or six sentences from the whole text and ask the students to try to guess where the sentences go. Alternatively, you can offer three sentences for each gap and the students choose the correct sentence. For example:

Dolphins are one of the most easily recognisable sea creatures on Earth. Perhaps they are best known for their intelligence and playfulness. They often feature in stories from ancient Greek and Hindu mythology and they also appear in contemporary stories and films. (1)____. In fact, dolphins can produce a wide range of sounds, allowing them to communicate both with each other and also with humans.

A. *Some people are against keeping dolphins in captivity.*

B. *Often they are portrayed in these as being able to 'talk' to people.*

C. *Fishermen often catch them in their nets by mistake.*

8. Gapped text

Sometimes reading texts are given to students with gaps in. Arguably, this kind of exercise doesn't test understanding of the meaning of the reading, but it can be a useful test of language level. Typically, the gapped words tend to be smaller grammatical or lexical items.

Dolphins are one of (1)_____ most easily recognisable sea creatures on Earth. Perhaps they are (2)_____ known for their intelligence and playfulness. They often feature in stories from

ancient Greek and Hindu mythology and they also appear (3)_____ contemporary stories and films.

9. Summarise the paragraph

Write a choice of three sentences. The students have to choose the one which best summarises a paragraph or section of the text.

A. *Lots of people like dolphins because they are friendly.*

B. *Dolphins are well known for a number of different reasons.*

C. *Dolphins are in danger from human activity.*

10. Write your own comprehension questions

You don't always have to write the questions. You can ask the students to write their own questions about the text and then swap them with a partner. They try to answer each other's questions.

Unit 45
10 tasks for higher-level reading

The following tasks tend to work well with intermediate or advanced students. They are especially useful if you are using a reading text in which the author both presents information and expresses views or opinions. For example, you could take a text from the comments section of a newspaper or, if your students are studying English for academic purposes, you could use the kinds of texts they might need to read in English at university. All the tasks go beyond using the basic type of comprehension question (see previous unit), encouraging the students to read the text more deeply and to assess the author's position.

1. What's the source?

Brainstorm different types of places to read texts; for example, a newspaper, a book, on the web, in a magazine, etc. Alternatively, bring in a selection of texts from different sources and ask the students to identify the source for each one. Then ask them to look at the text you plan to

work on in the lesson and ask where they think it came from.

2. How reliable is it?

Following on from the task in 1, ask the students which of the texts listed they would describe as reliable sources which contain factual information and which they think might be less reliable. For example, a text taken from a university textbook is probably reliable, whereas a text taken from a newspaper might contain more of the author's own opinion. After some discussion, ask the students to look at the text and say how reliable they expect the information to be.

3. Reacting to the text

Write these sentence openers on the board:

I think the author wrote this because...

One thing that surprises me about the text is...

One opinion I agree (or disagree) with is...

Tell the students to read the text and then complete the three sentence openers. Ask them to compare their responses with each other and talk about any ways in which their responses were different. This is a useful technique to encourage them to express their own views on a text.

4. Arguments for and against

If the article presents the pros and cons of something, ask the students to read and list what these points are. Alternatively, if the article only presents one side of an argument, ask the students to list those arguments and then discuss and think of a similar list of opposing arguments and opinions.

5. Find the evidence

If the author has expressed an opinion, ask the students to look back through the text and underline the evidence which is given to support it. This activity quickly allows them to see if the text is based on evidence or not.

6. Fact or opinion?

Choose three or four sentences from the text and write them on the board. Ask the students if they think the author is expressing a fact or their own opinion. For example:

An estimated seven billion people live on the Earth.

The world will find it increasingly challenging to feed the hungry mouths of seven billion people.

The first sentence expresses a fact and the second is the author's opinion. Having demonstrated the idea, ask the students to read the text and underline examples of sentences expressing facts and circle those expressing opinions.

7. Emotional language

As a follow up to the activity in 6, write a sentence on the board which expresses a strong opinion and underline any language which marks it out as an opinion or is an example of highly emotional language. For example: *The world will find it increasingly challenging to feed the hungry mouths of seven billion people*. Then ask the students to look through the text for more examples of emotional language.

8. Write a title for the text

One way to have your students think about the writer's main aim or objective in the text is to remove the title. After the students have read the text, ask them to write a title for it. They can then compare their title with the original. Alternatively, ask them to write one sentence which summarises the main message of the text and compare their sentences with other students.

9. Summarise the text

A higher-level skill that will benefit students studying English for academic purposes is to ask them to read the text and summarise the main points in a single paragraph.

10. Presenting a summary

An alternative (or extension) to 9 is to ask the students to give a presentation which summarises the main points of the text. Each student can conclude by presenting their own feelings about the views of the author and saying whether or not they agree.

"I tell students to read what you really enjoy reading: cartoons, sports magazines, Harry Potter, thrillers. It doesn't matter as long as the content grabs your attention and makes you forget that you are actually reading in a foreign language. I am convinced this works – it did for me!"

Lisa-Nike Bühring, Germany

Unit 46
10 ideas to add variety to a reading lesson

People often think of reading as a quiet, solitary task, but here are 10 ideas for making reading a challenging, lively and interactive classroom activity.

1. Scrambled text

Cut up a text into nine or 10 sections. Short texts could be cut up sentence by sentence, longer texts paragraph by paragraph. Give the cut-up text to a group of students. They read it and put the sentences or sections in order. This reading task is a great way to ensure the students read deeply for meaning and learn to recognise the cohesion of a text.

2. Mixed-up messages

As a variation to the activity in 1, give the students a series of emails or text messages between two people. Mix them up so they are out of order. The students read the messages and try to put them in the correct order.

3. Similarities and differences

Find two texts of similar length which are about a similar topic but contain some different information. One way to do this is to look at the same news story as reported in two different newspapers. Alternatively, write one of the texts yourself so it includes differences. Put the students in pairs and give one student a copy of one text and the other student a copy of the other. Give them a time limit to read their texts. Then tell them to take turns to summarise their texts orally and to listen for similarities and differences between the two texts. When they have finished summarising and saying what they think the similarities and differences are, they read both the texts again and check if they were correct.

4. Find your place in the text

This activity is a combination of the techniques in 1 and 3. Cut up a text into six or seven sections. Put the students into groups with the same number of students as there are sections of the text and ask them to stand in a circle. Give each student part of the text at random. Give them a few minutes to read their text. Then ask them to take turns to report back to the group on the information in their part of the text. As each student speaks, the group has to decide the order of the original text. When they have decided on the correct order, get them to stand in line

in that order, with the student who has the introduction first and the one with the conclusion at the end. Ask them to read out their sections to check their answer.

5. Treasure hunts

Choose a selection of information-rich texts (about 10), such as tourist leaflets or advertisements. Write a set of 20 questions based on the texts for the students to answer. Pin the texts up around the room. Put the students in pairs and give each pair a set of the questions. The students have to walk around the room, read the texts and find the answers. Make it competitive, with the pair that answers all 20 questions first being the winners.

6. Plays and scripts

Using short dialogues and scripts from plays and sketches can be a motivating way for students to read a text and then read it aloud or perform it in groups. Texts could be anything from a basic listening dialogue printed in the back of a coursebook to an extract from a well-known play. For example, I once met a teacher who often used parts of plays by Harold Pinter because although the meaning and the characters might be complex, the actual level of language used is not too high. Reading scripts like this can also act as a useful springboard into getting the students to write and perform their own work.

7. Instructional texts

Texts which explain how to do something are great if they are something the students can follow; the most obvious example is a recipe which students read and study and then try to cook at home. Another example is a text which describes how to do a magic trick. There are lots of short texts like this online. Print some out and ask the students to read and try them on each other in class.

8. Changing a text

If you have recently read a text together in class, bring it to the lesson again, but make 10 changes to certain information within it. For example, if the text was a short story, change some information about the main character or the plot. The students read the text and try to guess what has changed. After they have guessed, let them read the original text and compare. As a follow-up, ask them to rewrite the text again with their own ideas for changes.

9. Missing information

Make two copies of a short text with some facts and figures in, for example a short biography. Delete different pieces of factual information, such as a date or an important name, in each of the two texts, leaving a gap where the word or phrase is missing. The students work in pairs and each receive a different copy of the gapped text. They read their text and take turns to form

and ask questions for their partner in order to find out the missing information. This activity encourages active reading as well as teaching the students to manipulate language into question forms.

10. Webquests

Webquests are an excellent way to encourage your students to search for and read texts online. The basic idea is that you present the students with a task and you suggest websites to visit which will help them. For example, working in groups, they have to research tourist information online about a particular country or city. After gathering the information online, they complete some kind of summarising task; for example, they could imagine they represent the tourist board of the place they researched and must give a presentation to the class based on the information they found.

Unit 47
10 activities to use with graded readers and stories

To encourage students to read more widely, we can ask them to read a story or a short piece of fiction. Some publishers also sell 'graded readers', which are either original fiction written to include certain vocabulary to match a particular language level or they are shortened, adapted versions of classic literature; for example, you might find a version of Frankenstein written for learners at intermediate level. Students can read these kinds of books at home, as time in class will be limited, but it's also helpful to do some activities in class to encourage and support their reading. Some of the activities that follow lend themselves to a situation where all the students are reading the same book. Others will work where students are reading different titles.

1. The cover

Look at the cover of the book or any accompanying artwork. This can include an ebook which will also have a cover image. Discuss with the students questions such as:

- What does the image show?

- What do you think the book will be about?
- What type of book is it? (eg. a novel? a biography?)
- What type of people are the characters on the cover?

If students are reading different titles, they could each take turns to show the class the cover of their book and summarise their own answers to the questions above.

2. Summarise a chapter

Once students start reading the first chapter, you could begin by asking them to read and summarise it. This task will demonstrate whether they have read and understood the chapter and they can also write with their reactions to the text. If everyone in the class is reading the same book, ask them to summarise the chapter but to include three incorrect pieces of information. For example, if the main character wears an item of clothing that is a particular colour (eg. a black hat), the students could change the colour in their summary. Then they swap their summaries with a partner and they have to spot the three changes.

3. Put the chapter headings in order

For classes where the students are all reading the same book, write the chapter titles (where applicable) on the board but in the wrong order. The students try to put them in the correct order from memory. If the chapters don't have headings, write a short summary sentence for each chapter (eg. what happens) and use these instead.

4. Timeline of events

To summarise the main events chronologically, the students can draw timelines on large pieces of paper and make notes on what happens at each stage of the story. This is especially useful with books where the events are not necessarily told in chronological order but might include, for example, a character describing an event that happened in the distant past.

5. Interview a character

Ask the students to write 10 interview questions for one of the main characters in the story. Then they could role play a conversation, with one student asking the questions and the other pretending to be the character and answering.

6. A news report

The students choose an important event from their story and rewrite it as though it is a news

story. They can include an attention-grabbing headline and write up the events in the style of a tabloid newspaper or they could write it as a radio news broadcast and then read it aloud to the rest of the class.

7. Watch the film version

If there is a film version of the book, you could play it for your students. While watching it, the students can make notes about any changes to the storyline or how the film version differs from how they imagined the book.

8. Plan a film adaptation

The students imagine that they are going to make a film version of the story they are reading. In groups, they discuss these questions:

- Will you change the name of the book for the film?
- Which famous actors will play the characters?
- Will you modernise it?
- Will you change any parts of the plot?

The groups present their plans to the rest of the class.

9. A quiz

Prepare regular quizzes checking that the students remember (or have read) certain parts of the book. If they have all read the same book, then this could be set up as a team competition, with teams answering questions and receiving points for the number of correct answers they get. Alternatively, the students can work together in groups and write their own quiz questions to ask other groups.

10. A review

The students write a review of the book, saying what they liked about the story or what they think could have been better. You could also do this orally, by setting aside part of a lesson to have the students give their opinions. If they have read different books, get each student to present their book and say whether they would recommend it and why (or why not).



Writing

Language courses often focus a great deal of time and attention on helping students to read, listen and speak. As a result, writing tends to get overlooked and yet many students will need to learn to write texts in English for work, studies and examinations, and for social correspondence. Also, some teachers don't regard spending time writing in class as particularly useful; instead, they set writing tasks for homework. While it is true that writing a text such as an article or story does require that students work on their own, there are also a lot of benefits to setting aside some time in class for short writing tasks in which the students work together and focus on particular writing skills.

This section begins by looking at the types of written text types which are commonly taught in ELT classrooms. Some of them have an obvious purpose because they are texts that we write in our day-to-day lives (eg. emails and notes) and others are text types which are often included in school curriculums and examinations (eg. stories and articles). Then there is a unit on the different techniques and strategies that students can learn in order to improve their writing. It's certainly worth devoting class time to helping your students to develop some or all of these strategies before setting them a writing task for homework.

There is also a list of 10 types of subskills that support a student's writing. These should be worked on in class because they look at different aspects of writing; for example, how to improve a text through the use of conjunctions or using synonyms in order to widen the variety of vocabulary used. It's also important to pay attention to accuracy in writing, so you'll find a suggested system or 'code' for marking and correcting students' texts.

At the end, there is a collection of writing activities which are fun and offer students the chance to express themselves in different ways. I refer to these as 'writing fluency' activities in the same way that we talk about 'speaking fluency' activities. They offer students the opportunity

to write freely, creatively and to draw on all the language they feel confident using. In particular, they are activities which encourage authentic written communication between students and make it a collaborative experience instead of one that can be unnecessarily solitary.

Unit 48
10 types of written text

Students have different reasons for learning English and might need to learn to write a variety of text types. However, the 10 listed below are commonly requested by many students and often form the key headings of a school's writing syllabus.

1. Emails

In their own language, your students probably write more of these than anything else and if they are working, they possibly send a large number in English as well. Quite often students can write basic emails but they appreciate help with issues of register and the use of fixed expressions. For example, how formal or informal their email should be and whether they should use phrases like *Dear … or Hi, Yours sincerely* or *Bye for now*.

2. Letters

Fewer and fewer of us write letters these days, but they are still used in business, so students who work in companies need to know how to write them. The language of letters is often contrasted with that of emails because letters tend to be more wordy and more formal. Expressions such as *With regard to your letter dated …* and *We are looking forward to hearing from you* are often taught, along with the formal conventions of business letters.

3. Opinion essays

Students studying English at school, college or university will be expected to write essays in English. There are also some examinations which include essay writing questions. Often these ask the students to give an opinion or balance arguments for and against a proposition. So an essay title could be: 'Young people spend too much time on the internet nowadays. Give your opinion.' The student must write an essay with around four or five paragraphs, which introduces the topic, lists the arguments for and against and then draws a final conclusion.

4. Reports

There is a wide variety of styles that can come under the heading of a report. If your students work for a business, there may be an in-house format or style which employees are expected to follow, so try to get an example copy to refer to. In some exams, students are expected to write short reports based on written evidence they receive, such as some fictional survey results. Often these reports are expected to follow a certain structure, with an introduction, a list of findings and then some recommendations based on these findings.

5. Stories

Writing stories is a skill which is mostly taught to younger learners and teenage students, who often have to produce them in examinations. However, you might also find that some adult students enjoy the creative challenge of writing fiction, and stories can also be fun to use as a vehicle for practising certain language, such as the past tenses or descriptive vocabulary.

6. Instructions

Although we might think of instructions as something we read rather than write in our everyday lives, we do often write short messages with instructions for other people, such as giving them directions, a list of things to buy or summarising some arrangements. The ability to sequence ideas in a logical order and to write clearly and succinctly is important for this task.

7. Curriculum vitae

With more and more people applying for jobs overseas, your students might really appreciate help with writing an effective CV. As well as covering the language for areas such as work experience and educational history, there is an important cultural aspect to CV writing as the format and expectations for CVs can vary from country to country. Along with CV writing, you could also teach how to write a covering letter.

8. Forms

We fill in forms both online and on paper for a whole range of reasons; for example, applying for jobs or courses, completing government immigration and visa documents, or filling in hotel registration forms. Students of English need to be able to understand the headings on forms and then write in the appropriate information.

9. Notes and summaries

There is a whole variety of situations and contexts when students will need to write notes or summaries. In work, they might attend meetings, or at university listen to lectures in English where they need to take notes and then summarise. In class, students will benefit from listening

and practising taking notes before writing what they've heard in a short summary. (See Unit 40)

10. Blog post

This is perhaps the broadest category as it could cover anything from reviews of a film to an article about a favourite hobby. However, the great thing about blogging is that the students can write something which then can go onto a class blog. They could begin by talking about blogs they like to read and explain what they like about them before they try writing their own.

"My students are working professionals so they write emails and it's important for them to be efficient. If you do a task everyday, like writing emails, you want it to be as easy as possible."

Christina Rebuffet-Broadus, France

Unit 49
10 writing techniques to develop in class

The following techniques are relevant to most lessons in which you want to encourage the students to write more effectively. You won't necessarily use these techniques with every kind of text type (see Unit 48) or in every lesson, but over time it's worth introducing them as they are useful techniques for improving writing.

1. Brainstorming

After you set a writing task in a lesson, you will sometimes see the students stare at the paper or screen, unable to write anything. The combination of a kind of 'writer's block' with the challenge of writing in English means that the students simply can't start. You might also have asked them to write something that they wouldn't normally write in their own first language, such as a fictional story or a report. To help them relax into the idea of writing, begin the lesson with a brainstorming stage. You can do this as a whole class, in smaller groups, or the students can brainstorm alone. Basically, they need a blank page and just have to write down anything that comes to mind on the subject of the writing task. It could be ideas, views, single words or longer phrases related to the topic. At this stage, it doesn't matter how crazy or straightforward the ideas are; the aim is simply to generate thoughts.

2. Making notes

Following the brainstorm stage, the students need to look at the ideas generated and note down the key ones that they think will work. Working on their own, they can add to and extend these notes with more ideas, or they can do some research on the topic and take more notes before starting the planning stage.

3. Planning

Using their notes, the students can start to make a proper plan. Planning is one of those things that many students do not spend enough (or any) time on. However, it is especially important for very structured text types, such as reports or academic essays, which students might have to write for examinations. Students who don't plan and just start writing tend to get halfway through and run out of ideas; they suddenly realise that they don't know what to write next and their writing is unstructured and often left unfinished. When your students do a writing task, tell them to plan the text for five or 10 minutes before they start. They need to think how many main points they plan to make and list these. Then they need to think of any supporting points for each main point. Once they have done this, they'll find that the actual writing becomes much easier.

4. Studying target model versions

If your students are to write texts such as letters for work or essays for an exam, spend time with them looking at good examples of these text types. Identify what the key features are of the model versions. For example: What is the structure? How has it been divided into paragraphs? What kind of fixed expressions and phrases does the writer use?

5. Borrowing useful phrases

Following on from 4 above, encourage your students to underline and copy useful phrases from model texts and then reuse them in their own writing. This is especially true for any more formal texts such as formal letters which includes set expressions and phrases (eg. *With regards to … If you have any further questions, do not hesitate to contact us*, etc.)

6. Timed writing

In examinations, the worst situation is when a student runs out of time and fails to complete the writing. To avoid this, students need to experience time limits before they take the exam, so it is useful to set rigorous time limits for writing tasks in class. Even in non-exam classes, time limits can also have the effect of motivating the students to write.

7. Collaborative writing

It can also be beneficial to have students working together on a writing task, as it can be helpful to share and generate ideas with others. If you do this, the students will also be talking about the topic, so it is highly communicative and can be motivating for students who aren't keen on writing.

8. Checking

As well as setting aside time before the actual writing in order to plan, students also need to make sure that they have time at the end for checking their writing. In particular, they should take the opportunity to check for basic errors, to improve word choices, insert some punctuation. In the case of writing for an exam, this can save a few marks which might otherwise be lost.

9. Peer feedback

It can be useful to get your students to read each other's writing and give constructive feedback. Don't do this immediately at the beginning of a course; wait until you have built the students' trust of each other, so they are happy to give their opinions freely. When the students are ready, ask them to read a partner's text and write comments at the end. Often it's helpful to list what you want them to focus on. For example, ask them to check that there are clear paragraphs or that the writer has followed the standard conventions for the genre of writing they are attempting. Some of the benefits of peer feedback are that the students not only receive feedback on their own work, but by reading someone else's work, their attention is drawn to mistakes that they themselves might make. As a result of identifying these mistakes in another student's work, they will probably avoid making them themselves in future pieces of writing.

10. Redrafting

After your students write a first draft, you will want to collect in their work, mark it and give feedback (see Unit 51). In some cases, you might not expect the students to write the text again with corrections and improvements, but usually the process of redrafting and writing a second or even third draft can be a useful learning exercise and raises the students' awareness of what is required in a finished piece of writing.

Unit 50
10 subskills for teaching writing

Writing lessons don't always have to involve the students writing full-length texts. You can also devote shorter sections of a lesson to developing specific subskills, depending on the age, level and needs of the students.

1. Forming letters

Young learners who are also learning to write their own first language will need help with forming letters. The same can also be true for older students whose first language uses a script that is very different from their own – Arabic or Chinese, for example. You can ask young learners to try drawing the letters in the air with a finger or making large, colourful posters of each letter of the alphabet. Older students will need practice in copying the 26 letters of the English alphabet if they need to write by hand in English.

2. Punctuation

If you have been teaching punctuation rules, one way to practise is to take a text and remove all the capital letters, commas, full stops and any other types of punctuation. Give a copy to the students and get them to rewrite it with the punctuation in.

3. Conjunctions 1

At lower levels, you will want your students to join sentences with conjunctions such as and, but, because and so. Give the students pairs of sentences and ask them to rewrite them with a conjunction. For example: *I live in England. I work in France. = I live in England but I work in France*.

4. Conjunctions 2

At higher levels, your students will need to make their writing more cohesive, with words such as *However, Although, Nevertheless, Fortunately,* etc. Try to find a text with a few of these types of words and create a gapfill exercise where the students have to choose the correct one and write it in the text.

5. Spelling

English spelling is notoriously difficult. One approach to dealing with it is to take a selection of words that your students commonly misspell and base parts of a lesson on them. For example, write 10 words on the board. Spell five of them correctly and five of them incorrectly. Get the students to discuss in pairs which five they think are wrong. Another way is to write some of the words twice and ask the students to tick the correctly spelt word.

For example: *accommodation* ü *accomodation* û

6. Register and formality

Students need practice in identifying the correct level of formality or 'register' when writing. For example, a report for work will use more formal language than an email to an old friend. An exercise such as the following raises this kind of awareness. Students have to match the less formal words in group A to the more formal synonyms in group B:

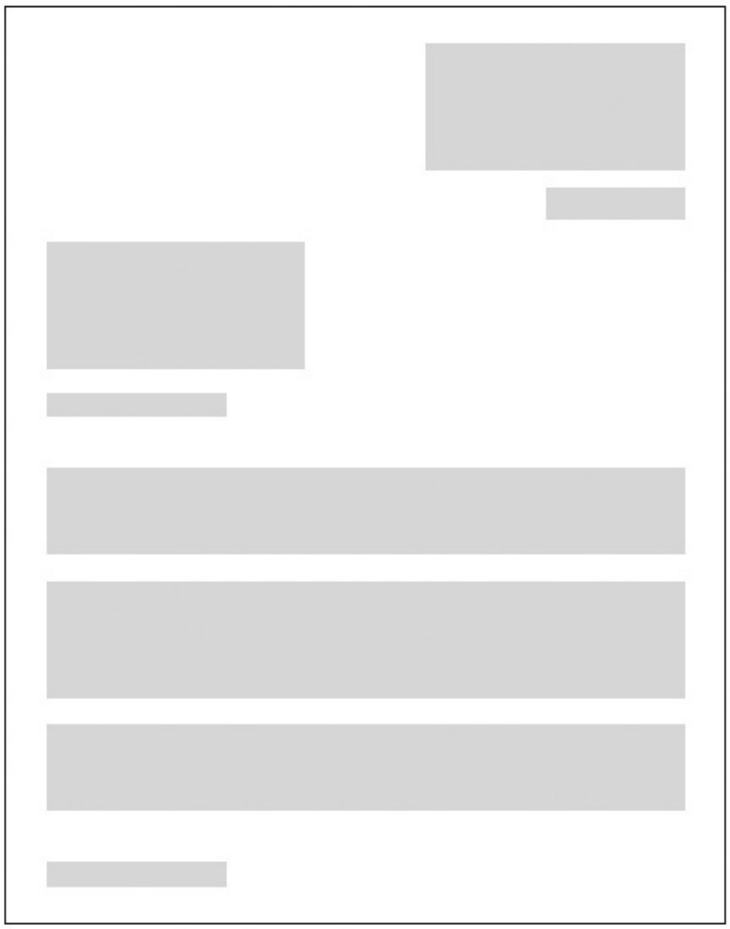
Group A: Tell, change, get, try, give, stop

Group B: Amend, terminate, receive, endeavour, donate, inform

(Answers: tell/inform, change/amend, get/receive, try/endeavour, give/donate, stop/terminate)

7. Layout

Some texts have very specific layouts. You can exploit this by drawing the 'shape' of the text and inviting the students to say what kinds of expressions and phrases go into which part. So, in this example of the layout of a letter, the students could say what is in each box (eg. sender's address, date, receiver's address, etc.). Alternatively, they could choose from a selection of expressions taken from the letter and place them in the correct box. For example *Dear Sir or Madam* would go into the fourth box.



8. Paragraphs

Especially when writing essays and more academic texts, students need to use paragraphs. One way to work on this skill is to take a text with paragraphs and edit out the paragraphs on your computer by making the first sentences of each paragraph run straight on from the previous sentence. Give out the block of text and ask the students to try to decide where the original paragraphs would have started and ended. Then show them the original to compare. This can lead on to a discussion about how they decided and the reasons for paragraphs.

9. A wider variety of vocabulary

Students can often improve their writing by widening the range of their vocabulary. For example, some students opt for adjectives like ‘nice’ or ‘good’ when they could use more interesting and expressive words. One way to raise their awareness of this is to give them a text like this:

Our (1) nice *hotel is on a (2)* nice *beach and each room has a (3)* big *balcony. Every morning you can watch the sun rise over the (4)* nice *blue ocean and go for a (5)* nice s*wim before eating a (6)* good *breakfast in the hotel restaurant. If you like (7)* old *buildings and (8)* old *places, you can visit the local town which also has a (9)* good *market where you can buy*

some (10) nice *presents for friends at home.*

They have to replace the adjectives in bold with more interesting words. There is obviously more than one correct answer in each case, so the students can compare their ideas. The aim is to make them aware of how a wide variety of vocabulary makes their writing more interesting. Here's a list of suggested words to improve on those in the text:

(1) beautiful *(2)* stunning *(3)* huge *(4)* crystal *(5)* refreshing *(6)* hearty *(7)* historic *(8)* ancient *(9)* great *(10)* wonderful

10. Accuracy

Students need to develop the skill of checking their own work for mistakes. However, they will initially rely on your marking and corrections. Using a correction code can be an effective way to approach this as it encourages more autonomy. See Unit 51 (next unit) for more about this.

Unit 51
10 symbols to use for correcting writing

Correcting errors and giving feedback on writing can be tricky. If you correct everything, there is a danger of covering the work in comments and 'red ink'. This can be both demotivating and unhelpful because the students either give up or they just write out the piece again with all your corrections inserted. Alternatively, if you decide to focus only on certain errors or give feedback only on certain parts of their work, the students will wonder at a later stage why you didn't highlight all the mistakes to begin with.

One way to help them is to develop a correction code. This is a series of symbols that you use to indicate errors.

There are two ways you can use these types of symbols:

1. Write the symbol above the error so that the students have to think about what the mistake is rather than simply read your correction of it. So a sentence in an essay might look like this:

C WW WO SP

john was very sensible and didn't take well critisism.

The symbols indicate that the sentence needs a capital letter (C), sensible **is the wrong word (WW) (having been confused with** sensitive**), the word order (WO) of** well criticism **should be** criticism well **and there's a spelling mistake (SP) in the final word.**

2. You can also use the same technique with symbols written down the margin of a piece of written work next to the line with the mistake. This way, the student sees the symbol and then has to study the relevant line in the writing to work out where the mistake is. Having to find their own mistakes like this creates a greater challenge for the students.

Note: If you are marking computer-written texts, the same principles apply. However, you can insert your comments using different coloured fonts or use the comments function, which creates small boxes in the margin of the text with a space to give feedback.

Here are 10 of the most useful symbols you could put on your students' writing in order to help them notice their mistakes.

1. SP

This indicates a spelling mistake in a word.

2. WO

If students write words in the wrong order, such as an adjective after a noun (*house big* instead of *big house*), write WO to indicate the problem.

3. P

You can write P to let your students know there is a punctuation problem. If you want to be more specific, you can use other symbols to suggest the type of punctuation problem. For example, C means a capital letter is missing (and a small c can be a missing comma). The letter A can refer to a missing apostrophe, FS to a full stop, and so on.

4. T

When students make a mistake with a verb tense, you can write a T above the verb. In this example, the student has used the present perfect when the tense should be the past simple:

T

I've started work here in 2001.

5. WW

Wrong word tells the student they need to replace a word because it doesn't have the right meaning.

6. This indicates a missing word in the sentence and usually you put it under the sentence or inserted between the two words where a word is missing, like this:

I'm interested learning more about English.

7. [ ]

As well as missing a word, students sometimes add an extra incorrect word. You can use the square bracket symbol around the incorrect word or above it, like this:

All you need is [the] love.

8. WF

WF stands for an incorrect word form. For example, perhaps a student has written the adjective form instead of an adverb (e.g. *I ran quick quickly*) or the verb form instead of a noun (e.g. *Let me give you some advise advice*).

9. 

If a student has turned one word into two words, then connect them with this curved line, like this:



'I can't see them any where!' Gavin said.

10. /

Sometimes students will run one sentence into another, so you want to indicate that they should create two separate sentences. Use a backslash symbol, like this:

We walked for over an hour / suddenly there was a loud crashing sound!

In longer pieces of writing, you can also indicate that the writer needs to start a new paragraph. Many teachers write double lines (//) at the end of a sentence to show that the next sentences should be the start of the next paragraph.

Most of the symbols in this unit are fairly standard in English language teaching, though you will come across others. The important thing is that you are consistent with your symbols when marking your students' work. It's a good idea to give them a brief guide to your marking symbols at the beginning of a course so that they are familiar with the symbols you are using.

Unit 52
10 writing fluency activities

We often think of writing in the lesson in terms of accuracy. However, writing fluently is also important. As with speaking, students need to develop the skills of writing to speed and time pressures and responding quickly, especially to written communications such as emails. These 10 activities all help to develop writing fluency and the ability to generate ideas – and they can also add an element of fun to a writing lesson.

1. Email dialogues

Email English is often like spoken English written down. So in the same way you would set up a speaking role play, you can also ask your students to communicate by writing to each other. If you have the technology in the classroom, the students can send emails to each other. Otherwise, they can write their messages by hand and pass them back and forth. For example, this role play for practising the language for inviting and making arrangements.

Student A: Email B. Invite B out for dinner next week on Tuesday at 8pm.

Student B: Write a reply to A. Accept A's invitation, but you are busy on Tuesday. Suggest a different evening.

So Student A writes, then B replies. Then A can write again and B replies until the role play comes to a logical end. One problem with this type of activity is that one student is always writing for the other to reply. An alternative is to have everyone playing the part of Student A, then swapping their emails, and then all the students become B and write a reply. So in other words, two email exchanges occur at the same time and this ensures that the students are kept busy.

2. Write the missing texts

Cut up a text into about seven or eight sections. Give each student (or pair of students) a set with three sections missing. Ask them to try to arrange the text in order and decide which three sections are missing. They then write the missing sections in their own words. At the end, give them the original sections to compare with their own versions. This is quite challenging, but it works well if you reuse a text they have seen in an earlier lesson so that it is a form of revision and recycling.

3. Instructions for a paper plane

Give a piece of blank paper to students in groups of three or four. Ask them to make a paper plane. This task generates useful speaking and discussion as they try to agree and decide on a design. Once everyone has made their plane (and tested it), tell them to try to write a set of instructions to give to another group so they can make the same plane. Encourage them to use instructional language, such as imperative verb forms and sequencing words like *Firstly, Secondly,* etc. When they have written their instructions, they swap them with another group and try to reproduce the other group's plane. At the end, everyone compares their paper planes and comments on how clear (or unclear) the instructions were.

4. Pass the paper

This activity works with any type of text that you have been working on recently, but is especially good with stories and letters. Put the students in a circle. Each student needs a blank sheet of paper and a pen. Ask them to write the first line of a text. So a story might begin with *Once upon a time ...* or a letter might start *Dear Sir or Madam, I am writing to ... .*

When everyone has written the first sentence, they pass their paper to the person on their left. Now everyone has a new text in front of them. They read the sentence they have received and write the next sentence. Then they pass it to the left again, read the two sentences and write the next one. This continues until you decide that all the texts are at the point where they should end, and you then tell the students to write the final sentence. This is a fun activity, with the students having to read and then write lots of different collaborative texts. You can finish with the students receiving the text for which they wrote the first sentence and ask them to redraft or correct the text to produce a final version.

5. The Pixar code for story writing[1]

We often ask our students to write stories, but pay little attention to what actually makes a good story. This activity will help. It's based on a six-line structure that the animation film company Pixar (makers of films like *Shrek* and *Toy Story*) uses to plan the plotlines of its films. Show the students the beginning of six sentences like this:

Once upon a time _____

Every day _____

One day _____

Because of that, _____

Because of that, _____

Until finally _____

They can work alone or in pairs and complete each sentence to create the basic outline of a story. To get them started, you could give them a simple example of how to start the story: *Once upon a time, a student of English went to London. Every day he left home at 9am and went to his lesson. One day he arrived at the classroom but no one was there* ... The six sentences don't produce a complete story but they are a useful way to give structure to the plot and to get the students started.

6. Sound effects

Download a few sound effects or record some if necessary. They can be quite random and apparently disconnected, eg. a door slamming, a police siren, thunder, an audience clapping. Play them two or three times to the class, who make notes about each one. Explain that the sounds come from something that happened late last night in your town. Ask them to imagine what happened. They could also discuss what happened together. Then they have to write a headline and an article for the local newspaper about the events.

7. Picture prompts

This activity is a variation of the one in 6. Give the students a selection of pictures or cartoons and ask them to discuss how they are connected. (The pictures don't have to be connected in any way; just let the students' imaginations do the work.) When they are ready, the students can write a story based on their ideas – or they could produce a group story, with one person being the secretary and everyone else suggesting parts of the story.

8. A model version

Give the students a model version of a text you want them to write. For example, you could give them this email of complaint to study and get them to underline any useful expressions.

Dear Sir/Madam,

I am writing to complain about my recent stay at your hotel. I arrived on the 25th June for two nights. First of all, the hotel receptionist was asleep at the desk and was very slow.

Secondly, my room was dirty and the television didn't work. Finally, when I ordered dinner with room service I waited two hours and my food was cold. I complained to the hotel manager who said, 'No one else ever complains.'

I am sure that you will understand that this is not acceptable and I expect a full refund.

Yours faithfully,

After your students have underlined useful expressions, give them a copy of the letter skeleton in the Appendix on page 250 on which they write their own letter of complaint using their own ideas and words.

>> Unit 52.8: A model version

9. Story building

This activity is a good way to get the students thinking about the person who will read their stories and making the details and characters more interesting and imaginative. Ask the students to write a short story of about 100 words (or use a story they have written previously). Then they swap their story with a partner who reads it. The readers then write four or five questions that ask for information which isn't in the text. For example: *What was the colour of the main character's hair? What was the weather like? Where was the woman from?* They hand the story back to the original author who then rewrites the story including the information which will answer the questions.

10. A diary, journal or log

Encourage your students to start keeping a daily or weekly diary about their lives. You could provide time in class once a week for them to write in their diaries. It's advisable not to correct students' diaries as these are quite personal and the emphasis should simply be on getting the students writing. Alternatively, set up a class blog and invite your students to contribute to it.

1 Coats E (2011) Pixar Story Rules (one version) [online]. Available from: www.pixartouchbook.com/blog/2011/5/15/pixar-story-rules-one-version.html (accessed October 2014).

Resources

This section offers an overview of the many resources and teaching aids that are available for use in the classroom. Some of the tools and resources are well-known and can be found in most classrooms around the world (eg. a blackboard or whiteboard) while others are less well-known but worth investigating (eg. Cuisenaire rods). And of course there is the ever-growing amount of technology and internet-based resources which are changing the classrooms that some teachers work in.

Overall, this section is organised so that the most well-known resources are presented first, with suggestions on how to use and adapt them. For example, lots of classrooms still make use of coursebooks so there is a unit dedicated to them. For teachers working in very low-tech contexts, there are ideas on how to build a lesson using only the objects around you. Pictures are also easy to find and make a great resource, so you'll find a range of ideas on using them.

Then, moving into classrooms with access to more technology, there are suggestions on showing video as well, encouraging students to make their own. The later units also include tips on using mobile devices in the classroom, as well as ideas for making use of many students' passion for online gaming.

Unit 53

10 classroom aids

The aids you will find in classrooms around the world vary enormously. There are some places with little in the way of resources or aids and where even the electricity supply is unreliable. At the other end of the spectrum, there are classrooms fitted out with every modern technological aid. Here's a list of 10 types of classroom aids, which begins with some of the more traditional and basic ones and ends with some of the more hi-tech tools which might be available for use.

1. Blackboard or whiteboard

Either a blackboard with chalk or a whiteboard with pens allows you to write up new vocabulary, draw pictures or diagrams to clarify a concept or even allow the students themselves to write their own ideas or answers to exercises.

2. Overhead projector (OHP)

OHPs are increasingly disappearing from schools, but you might still find one in the corner of your classroom. To use these, you write text or draw pictures on a transparency – a piece of plastic film – and place this on a glass plate. A bulb beneath the plate lights up, and whatever is on the transparency is projected onto a white surface: a whiteboard, screen or wall. You can prepare your lesson presentation on the transparency with coloured pens and you can project images as well. It's useful for groupwork, because you can give a transparency to each group and they can write their ideas on it and present it to the class afterwards.

3. Cassette recorder, CD player, DVD player

Although this technology seems very old in an age of downloads and playing sound and images through digital equipment, some schools will still use old style cassettes and video as well as CDs and DVDs. After all, it can be expensive to replace recordings – and difficult to find some old recordings in a digital format. Of course, these devices still function perfectly well as a way to play listenings or show videos. The question is for how much longer will anyone know how to use them?

4. Flashcards

Flashcards are, in their simplest form, cards with words on. Sometimes they'll also include a picture of the word. You can use them to teach single words or to test your students' memory and spelling. You can make your own by keeping a set of blank cards – as new words come up, you write the word on a card. You can then bring them back into the next lesson and use them to see how many words your students remember. Phone apps are also now available based on the principle of flashcards.

5. Puppets

With younger learners, finger puppets and glove puppets are a great way to introduce a character into the classroom who talks to the teacher when you want to introduce a new dialogue or to tell a story. You'll also find that younger learners may be more willing to speak if they can talk through the voice of their own puppet, rather than speaking as themselves.

6. Posters

Posters on bare, sterile, white classroom walls can improve the atmosphere. They also help peripheral learning by providing reference materials that the students can turn to and check. For example, you can have a poster with a list of irregular verb forms or lists of words linked to a particular topic. With lower levels, a list of useful classroom language written on a poster can help the students if they forget how to ask things like, 'Can you repeat that?' 'What does ... mean?' or 'How do I spell ...?' Students can also make their own posters with photos and a short text about a recent trip or a chart showing the results of a classroom survey.

7. Computers and tablets

In more hi-tech classrooms, there might be computers or tablets available for the students to use during the lesson. If so, you have the opportunity for your students to do web searches, write classroom blogs, watch a video, listen to audio, play a game or do exercises with the growing amount of custom-made language learning software on the market. Your only limitation will be lack of time to keep on top of all the options available to you!

8. Digital projector

If you don't have a whiteboard, a digital projector allows you to project from a computer onto the wall. It doesn't have quite the same versatility as an interactive whiteboard, but it allows you to show video, webpages, pictures and PowerPoint presentations. You can also use it to get your students to give their own presentations with accompanying slides.

9. Interactive whiteboard (IWB)

Interactive whiteboards are an expensive piece of classroom equipment so many schools do not use them. However, if you do work in a classroom with one, it offers you enormous potential. IWBs vary in functionality according to the maker, but common functions include connectivity to the internet, which enables webpages to be shown to the whole class, displaying video, pictures and PowerPoint presentations. You can use a pen or your finger to move objects and text, and some IWBs also come with handheld devices which let the students choose answers and interact with the board from their seats. Many ELT publishers also now produce digital versions of course materials which can be displayed on an IWB.

10. BYOD

BYOD stands for ‘Bring your own device’ so it isn’t exactly a classroom aid but represents a policy which reflects the growing trend for students to bring their own mobile devices (phones, tablets, etc.) to class and for the teachers to include use of these devices in the lesson. Note that some schools still do not allow students to use their own mobile devices in class, so check with your manager first. If you do allow students to use their own devices, then you should also make sure that any students without a device can work with someone who does. In fact, encouraging this kind of pairwork with one device can also increase the communication and collaboration between students.

Unit 54
10 ways to make your coursebook work for you

Many teachers and students use coursebooks in their lessons. They provide a syllabus to follow and a ready-made set of materials. Sometimes you or your colleagues might criticise a coursebook. Perhaps it’s lacking in relevance to your students’ needs, maybe it’s wrong for the level or it doesn’t cover everything (or covers too much!). The fact is that a single coursebook can’t fit every teaching context, and they are produced with the assumption that teachers will sometimes have to adapt, supplement or omit parts of the book. Here are 10 ways to make the coursebook fit into your teaching context.

1. Start with the book closed

It can be dispiriting if the first words of a lesson begin: ‘Hello, class. Please turn to page 52 of your books’. Think of a way to raise your students’ interest in the lesson before turning to the coursebook. For example, if you are going to read a text, write five or six key words from the text on the board. Ask the students to predict what they think the connection between the words is. After they make some guesses, tell them to turn to the relevant page in the book and find out if they were correct. This kind of task increases their motivation to open the book.

2. Student interest and need

If you are teaching a course which is shorter than the amount of material given in the coursebook, you could start the course by asking the students to read the contents page and tick the topics or language areas that they feel would be useful or of particular interest. Take votes in larger classes on which parts of the book to cover. And for students who want to study parts of the book in class but there isn't time, you can always set those sections for homework.

3. Too little

If the coursebook doesn't cover enough or provide enough to do, look at ways to extend the material in it. You can always turn a reading text into a gapfill, a listening into a dictation or get the students to write a description or story about a photo. Having said that, note that most modern coursebooks have a devoted website where there are additional worksheets and online activities, so it's unlikely that you won't ever have enough.

4. One-to-one

Coursebooks are designed to work with classes of every size, so they include pairwork and groupwork. If you use the book with one-to-one students, you might have to omit some tasks, especially group-based work. However, you can do discussion and pairwork tasks with your student. If you find it hard to do tasks such as role plays and give feedback to your student at the same time, then record your conversations and play them back afterwards so you can give feedback on the language. (See also Unit 87)

5. Localise and personalise the content

Coursebooks are often written to be used in many different countries. For this reason, the contexts can be about people in places which seem remote and far away to your students. However, it's fairly easy to adapt a topic to make it relevant to your own students. In this example, taken from a coursebook, the listening was about food recipes around the world.

'This is kabsa. It's a popular dish in my country and also in other countries like Yemen. You need some chicken, or some people make it with fish. Cook the chicken with an onion, some salt and pepper, and other seasoning. Some tomatoes are good with it as well. We eat it with rice and I put some nuts and raisins on the top. It tastes delicious!' (Taken from Dummett P, Hughes J & Stephenson H (2014) *Life Elementary*. London: National Geographic Learning.)

The teacher took the audio script, created a gapfill and asked the students to complete the text with a recipe that was well-known in their own country.

This is ____. It's a popular dish in _____ and also in other countries like _____. You need some _____, or some people make it with ___. Cook the _____ with _____. Some _____ good with it as well. We eat it with ____ _____. It tastes

delicious!

6. Photos and images

You might not like the questions or tasks that accompany the photos or images in the coursebook. If so, write new ones or use the pictures in different ways. (See also Unit 58.10)

7. Student-designed materials

Sometimes students can rewrite the materials themselves. For example, they could write new reading comprehension questions.

8. Too hard

Material in the coursebook can be too hard when either the texts (reading and listening) are too high in level or the exercises are too complex. With reading texts you might need to pre-teach some vocabulary from the text before the students read it. In the case of a difficult listening, many books have a transcription of the listening at the back, so the students could listen and read, if necessary. If a particular exercise is too hard, provide a simpler task first and then return to the harder exercise in a later lesson.

9. Revisiting

Introduce activities that make the students look back through the coursebook. This is useful for revision and it's satisfying for them to see how much they've covered. One way to do this is to create a quiz, where the answers can only be found in the book. As an example, here are the first three questions for a quiz designed to revisit a unit in the class coursebook:

1. *Which famous person can you see on page 13?*

2. *What happens to the verb in reported speech on page 15?*

3. *What is the synonym of 'scared' on page 16?*

10. Working with other teachers

If other teachers are using the same coursebook as you, then try to share ideas and extra resources you have created to supplement the book.

Unit 55
10 activities using the objects around you

Sometimes you might find yourself in a situation where you need to teach a lesson on the spot with no preparation. Maybe a colleague is ill and you need to cover a lesson or maybe you don't have a coursebook to follow. In this case, it's always useful to turn to the resources around you, which are the objects in the classroom or those in your (or a student's) bag.

1. Teach the objects

Choose 10 objects and teach the words for them. Show each object to the class, say the name and have the students repeat the word a few times. Spread the objects on the floor and point at them randomly, checking that the students can say the name of each one.

2. Kim's game

This is based on a well-known game in which – before students arrive – you lay objects out on a table and cover them with a cloth. Remove the cloth and give the students one minute to memorise what they can see. Then cover the objects again and ask the students to write down all the objects they can remember. Give one point for each correct word and see who remembered the most.

3. Kim's game variation

Kim's game in 2 has a few variations. One of these is to put the objects out so students have time to memorise them. When you cover the objects with a cloth, move them around and remove one. When you reveal the objects again, the students have to work out which object is missing.

4. Guess the object

Put a number of objects in a bag. A volunteer comes up to the front and puts their hand in the bag. They have to choose one object in the bag, feel it with their hand and then describe what they can feel, without saying the name of the object. The rest of the class have to guess what the object is. They can also ask questions if necessary. Remove the object once it has been guessed. The student who guessed correctly comes up next to describe another object.

5. Alternatives

Sit the class in a circle and place an object in the middle. Demonstrate the activity by walking to the middle, picking up the object and using it in a different way. For example, if the object is a pencil case, hold it to your ear and talk. The students have to call out that it's a mobile phone. Then another student comes up and has to use the object in an alternative way and the other students call out what it is. After four or five attempts, substitute the object in the middle with another one that will generate other alternatives.

6. The survival game

This idea is based on a famous problem-solving game. The students work in small groups and imagine that they are stranded in the middle of a desert. It's 100 km to the next town. Lay out a selection of objects (around 15) on the floor and explain that they can only choose five to carry with them. Choose some objects which would obviously be useful (a bottle of water, a compass) and others which might be less obviously useful but offer possibilities (ie. bin liner, a hat, etc.). The students discuss which to take and then present their selection at the end to the other groups, with supporting arguments.

7. Imaginative adjectives

Write on the board the rules for adjective order before a noun (object) with examples beneath like this:

opinion → size/shape → age → colour → origin/nationality → material → NOUN

useful large old red French metal

Get the students to sit in a circle. Hold up one object (ie. a hat) and say 'This is a hat'. Then pass it to the student on your left and they have to repeat the sentence with an adjective such as 'This is a brown hat'. They then pass it to the next student who repeats the sentence and adds another adjective such as 'This is a nice brown hat'. The hat continues being passed round the circle, with each student adding a new adjective to the sentence in the correct position. The aim to produce a sentence that contains as many adjectives as possible, such as 'This is a nice, medium-sized, new, brown, English, cotton hat'.

8. Chain stories

Again, this fun speaking activity works well if the students are in a circle. With larger classes, make mini-circles of six or eight students per group. Each student is given or selects an object at random. Explain that the circle has to create a story which must include the object they are holding. One student begins and must speak for one minute, mentioning their object at some

point. Then the next student continues the story and finds a way to include their object. This continues until everyone has spoken. The last students must also try to find a way to end the story logically. To improve the storytelling, ask the students to tell the story again but this time to speed it up and tell it more naturally. Another variation is for the students to change places at the end, leaving their original objects on their chairs. They then have to retell the story as before, with each student telling a different part of it depending on the object they are now holding.

9. Make a TV commercial

Talk to the students about TV commercials. Ask them which ones they like or don't like. How much do they think these adverts convince them to buy a product? What do they think makes an effective advert? Then put them into groups of three and give them an object. Ask them to prepare a 30-second TV commercial that will convince people to buy the object. They can write a script and perform their commercial to the class at the end.

10. Write an advert

As a variation to the previous activity, ask the students what makes an effective advert in a magazine and what information it should include. Then get them to write and design a magazine advertisement for an object, either on their own or working in pairs.

Unit 56
10 ways to use Cuisenaire rods

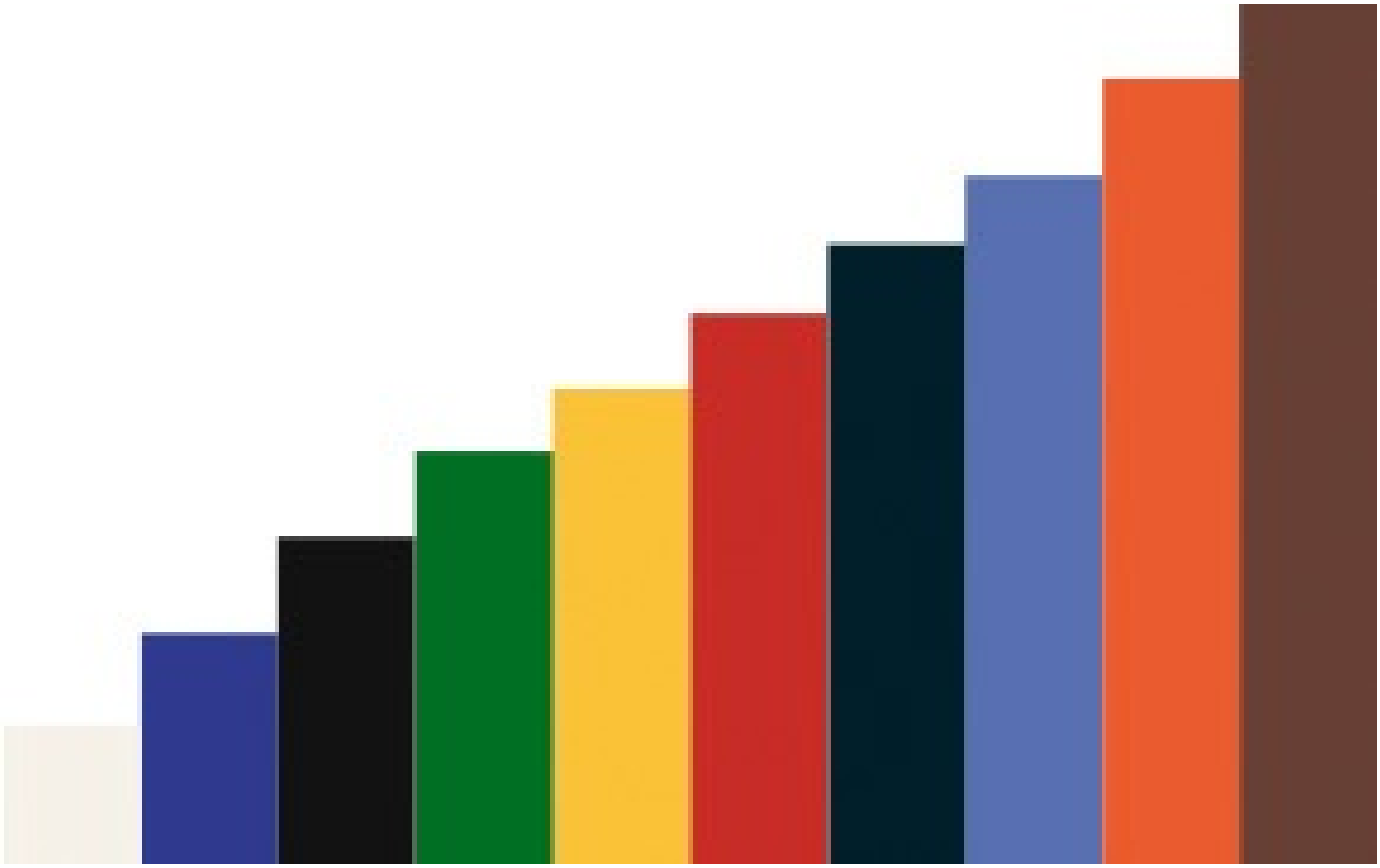
The 'Silent Way' was a language methodology that emerged in the 1960s. Its founder Caleb Gattegno emphasised the need for learners to 'feel' the language rather than to be instructed or 'told' about the language by the teacher. To achieve this, Gattegno made use of different aids to encourage the students' concentration. One such aid was a set of Cuisenaire rods. These are coloured rods of different lengths, which were originally created as a visual tool for teaching maths.



Surprisingly, in these days where we increasingly look to new technology to support learning, the low-tech Cuisenaire rods are often ‘rediscovered’ by teachers. Their appeal is that they are portable, highly visual and tactile and – when used well – can be very effective as a way to present and practise new language. Here are 10 of the most popular ways in which rods are used and provide a starting point for any teachers wishing to start experimenting with rods in their lessons.

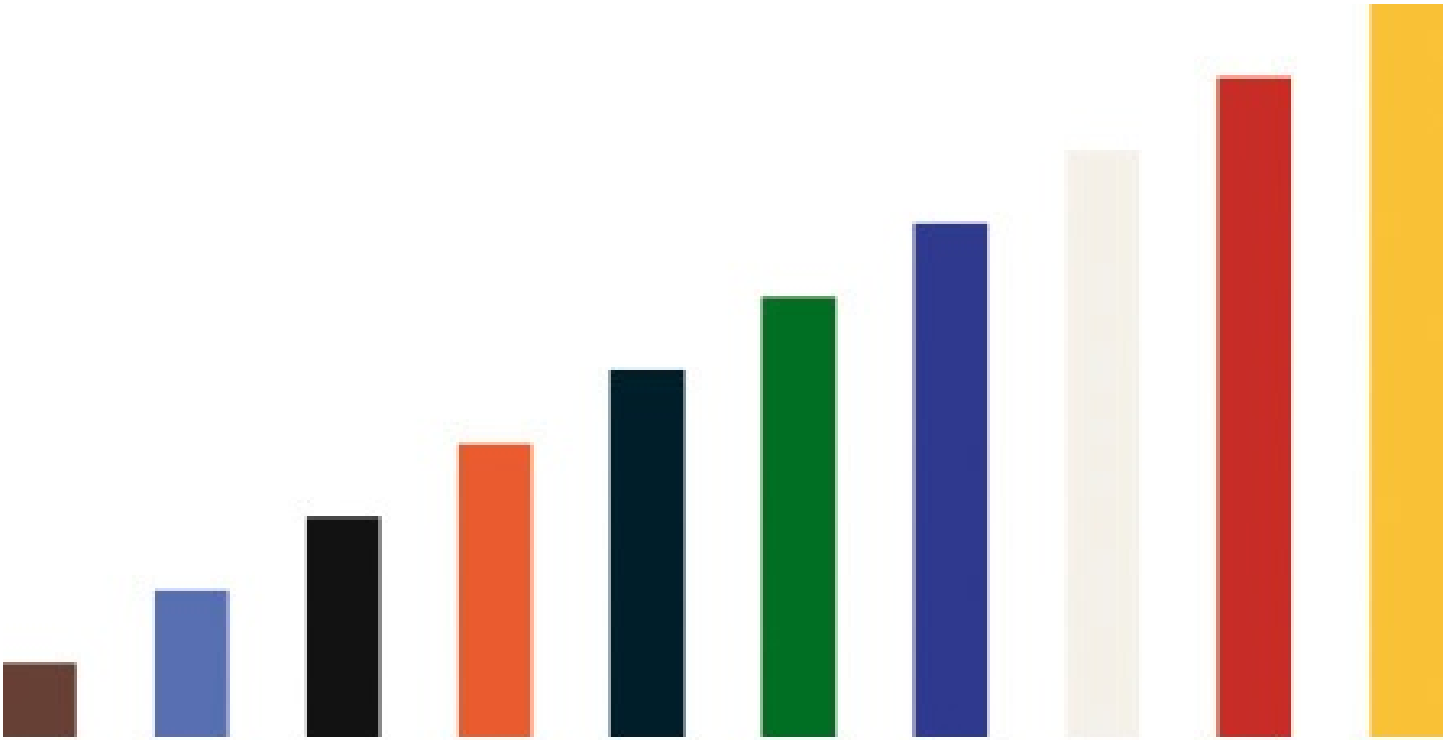
1. Teaching colours

The rods come in different common colours such as red, green, white, black, purple, green, etc., so they are an easy way to introduce and teach the vocabulary of colours. Show each rod to the students and have them repeat the colour word. After a while, put the students in pairs and give them a selection of rods. They take turns to point at the different colours and test their partner.



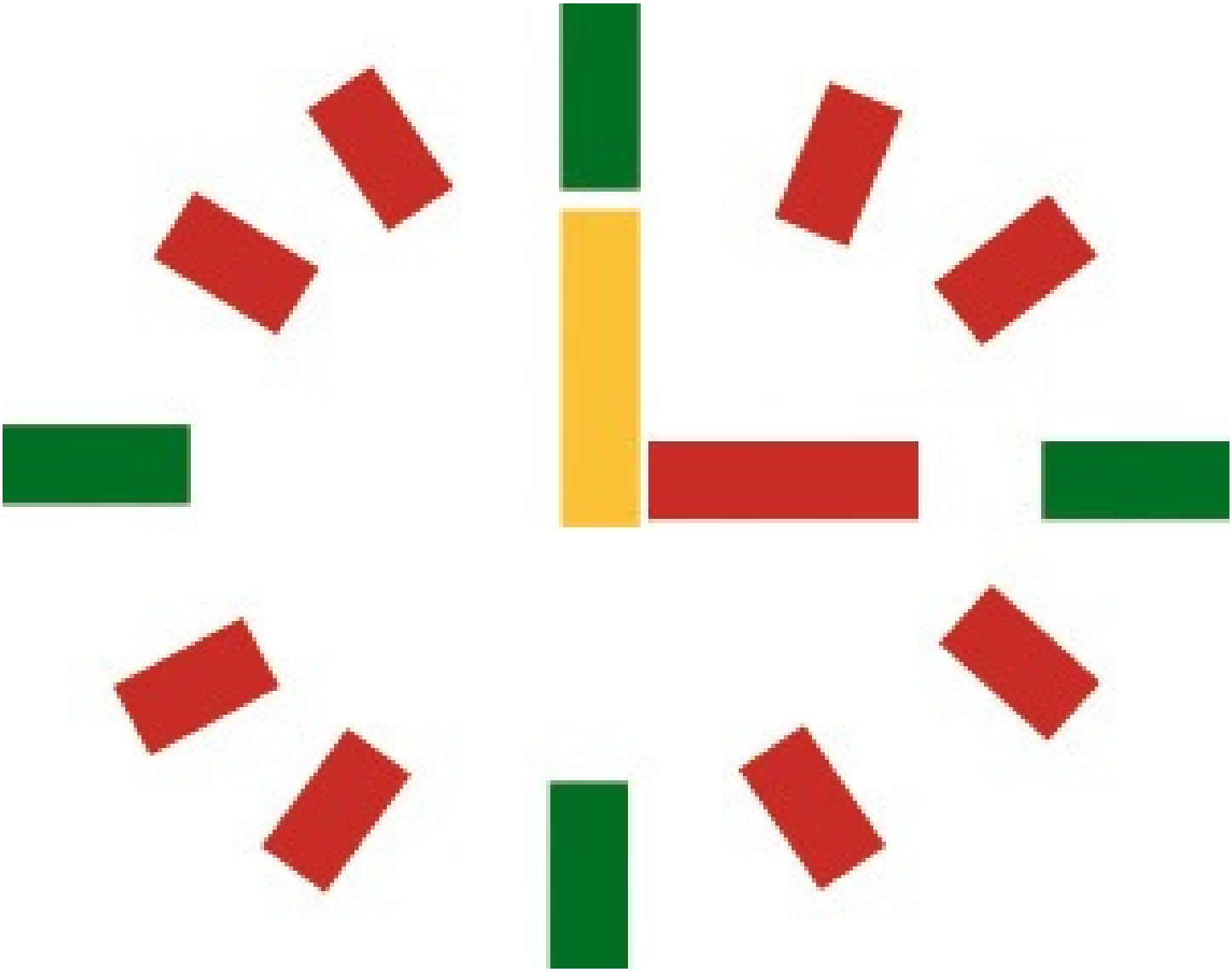
2. Teaching numbers

As the rods were designed for teaching maths, they come in lengths of 1cm up to 10cm. You can put each length next to another and introduce the numbers from one to 10. Then by adding rods to each other you can teach larger numbers.



3. Telling the time

Activities 1 and 2 above made use of the rods' physical qualities (colours and length). However, the rods can represent other objects. For example, lay the rods out to represent a clock face and move the hands to teach the language for telling the time:



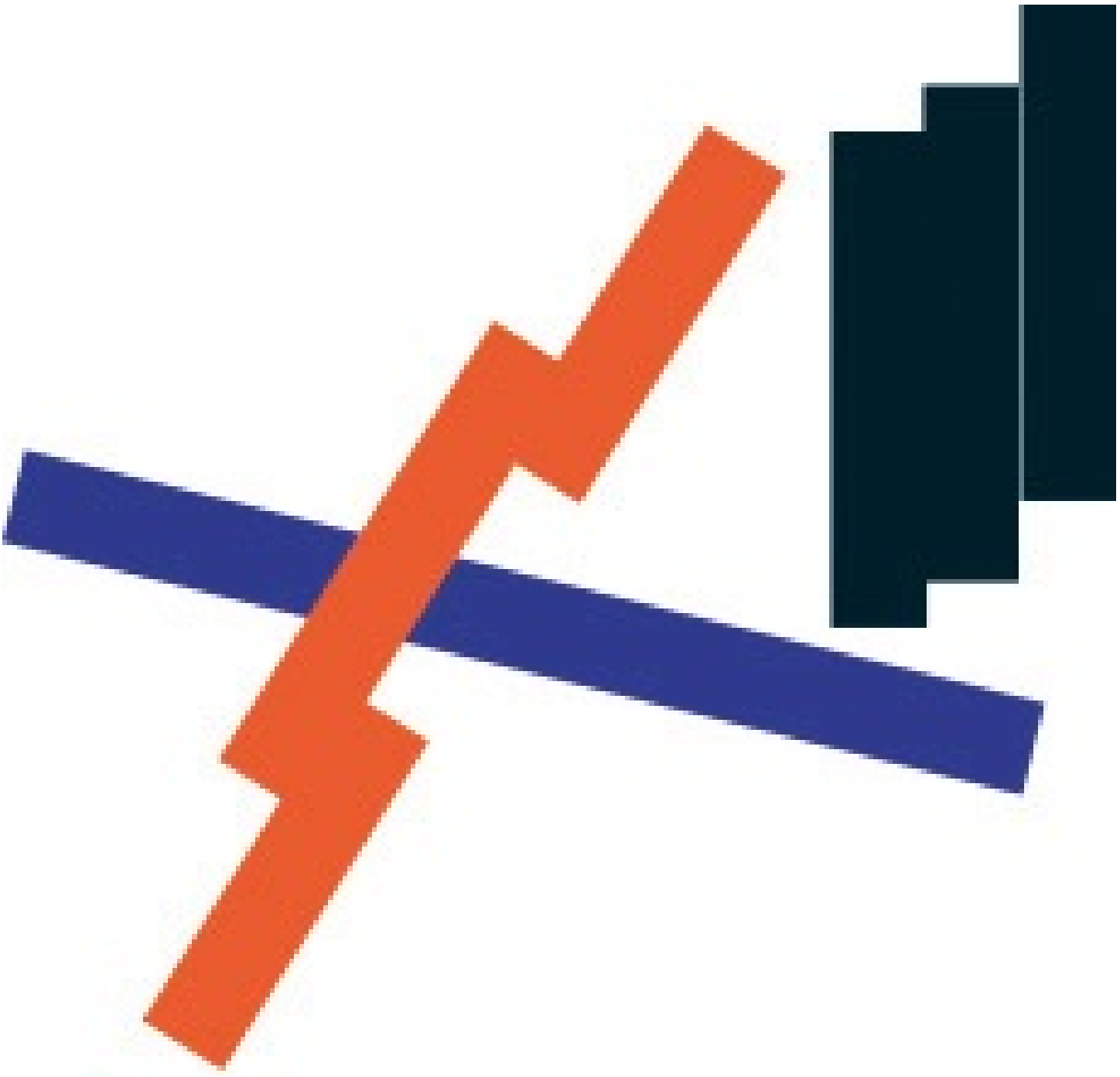
4. Create a city

You can build a city with the rods and use different rods to represent parts of the city. For example, lay blue rods end to end to represent a river. Use brown rods to show roads and stand green rods upright to indicate trees. The possibilities are limitless and this allows you to teach words to describe parts of a city. Let your students add places to the city with more rods and have them describe it to each other.



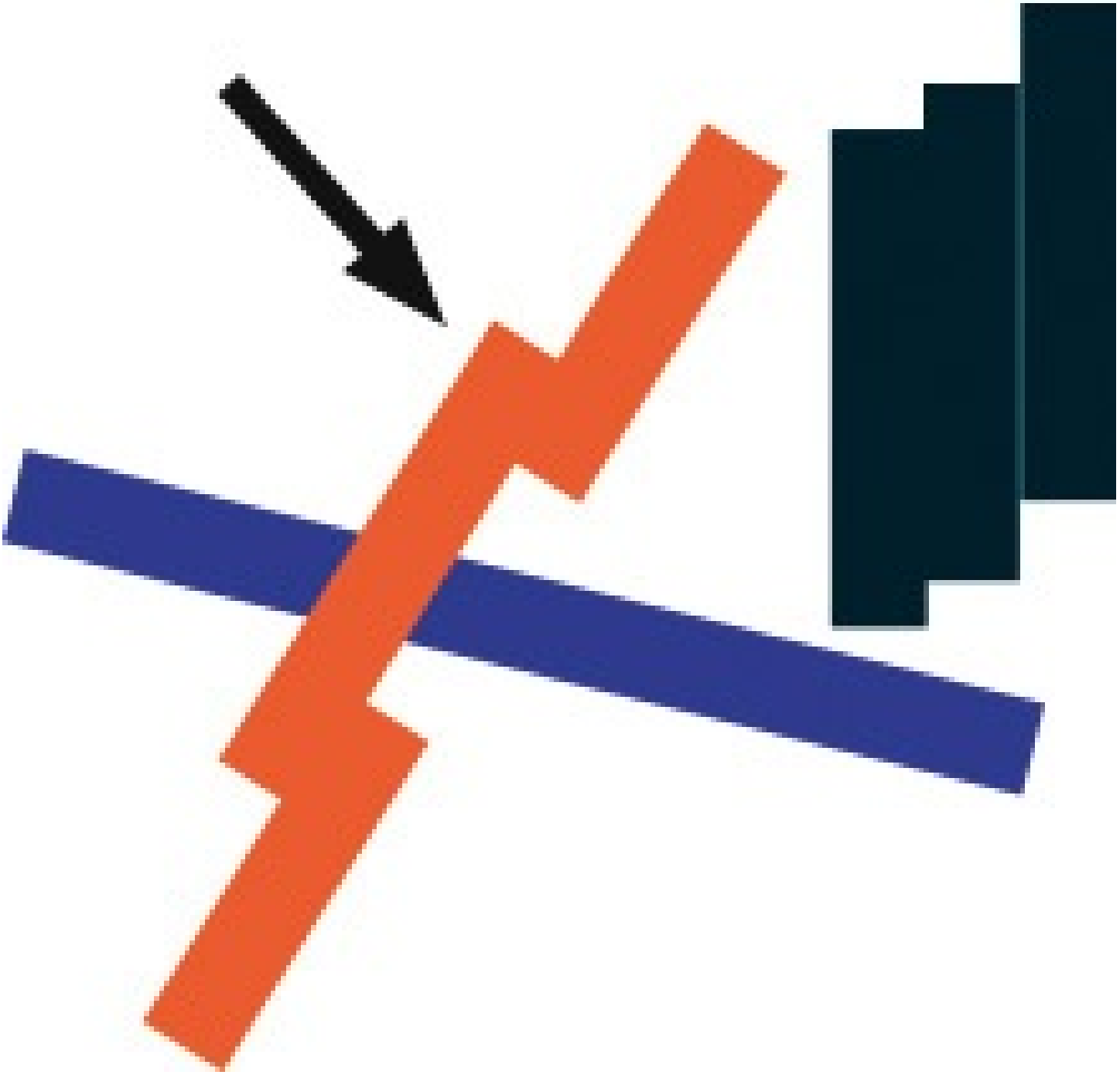
5. Prepositions of place

You can place one red next to another and teach prepositions of place such as: ‘The red rod is next to the yellow rod.’ To make it more meaningful, if you have created a city as in activity 4, then students can produce sentences like, ‘The offices are next to the river.’



6. Giving directions

Again, using the city you built in 4, introduce the language of giving directions. Point at one part of the city and ask the students to give directions to a different part of the city.



7. Pronunciation

You can show the number of syllables and the stressed syllable in a word by using rods of an equal length and one rod which is longer. For example, to show the number of syllables and stress in the word ‘education’, you can show the pronunciation like this:



Once the students get the idea, you can give them their own rods and then as you say different words, they position the rods to indicate the number of syllables and stress they hear in the word.

8. Grammar

Rods are helpful for showing the structure of a sentence or how an item of grammar is formed. For example, you can indicate how to form the past tense of regular verbs by adding -ed by using a small rod to show this change. Lay the rods out as below and say the sentence:



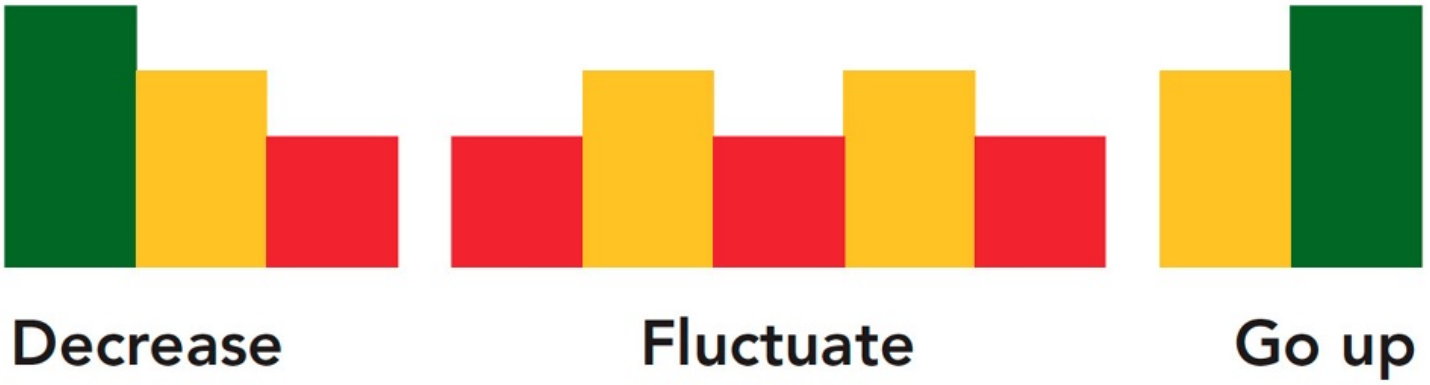
Then add the extra rod below and say the sentence in the past tense.

9.



Graphs and charts

Rods lend themselves to becoming graphs and charts, so stand them upright side-by-side and teach the language of trends. Then get the students to create their own graphs and charts and test their partner. Business students could use them to give a presentation about a company and its financial performance.



10. Tell a story

Rods are often used to tell stories in classes. For example, you could tell the traditional children's story Little Red Riding Hood by using a red rod to indicate the girl, a brown rod for the wolf, upright green rods to show a forest and so on. After you tell the story, the students can try to recreate it. Alternatively, they can choose new coloured rods and introduce new characters and change the story.

Unit 57

10 ways to use a board game

A board game adds a little bit of competitive spirit to a class and can be designed to help students practise virtually any part of the English language you choose. The board game shown below is for intermediate students to practise the language for attending a party. The students work in pairs or small groups. They all need a counter (a coin, for example) and place it on the START square. They roll a die and move round the board accordingly. As they land on each square, they must follow the instructions and talk to one of the other players.

<table>
<tr><td>You fall asleep on the sofa.

Miss a go.</td><td>Tell someone about something in the news.</td><td>Ask someone about their hobbies and free time.</td><td>You forgot to bring the host a present.

Miss a go.</td></tr>
<tr><td>Ask the person on your right if you can have another drink.</td><td colspan="2" rowspan="4">You are invited to my BIRTHDAY party at 3pm on

Saturday 25th April

</td><td>Offer someone a piece of cake.</td></tr>
<tr><td>Ask someone a question.</td><td>Ask the person on your left a question.</td></tr>
<tr><td>Ask a player directions to the nearest bus stop.</td><td>Ask someone what kind of music they like.</td></tr>
<tr><td>Say what a good party it was and say goodbye to everyone.</td><td>Introduce the person on your left to the person on your right.</td></tr>
<tr><td>FINISH

START</td><td>Offer the person on your left a drink.</td><td>Ask the person on your right a question.</td><td>You spill your drink.

Miss a go.</td></tr>
</table>

>> Unit 57: Blank board game and party board game

The board game above is a way of encouraging students to use phrases that the teacher has taught. However, you can adapt a board game for any language area. By using the blank photocopiable version in the Appendix, you can create your own version of the game.

Here are 10 ideas for using the blank board game.

1. Mini role plays

On the example board, the squares have short one-sentence tasks that make the students communicate in an imaginary situation, such as offering a drink. This idea can be adapted to include many different types of role play situations such as 'Make a phone call and leave a message' or 'Complain about a product you bought'.

2. Word revision

Write 16 items of recently-taught vocabulary on the board. When a student lands on a word, they have to make a new sentence with it or give a definition.

3. Question forms

Write a word or fact in each square. When a student lands on it, they must make a question that will get the answer on the square. For example, if the word on the square was 'LONDON', the students might ask: 'What is the capital of England?'

4. Describing pictures

Put a picture in each square and get the students to describe it when they land on it.

5. Grammar review

Write the name of recently-taught grammar items on the squares; the students have to produce a sentence with them. So if the square says 'The present perfect tense', they have to say a sentence like 'I've lived in Beijing'.

6. Word stress

Write word stress bubbles on each square; the students have to say a word with the same stress pattern. (See also Unit 78)

7. Hot topics

Write a different topic on each square. The students have to talk on a topic for one minute when they land on it. If they fail to speak about it for a minute, they miss their next go. If you have

worked on some of the topics from pages 50–69, then use this as an opportunity to revise those topics by writing them on the board game.

8. Phonemes

Write a phoneme on each square. The students have to say a word which has this phoneme in it. (See also Unit 79)

9. Starting phrases

Write different functional phrases on the square, such as *How are you today? Can I ask you for some help with something? Are you free to go out next week?* When a player lands on a square, they start a conversation with a player of their choice, beginning with that phrase.

10. Student-designed board games

Once your students become familiar with the game format, you can put them in groups and ask them to devise a board game which will practise any recently-taught language points. They create the board game and swap it with another group and then try playing the other group's game.

Unit 58
10 sets of questions to ask about an image

We often use images in class to begin a lesson or to generate discussion. Photographs, cartoons, paintings and graphics can all provide a context to the topic of a lesson. They often appear with a longer reading text, so they are also a good way to prepare for reading it. Talking about images can also be useful practice for certain parts of speaking examinations which require the students to talk about and sometimes compare images. The sets of questions here are all examples of the types of questions you can ask the students about many different types of images. Alternatively, you could write the questions on the board and the students could work with a partner and ask each other the questions.

1. Description

What can you see?

What does the picture show?

What is happening?

Say three adjectives that describe this picture.

2. People

Where are the people in this picture?

What are they saying/thinking?

How do they feel?

How well do the people in the picture know each other?

3. Activity

What are they doing?

Do they like doing this?

How often do you think they do this?

What has just happened?

4. Imagine you are in the picture

What would you be doing?

What would you say to the other person/people?

Would you enjoy being here? Why? Why not?

What question would you like to ask the person/people in the picture?

5. Time

When do you think the picture was taken?

What year is it?

What time of day/year is it?

6. Personalisation

What does it remind you of?

Have you ever been in a similar situation?

7. Comparison

How is the place in the picture similar to or different from where you live?

Compare the people in the picture. Find three similarities and three differences.

8. Predicting and speculating

What do you think will happen next?

What do you think the person is going to say/do next?

What do you think is to the right-hand side of the picture?

9. Picture with a text

Look at the picture with this text. What is the text going to be about?

Which part of the text is about the action or place in the picture?

10. Reusing the image

Imagine this picture is from a film poster. What is the title of the film? What kind of film is it?

Imagine this picture is the cover of a book. What is the title of the book? What kind of book is it?

Imagine this picture is the cover of a computer game. What is the title of the game? What kind of game is it?

Imagine this picture is from an advertisement. What is the product or service it is advertising?

"I use images in my classes because they warm up ideas and build vocabulary. I prefer to use images related to the students' interests and background, or images that students find challenging, informative and amusing."

Marianne Chavarria, Costa Rica

Unit 59
10 ways to use video in the classroom

Video in the classroom can be a highly motivating tool for language teaching. From short clips to news documentaries to full-length films, video is a way to engage students in a topic, to teach new vocabulary, and to give them the opportunity to listen to authentic English. It can also be used to generate speaking and writing activities, so it's very versatile. Here are a few suggestions which will work with a large range of video genres.

1. Sound off

To get the students interested in the video, turn the sound off and ask them to watch. Afterwards they can tell the class or a partner what they think the video is about or what they think the people in the video are feeling or saying to each other. When the students have done this, play the video with the sound on and they can see if they were right.

2. Image off

You can also play the video with the screen covered or the image turned off. The students listen and predict what they think is showing on the screen. They can discuss their ideas in pairs or groups and then watch the video again with the images showing.

3. Numbering nouns in order

If the video includes lots of different objects in different places or moving about, such as in a street scene, write on the board the names of around 10 objects which appear. Don't write them in the order they appear, but randomly. The students watch the video and have to number the objects in the order they see them. This is a useful task for reviewing previously-learnt vocabulary and for introducing a few new words.

4. Comprehension questions

For video with lots of speaking, such as narration, write a set of comprehension questions to help the students listen for certain key words or information and to check their understanding.

5. Using the video script

If you have a copy of the script for the video, there are a number of ways to make use of it. You could gap certain words or expressions and get the students to listen and write them down. Alternatively, you could cut the script into individual lines, jumble them and ask the students to put them in the correct order as they watch.

6. Writing subtitles

With a video that has subtitles you can switch on or off, try the following task, which is good for intensive listening. Choose a short section of a video with some narration or dialogue (the length will depend on the quantity of words). Ask the students to listen and write down what they hear. You will probably need to play it more than once. In between viewings, the students can compare and help each other. Finally, play the video with the subtitles on. The students compare their transcriptions with those on the screen.

7. Translating subtitles

Another variation of activity 6 works if you have a class where everyone speaks the same mother tongue and you have a video in their language which has the option of English subtitles. Play the video in their own language and explain that you want them to translate the words in the video into English. The students watch a few times and translate the text. Finally, they compare their versions with the English subtitles on the film.

8. Make a video

It's very easy for students to make a video that they have written and directed themselves. This could be a drama they have scripted or a documentary about their own city – the possibilities are endless. The strength of making video is that it really motivates the students to work on their spoken English because they are appearing on the screen for other people to see.

9. Make a soundtrack

If you don't have the resources or time for your students to make their own video, you could take an existing video which shows images of a place or some simple documentary footage. If the video has an existing soundtrack, turn it off. The students work in groups and as they watch the video (a few times), they write their own narration to accompany it. When they have finished their scripts, a student from each group reads out their new narration as the video plays. By the end, all the groups will have read and listened to several different narrations.

10. What happens next?

This activity works well with a drama. Show a short section of the film with two or three characters. Afterwards, talk about what is happening and check that everyone understands the plot so far. Then ask the students to work in groups and write the scene that they think will

follow on from what they have seen. If you have time, ask them to rehearse reading the new script or even performing it. Each group then reads or performs their scripts to the class. Afterwards, play the scene that actually follows in the original film for them to compare.

"Teaching through video is a perfect way to stimulate and motivate students to learn as well as maintain their interest for a longer period of time."

Magdalena Dygala, Poland

Technology and digital resources

The previous section focused on resources to support your teaching and this section continues the theme by taking a closer look at some of the digital resources which are now available. Given the enormous influence of technology on the ELT world, it's important to look at how technology, and especially digital technology, can support your teaching.

The section begins by addressing some practical concerns that teachers often have about using technology in the classroom. For example, some teachers (and some students) are not necessarily confident with using technology and digital resources so there are some suggestions on how to get started.

The section also considers what you can do if you work in a low-tech (or even no-tech) classroom environment. One option is to find out if your students have access to the internet at home, in which case they could be given homework tasks such as researching a topic online. You could also recommend one of the many language learning apps which are now available to download. Many of these apps make use of adaptive learning which uses data analytics to assess the student's success or failure at a particular task, and uses this information to determine what level of challenge to offer next.

Another option if you don't teach in a classroom with access to computers, laptops or tablets but you do have a good Wi-Fi connection is to use a BYOD approach. BYOD stands for 'Bring your own device'; in other words, ask your students to bring in their own mobile phones or digital devices and make use of what they can offer. For example, you could have your students set up their own class blog, ask them to make a video to post online, or draw on your students' passion for online gaming to enhance their language learning. This section gives you more information on setting up these and other kinds of similar activities by using the technology and digital resources available.

Unit 60
10 questions to ask yourself before you use technology in the classroom

There is so much digital technology out there nowadays for you to integrate into your teaching that it is sometimes difficult to know where to start. There's also a danger that we use technology for the sake of it and forget that its role is to support and enhance language learning. So when deciding whether to make use of a website tool, a learning platform or some kind of digital device, ask yourself the following questions first.

1. Is this technology more effective than traditional teaching methods?

One criticism of technology in the ELT classroom is that sometimes teachers use it just because it exists, rather than because it will make some aspect of the lesson more effective. If it only acts as a substitute for more traditional tools for teaching (eg. a whiteboard), then it might not be worth using.

2. How will it support the main aim of the lesson?

Your priority is to teach an aspect of language such as a grammar point, a new set of vocabulary or to develop reading skills, for example. So you have to ask yourself if the technology actually enhances that aim.

3. Is the technology and web content appropriate for the age of your learners?

Firstly, the technology and digital resources you plan to use might be too complex for a group of young learners, or older learners for that matter. You also need to consider if the appearance or content of – for example – a website is too young or too old, or perhaps there's a danger that students might access content which is inappropriate. Remember that you should always get the parents' permission for any kind of work with younger learners that may involve them in online communication or posting photographs or videos of themselves.

4. What is the students' language level and will this affect their ability to use the technology?

If the students' language level is too low, they might not understand the language needed to operate a website or to read an online text.

5. How much experience do the students have of using technology?

Some students might not be familiar with using technology in their day-to-day lives, so that will affect how quickly they can use it in class. If it takes too long just to set up an activity because the students are slow to understand how the technology works, then it's probably best to avoid it.

6. Is this technology going to save me time or is it going to create more work for me?

Ideally, technology should save us time and make us more efficient. However, if the technology requires you to spend a long time preparing an activity which you can only use once or twice, it might not be worth it.

7. Have you tried it?

Always test every part of a website or functionality of a tool; so if it's a video-making tool, try making a video with it first before you ask your students to do so. If it's an online app which practises grammar, do some of the exercises yourself and make sure you know how it works.

8. Do you have the technology you need?

A teacher's biggest fear is that the technology might not work during the lesson. For example, what if the internet stops working or the website is offline just when you need it? Check everything before you go into the lesson and have a back-up plan which doesn't require the use of any technology, just in case.

9. Where will you use the technology?

Some technology is useful for in-class learning but a lot of it is designed for self-study and use at home. For example, there are sites which offer controlled language practise with gapfill or puzzle-type exercises and these are probably better for use by the students on their own.

10. Is it engaging and motivating?

Ultimately, you have to ask yourself if your students will find the website, app or technology interesting and motivating. Or will they lose interest in it within minutes and start clicking elsewhere on the screen?

> "I like using technology in the classroom because it increases student

engagement in a way that is both interesting and fun for the students; also it helps develop 21st century skills such as synthesizing information, creativity and global awareness."

Gonca Erdogˇan, Turkey

Unit 61
10 ways to start blending technology into your classroom

The basic idea of blended learning is simple. You combine the use of face-to-face teaching with using technology to teach, both in and outside the classroom. In other words, you are combining more traditional methods of teaching, such as the teacher in front of a board or the students working from a coursebook, with more technology-driven ideas, such as having the students watch a video at home on YouTube before coming to the lesson. Here are 10 ways to start blending and integrating technology into your lessons.

1. BYOD

If your school already has computers in the classroom, then it's likely that you already have some blended content to include in your lessons, such as learning software or access to the internet. However, if you don't, then you can ask your students to 'BYOD'. BYOD stands for 'Bring your own device'; in other words, the students bring their own laptops, tablets or smartphones to class and connect to the internet wirelessly. This is a good option for low-tech classrooms. Even if some students don't have a device, you can always ensure they can all see a screen by putting them into pairs or groups of three and have them working with one device.

2. No tech classrooms

If students are not allowed any technology in the classroom, then remember that they may have access to the internet at home, so you can still blend their learning. Set homework tasks which require them to research a topic online or suggest a website with English exercises which they can visit for extra practise. (Note that you must be absolutely certain all your students have internet access at home.)

3. A class blog

Once students have written something like an article, a story or a poem, it's often nice if they can share their work with each other or with other students not in their own class. One way to display their work is by setting up a class blog, which is easy to do. Search online for 'create a blog' and you'll find a number of sites, such as blogger.com and wordpress.com. It only takes a few minutes and the students can start posting their work immediately. The great thing about a class blog is that the students can instantly add comments to each other's posts.

4. A class wiki

A class wiki works very much the same way as a class blog, and a site like pbworks.com will let you set up a wiki very quickly. The advantage of a wiki over a blog is that it offers greater flexibility for co-operative writing. In other words, you can put the students into groups and one student can write part of a text and then another student in the group can add to the text or edit the first student's writing. A third student can also develop the text, and so on.

5. Podcasts

Podcasts are an easy way to record your own audio and email it to students for extra listening practice. Alternatively, you can post podcasts on a class blog.

6. Vodcasts

Like podcasts, short video recordings (called vodcasts) can be sent to the students – or they can record their own. These can be something as simple as speaking into the screen for a couple of minutes on a topic of your choice. Or it might be you giving a short explanation of an item of grammar in front of the board for the students to watch at home.

7. Social networking sites

Using social networking sites like Facebook or Twitter reflects the ways in which students communicate on a day-to-day basis. They also provide the opportunity for reading and writing tasks. The downside is that there are many distractions for students on these sites and, especially with younger students, parents might be (understandably) concerned about privacy and security. One option is to set up a closed group on a site like Facebook which only has members in your class. Perhaps an even better way of setting up your online class is to use an educational site like Edmodo or Eliademy which provide a secure space for online communication. Sites like these offer a number of great options, such as online polls and quizzes, folders to store written work and a secure forum to communicate with your class.

8. Online surveys and quizzes

There are sites (eg. surveymonkey.com) which allow you to create online surveys and questionnaires for students to complete. This is a fun way to find out your students' views on a range of topics, and you can also teach them how to write their own online surveys. There are also sites that provide a quiz element to language learning. For example, Quizlet.com lets you add vocabulary you want the students to learn and then they can test themselves by using the variety of quiz types that the site will generate.

9. Project work

If you want to do project work which can continue in and out of the classroom over a period of time, you have a number of options for blending technology into your face-to-face lessons. Obviously the students can research a topic online, but they can also present their findings in a number of ways. One option is to have them create an online poster using Glogster.com or Padlet.com which lets you post a combination of text, images, video and audio onto a poster. There are also a number of online tools for recording a presentation. For example, sites like Present.me or myBrainshark.com let you post your slides and record your voice while talking about each slide. These are all interesting and motivating ways for students to show evidence of learning.

10. Flip your classroom

The term 'the flipped classroom' refers to the idea that instead of presenting new language to the students during the lesson, you ask them to watch a video of the presentation at home before they come to class. And then, because the students have already watched the presentation of the new language outside class, you can spend more classroom time doing activities to practice it. So if you would like to flip your classroom, all you need to do is video record yourself giving the language presentation at the board. For example, you might present a new grammar point and illustrate it with a timeline (see Unit 66). Then load the video onto YouTube and invite your students to watch it at home before your next lesson. When the students come to the next class, you can go straight into the practice stages of the lesson. If you don't have time to film yourself, you'll find lots of videos on YouTube of English language teachers presenting language, so you could use one of those instead.

Unit 62
10 popular websites for English

language teachers

Here are 10 of the best-known and most widely popular websites and online tools among English language teachers. The danger of recommending a link is that it might not always exist, but these 10 have been chosen on the basis that:

- they have been around a long time (in terms of digital technology) and they are unlikely to disappear or change any time soon

- they provide great opportunities for language learning

- they are easy to use and even students and teachers with a phobia of technology can usually handle them

- they represent a wide cross-section of sites which offer lots of different opportunities to integrate digital technology into your lessons.

1. www.google.com

This is the most obvious but effective tool if you want your students to do research projects on topics. For example, if you want them to write a biography, they can simply type the name of a famous person into Google and find a vast amount of information. Of course, deciding which information is most accurate is another skill they'll need to develop. Google also offers other sites like Google Earth which offer real potential for searching topics and more extensive project work.

2. www.vocaroo.com

This simple tool lets you or your students record their voices. It couldn't be simpler because it has a large red record button and a play button. Students can save the recording and email it or embed it in a class blog.

3. www.surveymonkey.com

You and your class can create a questionnaire on any topic you like using SurveyMonkey. Once the survey is live, everyone can complete it and you can show the results instantly to the whole class.

4. www.padlet.com

This site is the online equivalent of having a wall in the classroom on which you can paste text,

pictures and photographs. However, this online wall also lets students post video and audio to create an interactive poster.

5. www.bbc.co.uk/news

If you like bringing up-to-date news stories into your lessons, then there are many options. Overall, the BBC news site is one of the best as it is easy to navigate and presents its news in the form of integrated text, image and video.

6. www.ted.com

TED stands for technology, entertainment and design and is world famous for its collection of short high-quality presentations on a wide variety of topics. If you are teaching your students how to give presentations in English, you'll find plenty of good models to follow. If you want to make use of the information-rich content, you'll find something on every imaginable topic, though the language level can often be high. The accompanying site http://ed.ted.com also provides ready-made lessons to accompany some of the videos.

7. www.todaysmeet.com

This is a form of online discussion forum. You set up a meeting room and your students can join it. It allows you to hold closed meetings with your students in which they can discuss different topics, either during or after the lesson. You can save a transcription of the discussion and send a copy to all the participants.

8. www.youtube.com

Aside from the obvious use of showing your students online videos, YouTube also lets you set up your own channel so your students can make and post their own videos. When setting this up, make sure the videos are on a private setting so that only logged-in members of the channel can see the videos.

9. http://www.techsmith.com/jing.html

Jing is a clever piece of software that you can download for free from the Techsmith site. It is a screencast, which means you can record anything on your computer screen and record your voice over it. Many teachers now use it for marking their students' written work; they put the students' writing on the screen and start to highlight parts of it or make corrections. While they are doing this, they can also talk to the students about what is good about the writing and what they need to work on. It will record for up to five minutes and you can email the recording to the student afterwards.

10. www.teachertrainingvideos.com

In order to continue adding to your list of recommended sites, make sure you visit this award-winning site. It was set up by Russell Stannard to help teachers learn how to integrate and use different types of online technology in their classroom. Russell records short videos which explain how easy it is to use certain sites or tools in your classroom. He regularly updates the site with new recommendations and will send you a newsletter. It comes highly recommended!

"www.etprofessional.com is a great resource for teachers, with ideas, tips and articles on a range of topics."

Helena Gomm, editor of the magazine English Teaching Professional

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Unit 63
10 activities with mobile phones and handheld devices

Some schools don't allow the students to take a phone into the classroom, let alone use it. This is often the case with younger learners and teenagers. However, if your school or situation does allow for the use of mobile phones and smartphones, there are various ways to make use of them in class. Activities 1 to 3 focus on the phone as a topic for discussion. Activities 4 to 10 use the phone itself to practise language.

1. Ranking features of a phone

This is a good activity to lead in to the topic of mobile phones. Write the following 10 features of a phone on the board in any order: colour, speed, music, camera, calendar, weight, dimensions, brand, size of memory, battery life. Ask the students to rank the features from 1 to 10 in the order of most important (10) when choosing a phone to least important (1). They then compare their lists.

2. Comparing phones

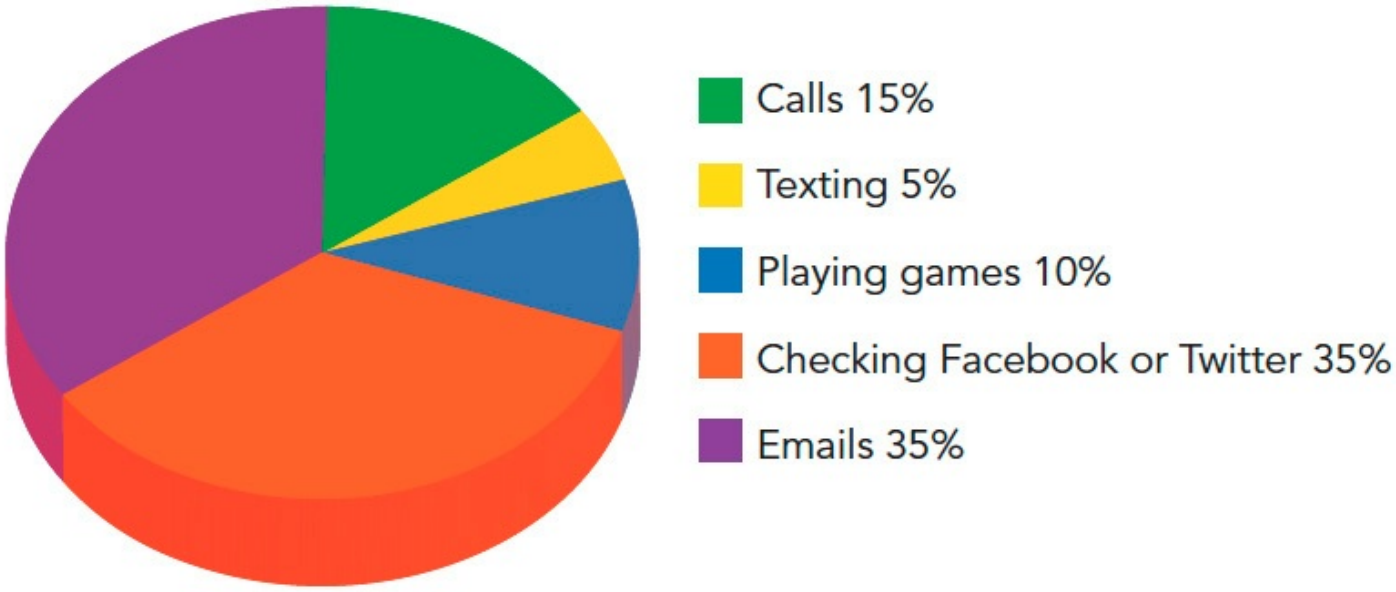
To teach and practise the language for comparing, ask the students to work in pairs and compare their phones in five ways: 1 weight, 2 size, 3 age, 4 memory and speed, 5 style.

They make sentences using comparative adjectives such as 'My phone is heavier than yours. Your phone is newer and more stylish than mine'. Afterwards they can think of other ways to

compare their phones. If the students work in groups of three, you can also practise superlative adjectives, eg. ‘My phone is the heaviest.’

3. Telephone usage

If you have been teaching the language for talking about frequency (how often you do something) or talking about charts and percentages, ask your students to draw a pie chart of their phone usage for a typical day. You can show them this example:



Afterwards, they present and compare their phone usage.

4. Photographs

Students often keep a selection of photographs on their phones, so you can use this as a resource. They can talk about and show their favourite image, places they visited recently, what they did last weekend, their friends and family. For homework, they can be asked to take a photograph of something in particular for the next lesson and to present their photo to the class.

5. Telephone role plays

If you are practising the language of telephoning and want to give students some listening and speaking practice, then using real phones is the obvious way to do this. Put students into pairs and give them a role play situation (eg. arrange to meet this evening) to carry out.

6. Texting role plays

As with using phones to role play a spoken conversation, you can also set up a role play situation between two students where they text each other and build a dialogue. It's especially useful for reading and writing practice.

7. Games

Describing how to play a game is a good way to practise the language for describing processes and explaining how to do something. So if your students have games on their phones, they can choose their favourite and explain to a partner how to play it in English. (See also next unit.)

8. Making a video

Phones with the ability to make videos can be very useful for making in-class videos. For example, the students can record their role plays and watch them back to self-evaluate their language. Groups can write a script and make a short film. Note that there are also many free video-making apps available nowadays, so the students can also use these to edit their videos before showing them to the class.

9. Recording audio

Most phones have a recording function, so the students can record themselves reading aloud or doing role plays, for example. This is a useful way for them to listen to their speaking and self-assess their work. If you ask them to prepare a classroom presentation at home, they can practise and record their work before doing the real thing in class.

10. And many more ways…

Use of the mobile phone for teaching and learning English is limited only by how much a particular model will do. Here are some other ways to use mobiles, depending on the functionality of your students' devices: Use the internet for searching the web, the clock for telling the time, a notebook to record new words, a weather app for teaching weather words, the map for giving directions, a calendar for days and dates and the language for making arrangements.

"I ask my students to record their conversations on their mobile phones. I think it helps fluency and improves their speaking."

Amanda Jeng, Taiwan

Unit 64
10 ways to use online games

Many of your students (both young and old) probably play online games; these could range from free games downloaded onto a mobile phone to the more complex and expensive games played on a games console. So it's worth considering how you can make use of your students' passion for gaming, and also how you can exploit these games to enhance language learning. Here are 10 ideas to get you started. They don't refer to specific games as there are thousands out there and what is popular and new will change all the time. Instead, they offer suggestions that apply to online gaming in general.

1. Classroom survey

Find out what types of games your students use. The class could design their own survey and interview each other, with questions such as: *How much time a day do you spend playing games? What percentage do you play on your phone? What percentage do you play on a games console?* The students report back the results – and you find out what kinds of games might interest them.

2. Covers and images of games

Another way to lead into the topic of gaming is to bring in a selection of games with their covers or show screenshots from different games. Give two or three different covers or images to the students. Ask them to compare the similarities and differences between the games. They could also comment on the type of person that might play certain games and comment on which ones they would prefer to play.

3. Reviews

Students can write short reviews of games they have played recently; then they swap the reviews with other students in the class and compare their views about a game or read recommendations for others.

4. Explaining a game

Put the students in pairs. Each student takes a turn to explain how a game works on their mobile phone. This is useful for practising the language of explanation, and the other student can ask questions. Having listened to an explanation of the game, the other student tries it out and sees if they understood the instructions.

5. Complete the instructions

Before the lesson, write out the instructions for an online game and add gaps to parts of the text. Give a copy to each student and ask them to play the game. As they play, they should try to fill in the gaps in the written instructions, based on what they discover by playing the game.

6. Games with choice

Digital games which have elements of choice are especially useful. Put the students in pairs and as they play the game, they will need to discuss the choices before making a decision. Alternatively, if you can only show the game via a projector, with small classes everyone could discuss the options before moving on.

7. Games with reading texts

There are some digital games with text in English. Once they have read these, the students have to make a decision. Before using such games, you might want to pre-teach some key vocabulary and set some comprehension questions to ensure the students read and understand all the information in detail.

8. Role play conversations with gaming characters

For games with developed characters, the students could write questions they would like to ask one of the characters. Then they work in pairs and they role play a conversation, with one student playing the character and answering the questions.

9. Online language games

There are an increasing number of free online games which are designed for language learning. Though many of them lack the competitive interest of normal games, they do provide useful practice. Spend some time in class showing your students how some of these games work so they can try them out at home.

10. Create a new game

Put the students in groups of three or four. Ask them to develop a concept for a new game. They should consider issues such as: what type of game it will be, what type of user it's aimed at (age, gender, etc.), who the main character will be, what type of location will it take place in, etc. Afterwards, they present their new idea to the class and explain why they think it will be a popular game.

"Start simple by asking students to introduce each other to the games they already know (in English of course). Once they are all hooked on those

games, introduce games that will move their learning forward. Ask students to choose a game to share, one that will improve their own language skills. They won't even realise they are learning!"

Carol Rainbow, online tutor



Grammar

Traditionally, the syllabus of a language course has often had grammar at its core. Teachers would work through a long list of grammar items, and each lesson would be built around one or two. In the last 50 years, this view of language has been challenged because learning grammar alone does not allow a student to communicate in English. To this day, educators and methodologists argue over how much prominence should be given to grammar in contrast, for example, to the teaching of vocabulary or a skill such as speaking.

Aside from these debates, many of your students will expect grammar in their lessons and will benefit from the effective teaching of it. Published course materials usually include grammar, and if your students take examinations, their grammar will usually be marked either explicitly (with questions to test grammar) or implicitly (where the grammar forms part of what is marked in the writing or speaking part of a test).

This section offers teachers a selection of ideas on how to teach grammar, ranging from the stage of presenting a new grammar item, through to ways of giving the students controlled practice with the grammar, and ending with activities for free practice so that the students use the new grammar alongside the other language they already know. Note that the overall aim of the section is not to try to include activities for every conceivable grammar item (an impossible task) but to suggest a collection of ideas which are adaptable and should provide a springboard into teaching a wider range of structures.

Unit 65
10 tools and techniques for presenting grammar

There is a variety of tools and techniques at a teacher's disposal for presenting new grammar items. Below is an overview of some of those most commonly-used. Note that no one method will necessarily prove better than another, so the general rule when it comes to presenting grammar (or any language point) is to combine a variety of techniques.

1. An explanation

You can explain a grammar rule in different ways. With lower levels, some teachers explain the grammar using the students' mother tongue. This has the advantage of allowing them to contrast an item of grammar in English with an item of grammar in the students' own language. For example, the two languages might use past tenses in different ways. On the other hand, some teachers believe that it's more effective to present and explain the grammar by using English at all times. Certainly, in classes where the students already have learnt some English, it's usually possible to build on what they already know to introduce a new grammar point.

2. Written grammar reference

Many coursebooks contain a grammar summary or reference. Commonly, there is a short summary in the main part of the material and a more detailed explanation in the grammar reference for those students who want more information. Ideally, the students can read these references in conjunction with the teacher's presentation.

3. Pictures or drawings

A quick sketch on the board can illustrate a grammar point very quickly. For example, a picture of a person dreaming of a future ambition; it can be used to introduce how the structure to be going to + verb can be used to talk about future intentions.

4. Timelines

Timelines are useful for teaching grammar structures that refer to aspects of time. (See Unit 66)

5. Concept questions

Write a sentence on the board containing the grammar structure. For example, this sentence uses the past simple: *He left university in 2008*.

Next, ask the students concept questions which check their understanding of when the action happened. So, the teacher/student conversation would sound like this:

T: Is he at university now?

SS: No.

T: Was the action in the past?

SS: Yes.

Note that concept questions should usually be designed to elicit the answer *Yes* or *No* from the students because the aim is only to check their understanding.

6. Noticing the grammar

Often, it's helpful to have the students discover the grammar rather than telling them what it is. Do this by choosing a text which contains lots of examples of the target grammar. For example, if the text includes regular verbs in the past simple form (eg. *lived, travelled, moved*, etc), ask the students to underline all the verbs in the text. Then ask them to say what they notice about the verbs – which will be that they all end in -ed.

7. Form tables

Tables are very useful for showing the form of the grammar on the board. For example, these tables show the affirmative and negative forms of a verb in the present simple tense. You can refer to the different features of the tense when introducing it, and the students can copy the table for future reference.

+	I/You/We/They	live	in England
	He/She/It	lives	

-	I/You/We/They	don't	live in England
	He/She/It	doesn't	

8. Objects

Sometimes using objects can work as quickly as anything to present the meaning. For example, if you want to present the comparative form (… is bigger than …), the simplest way is to find two objects and contrast them. Alternatively, ask two students to stand up and compare their height to produce a sentence like: Roberto is taller than Michaela. Write the sentence on the board and underline the comparative form so the students notice the construction. Similarly, if you teach prepositions (in, on, next to, etc), using a selection of objects in different positions from each other is a very effective starting point.

9. Contrasting sentences

With higher-level grammar, it's useful to ask the students to contrast two grammar structures which are similar in certain ways, but which have an important difference in meaning. For example, these two sentences contrast two different uses of the present perfect tense.

A. Have you ever been to university?

B. How long have you been at university?

A teacher could ask the students to compare these sentences and say what the difference in meaning is.

(Answer: A. asks about past experiences whereas B. asks about an activity which started in the past and continues to the present.)

10. Choose the correct sentence

This is similar to the previous idea in 9 because you give the students two sentences, but one sentence has a mistake related to the grammar. You write them on the board and get the students to say which they think has the mistake and why. For example:

A. I've lived here since three years.

B. I've lived here for three years.

Students discuss the sentences in pairs. Sentence A. is wrong because we use since to refer to a fixed point in time (eg. March, 1989, 10am) whereas we use for to describe duration of time.

Unit 66
10 timelines for presenting tenses

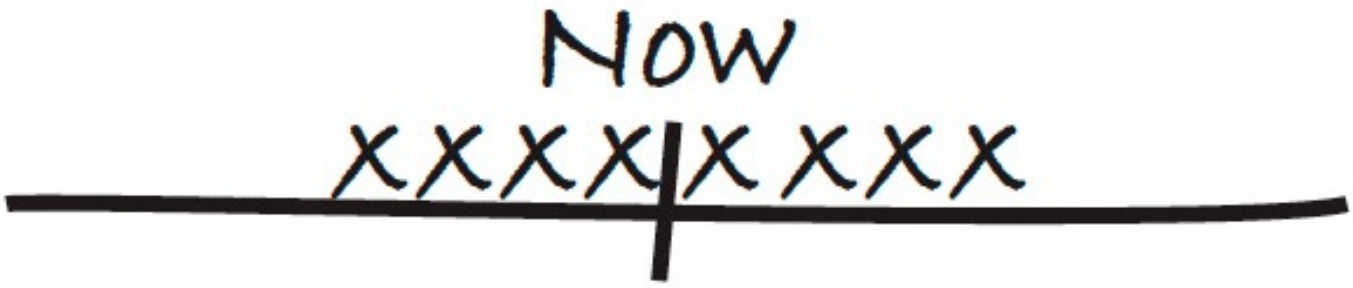
Timelines are a simple and visual way to clarify the actions and events described in a sentence. They are often used by teachers for presenting the meaning of verb tenses in English. You'll find many different styles of timelines used in classrooms and in books, so the best idea is to develop your own style and use it consistently so that your students get used to your conventions.

The basic form of a timeline shows a horizontal line with a point in the middle indicating NOW or the moment of speaking. Before that point is the past and after it is the future. Some teachers also write the words PAST and FUTURE along the line. You can indicate single actions with an X and periods of time with an arrow →. Continuous actions are often indicated with a wavy line.

. Then you can add extra details such as a year or time. In fact, some timelines can be drawn quite elaborately with details such as thought bubbles and pictures. As a general rule, keep it simple and clear. Too much extra detail can confuse. Here are 10 ideas for different timelines which are often used to present the meaning of commonly-taught verb tenses and sentences.

1. Present simple for routines and repeated actions

I get up at 6am every day.



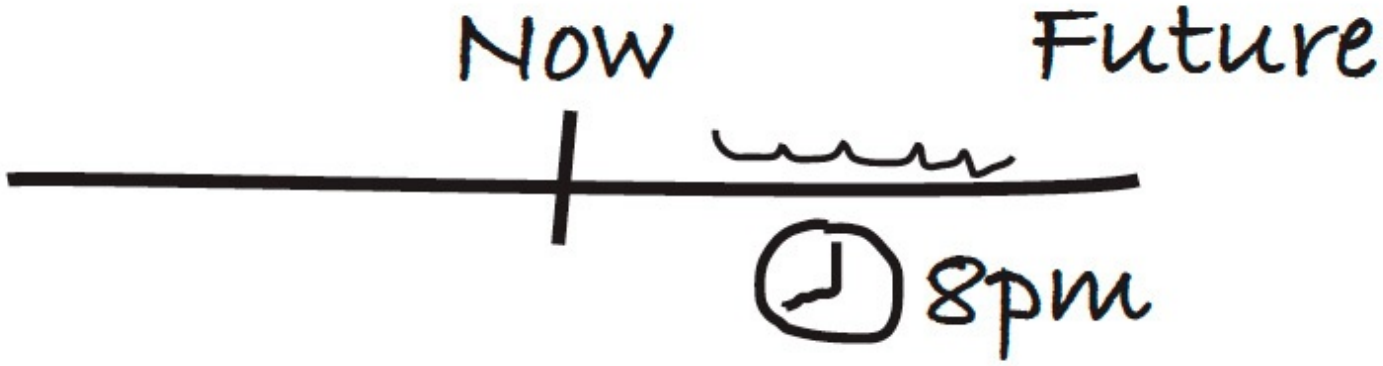
2. Present continuous for talking about actions in progress

I'm watching the TV at the moment.



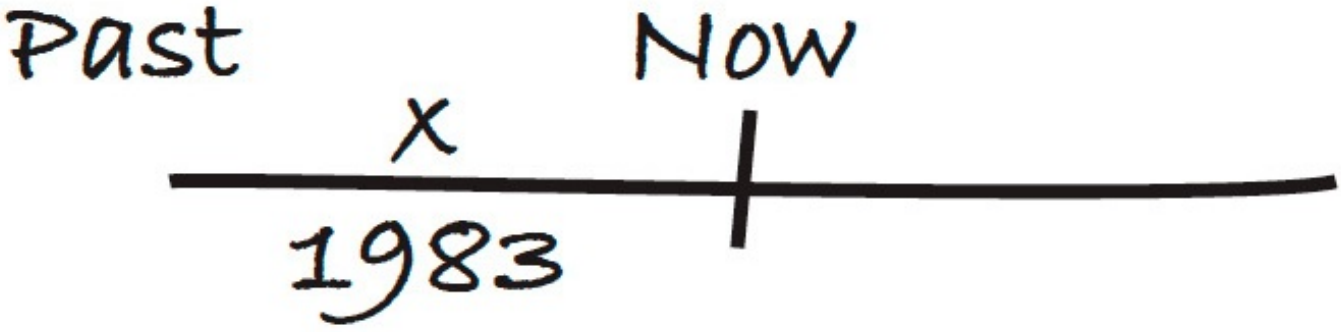
3. Present continuous for a future arrangement

We're meeting at 8pm this evening.



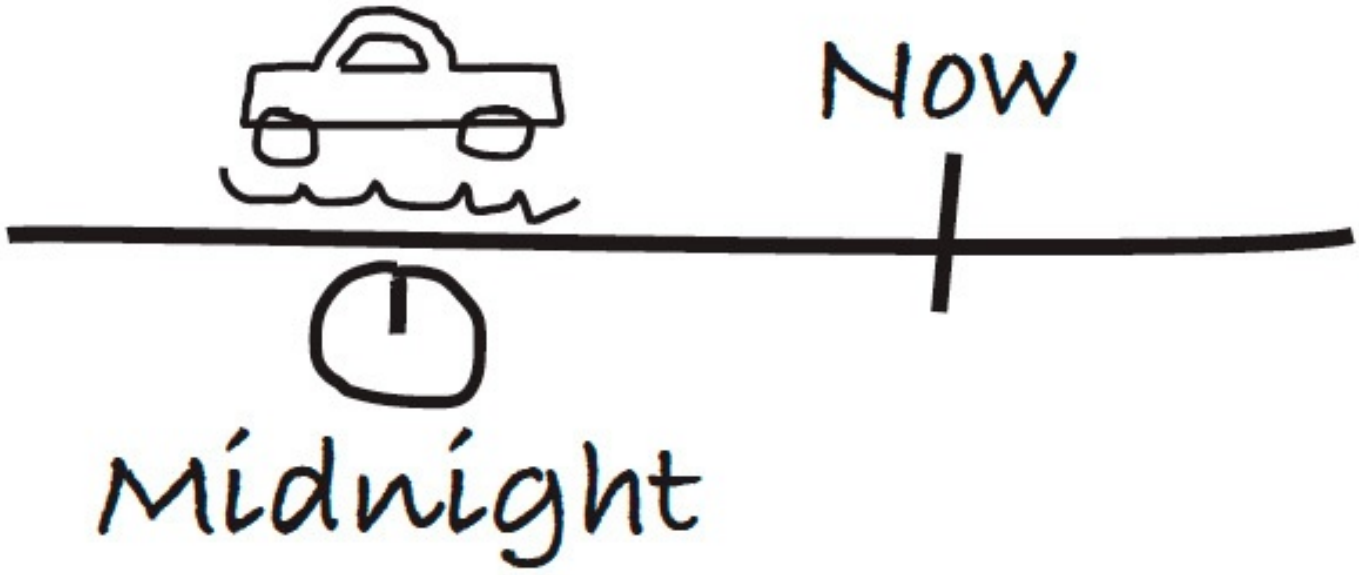
4. Past simple for completed actions

I was born in 1983.



5. Past continuous.

They were driving to a party at midnight.



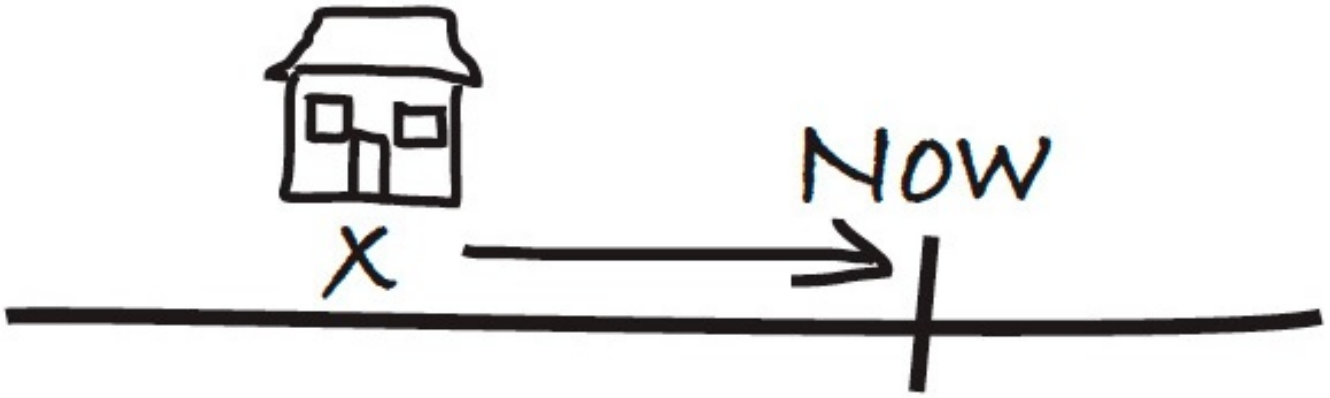
6. Past simple and past continuous

They were driving to a party when the car broke down.



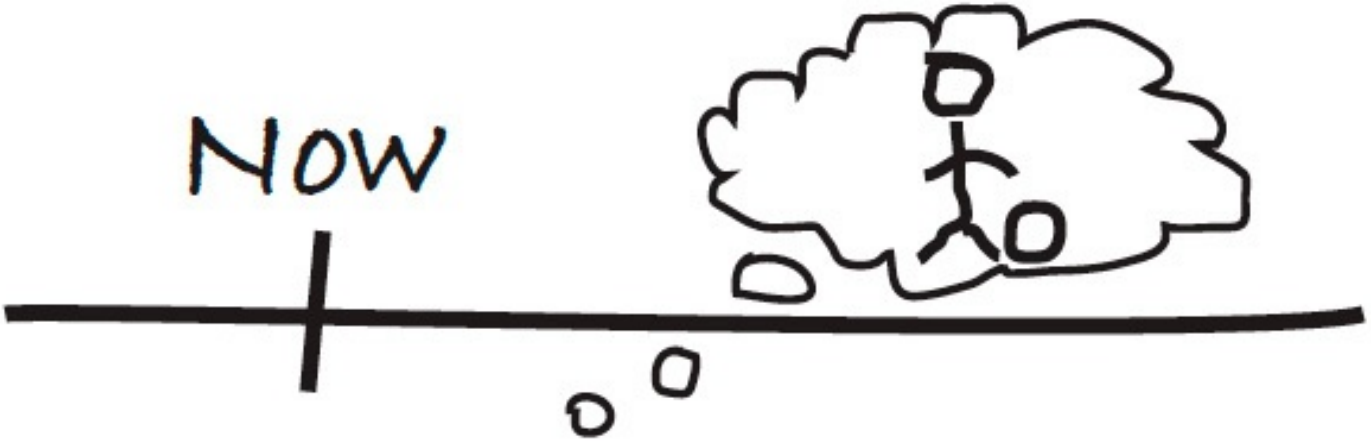
7. Present perfect

I've lived in this house for three years.



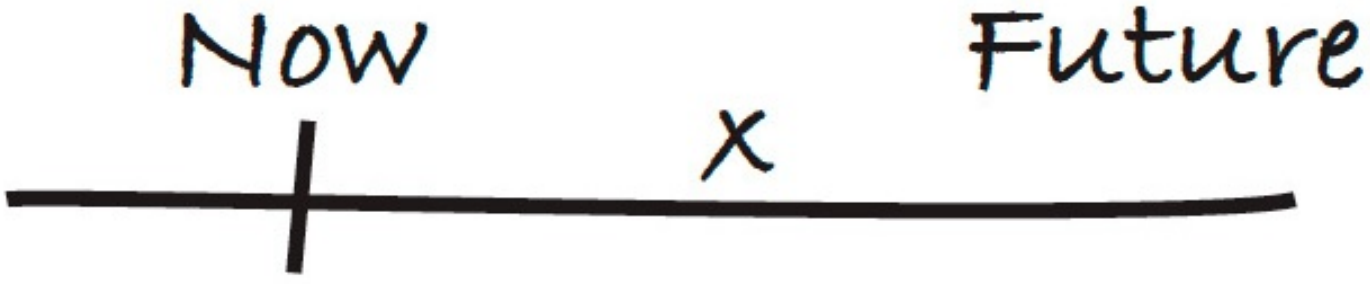
8. Going to for future plans and intentions

One day I'm going to be a footballer.



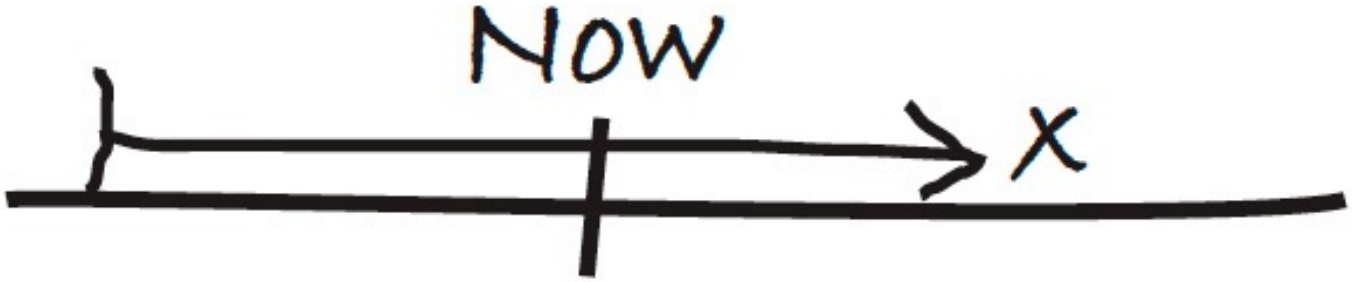
9. Future simple

I'll see you next week.



10. Future perfect

By the end of next year, I'll have worked here for six years.



"A well thought-out timeline can help the learner to 'see' the tense and how the verb relates to the past, present and future."

Karen Brooks, UK

Unit 67
10 tips for writing your own gapfill exercise

A gapfill exercise is one way to check if the students understand the grammar. Writing a basic controlled practice exercise like the one below is fairly straightforward, as long as you follow the 10 tips given here.

Past simple and present perfect

Write the verbs in brackets in the past simple or present perfect tense.

1. I *have lived* (live) in this house for 10 years.

2. She _____ (work) here for three years but now she works for another company.

3. My father _____ (go) to Spain for three weeks. He's back next week.

4. We _____ (not/see) you at the party. Were you there?

5. They _____ (not/left) yet. They're still here.

6. _____you_____ (be) to Hong Kong?

7. When _____you_____ (leave) school?

8. Where _____ they_____(stay) on holiday? Was it nice?

(Answers: 2. worked; 3. has gone; 4. didn't see; 5. haven't left; 6. Have you been; 7. did you leave; 8. did they stay)

1. Headings

It's important to make the aim of the exercise clear, so adding a heading can help. If it's a grammar point, then the heading is the name of the grammar (eg. countable and uncountable nouns) and for vocabulary it might be the lexical set (eg. clothes) or the area of vocabulary (eg. verb + noun collocations).

2. Rubrics

Rubrics are the instructions we put at the beginning of an exercise. Teachers and students read them so they need to be short and clear. Avoid more than one instruction per sentence.

3. Give an example

We often include the first answer in this kind of exercise. It gives the student an example of what is required, so if they haven't understood the rubric, they will still probably know what to do because question 1 has been done for them.

4. Numbers and letters for referencing

Each question, sentence or gap in the exercise needs a number (eg. 1 to 8). This is so the students can check them in an answer key or so that the teacher can quickly direct the students to a particular question.

5. Choice of answers

Where your gapfill offers choice, make this clear. In the example, the choice is between two tenses only. With other types of exercises, there might be more than two choices. Note that the more choices you offer, the more likely it is that the task becomes more difficult or has more than one answer.

6. Only test the target language

In the example exercise at the start of the unit, the target language is two tenses. It's important,

therefore, not to include vocabulary in the sentences which the students are unlikely to know because then you would be changing the focus of the exercise.

7. Contexts and world knowledge

Following on from 6 and the idea that the sentences shouldn't include any new words that will interrupt the students' focus on the target language, the context of the sentences shouldn't be too obscure or include references to unknown content. This is so that the students are being tested on their grammar, not their general knowledge. For example, notice in the sample exercise that the sentences refer to everyday information that most students will know or be familiar with.

8. Eight

Typically, eight is a good number of gaps for one exercise. It isn't a fixed rule but it's a good guideline. Six gaps would seem too few and unchallenging, while 10 gaps or more might become monotonous for the students.

9. Affirmative, negative, questions

You need variety in the exercise and – especially with verb-based grammar exercises – it's a good idea to include a range of sentences in the affirmative and negative as well as question forms.

10. Answer key

If you are producing the exercise for your own use, then you probably don't need an answer key. However, the advantage of writing an answer key is that it's a quick way to test that the exercise works and that you haven't made any mistakes. Better still, ask a colleague to try the exercise before you use it in class. If you are also writing the exercise to be used by others, then they might appreciate an answer key as well. Note also that if you are writing the exercise for computer-based materials, then the program will automatically require you enter the correct answer.

"Well-written gapfills offer clear contexts for meaning and help students and teachers to measure understanding of new language points."

Ceri Jones, teacher and coursebook author

Unit 68
10 ways to vary a grammar gapfill exercise

The previous unit looked at the basics of writing a gapfill exercise for giving the students controlled practice with form and use. Sometimes, gapfill exercises are criticised because they can be boring and repetitive, and that's certainly true if you use the same format every time. However, there are ways to vary the type of gapfill. As an example of this, here are 10 ways to vary the format, based around the students' use of the definite article: the.

1. Write in the missing word

I live in _____ United Kingdom.

2. Choose answer a, b or c

I live in _____ United Kingdom.

a. a b. the c. –

3. Give the first letter

I live in t_____ United Kingdom.

4. Unscramble the word

I live in _*het*___ United Kingdom.

5. One word is missing in this sentence. Write it in

I live in United Kingdom.

6. Write the same word twice

I live in _____ United Kingdom but I was born in _____ Netherlands.

7. Find the mistake in this sentence and write the correct word

I live in a United Kingdom.

8. Underline the correct word in italics

I live in *a / the* United Kingdom.

9. Word pairs

Write in one pair of words.

the + a a + the a + a

I'm _____ student and I live in _____ United Kingdom.

10. Categories

Which group of countries needs *the*?

United Kingdom	France
United States of America	Saudi Arabia
United Arab Emirates	Japan

Unit 69
10 activities for practising grammar

As well as presenting the form and meaning of the grammar, you will want to give the students time to practise it. There are so many different grammar areas to teach that activities for them all cannot be given here. However, this is a selection of activities which target different areas of grammar.

1. Present tenses

Tenses such as the present continuous can be taught with a picture showing people involved in different activities or by showing an extract of a video with lots of activities going on. The students have to describe what is happening in the picture or on the screen; e.g. *The man is crossing the road, the woman is waiting for a bus,* etc.

2. The future

Draw four squares on the board with words in and tell the students to copy it on a piece of paper, like this:

Education and career	Family and home	Travel and holidays	Money

Put the students into pairs and tell them to predict the future of their partner by writing words and phrases or drawing pictures about their future in each box; eg. they might draw someone doing certain type of job in the first square. When the pairs are ready, they take turns to ask each other questions about their own future, e.g. *Will I be rich? How rich? Will I own a house? Am I going to live in another country?*

3. The past

Write down five years in your life that have been important to you, eg. the year you were born, the year you started school, the year you graduated, the year your team won the cup, etc. Write these years on the board. Ask the students to guess why those years are important, using the past simple, for example:

Student: *You were born in 1987?*

Teacher: *No.*

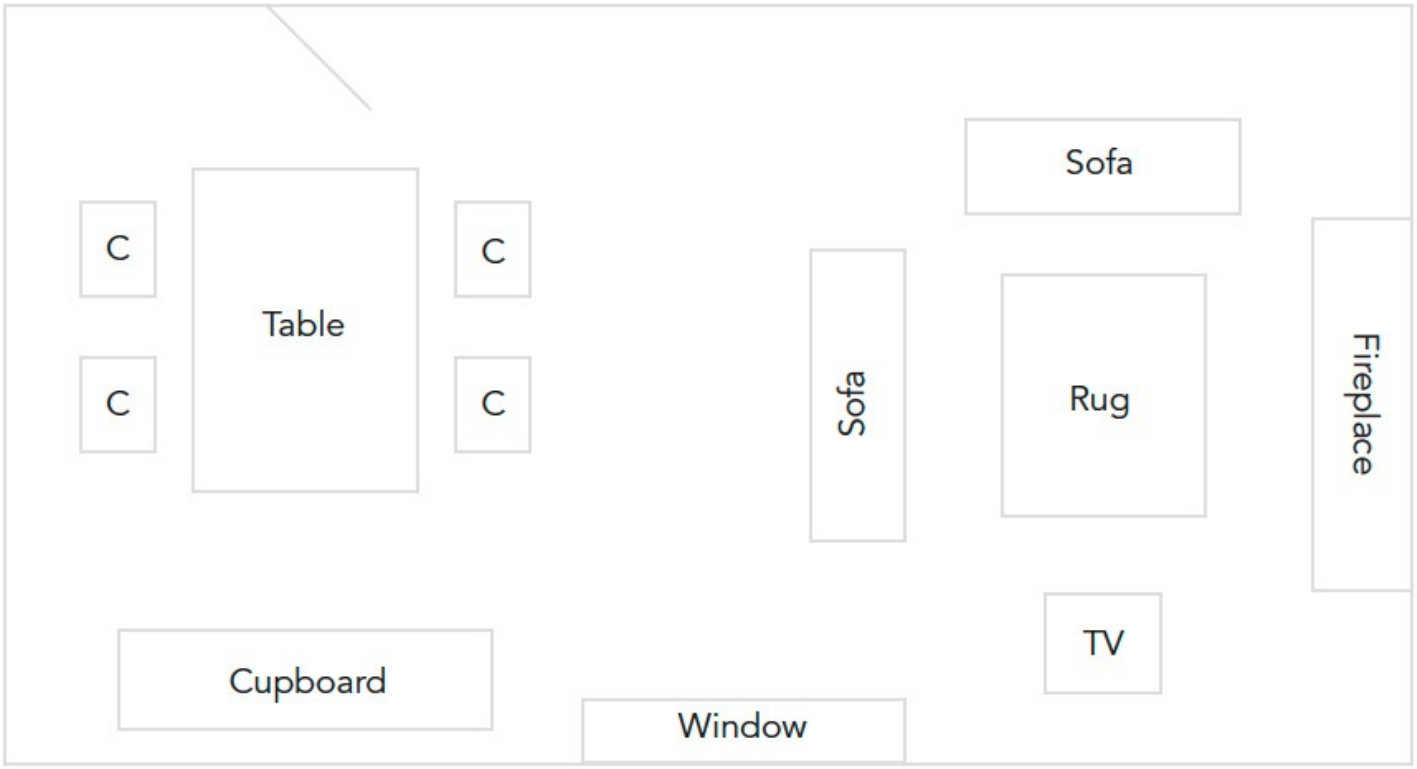
Student: *You left university in 1987?*

Teacher: *Yes.*

When all five years have been guessed, ask the students to write a list of their own important five years. They show these years to a partner, who must guess the reasons why they are important.

4. Prepositions of place (behind, opposite, in front of, between, next to, etc)

Draw a diagram of a room on the board, like this:



Get the students to describe the position of the objects in the room. Help them with any words they need, such as *opposite, next to, between*, etc. Next, the students draw their own rooms and take turns to describe them to a partner. Their partner, without looking, must draw the room being described on a piece of paper. At the end, the students compare their rooms to see how similar they are.

5. Preposition of movement (go to, into, out of, past, through, across etc.)

As with prepositions of place, you can also practise prepositions of movement with a diagram similar to the one in 4. Student A decides where they are on the diagram or map; *eg. on the left of the fireplace*. Student A doesn't tell Student B where he/she is but gives directions from the doorway until Student B guesses where Student A is. So, the directions might be: *"Go into the room and turn left. Go past the table and sofas. Turn right and go across the room. I'm on your left."* The same kind of task also works with a map. (Also see Unit 56.6)

6. Modal verbs for rules and obligations (must, have to, should, ought to, etc.)

As a class, brainstorm 10 rules in the students' country. If the students come from different countries, it will be interesting to hear any differences. Write each rule on the board, using modal verbs. For example: *You must drive on the right-hand side of the road. You have to pay taxes to the government. You can drink alcohol when you are 18*. etc.

Next, ask the students to work in pairs or groups of three and to imagine they are the

government of a new country. They have to write 10 rules for their country. At the end, one student from each government stands up and reads out their rules. When everyone has read their government's rules, the class votes on which country they would most like to live in.

7. Conditionals (If I become/became …I'll / I'd …)

This is a variation on activity 6. The students follow the same procedure but prepare a list of statements about how they will or would govern a new country using the structures.

For example, in a class where the students compete to become president they might use the first conditional: *If I become President I'll...*

In a class where they imagine what they would do, students would use the second conditional: *If I became President I'd...*

8. Countable or uncountable nouns (a glass of water, some water)

Explain to the students that they are at a restaurant. Ask them to suggest dishes and food to put under the headings of a menu. Write their ideas on the board like this:

Starter Main course Dessert

Garlic bread Fish and chips Fruit salad

Onion soup Lasagne Ice cream

When you have plenty of ideas on the menu, write some phrases on the board to use at the restaurant: *I'd like some / a plate of / a bowl of... Would you like… Do you have any…?*

Ask some students to give you example sentences combining the phrases and dishes in the menu, eg. *I'd like some garlic bread, please*.

Select certain students to play the part of waiters. If possible, organise the tables as they might be in a restaurant. The rest of the students work in groups of three or four, pretending to be customers. You could ask them to leave the classroom and come back in as though they are entering a restaurant. The waiters can meet them as they come in and place them at a table. The waiters take the orders of the guests, who must choose dishes from the menu on the board. Encourage the students to ask about the dishes, ask for recommendations or even complain.

9. Comparatives and superlatives

Students can generate information about each other by using a classroom survey. They interview each other using a form they copy from the board like this:

	Piotr	Barbara	Tomas	Doruk
Brothers and sisters				
Date of birth				
Height				

Afterwards, they write a summary of the results; for example:

Piotr has the most brothers and sisters.

Tomas is the eldest.

Barbara is taller than Piotr but shorter than Tomas and Doruk.

10. Articles (a, an, the)

Choose a short text, perhaps one you have already used with your students. Edit it so the articles *a, an* and *the* are missing. Students have to read the text and add them back in. For example, in the example text below, nine articles are missing. You can check the answers in the original text in Unit 50 on page 125:

Our nice hotel is on nice beach and each room has big balcony. Every morning you can watch sun rise over nice blue ocean and *go for nice swim before eating good breakfast in hotel restaurant. If you like old buildings and old places, you can visit local town which also has good market where you can buy some nice presents for friends at home.*

Unit 70
10 activities for practising question forms

Question forms cause all sorts of problems for students, so here are 10 quick preparation-free and fun activities to provide more practice.

1. Focus on form

If you plan to give your students a set of questions (either for a speaking task or reading comprehension), you can write them on the board but put the words for each question in the wrong order. Ask the students to re-order them correctly. For example:

long / has / lived / in / how / the writer / Spain ‡ How long has the writer lived in Spain?

2. Transformations

Write 10 sentences on the board and ask the students to transform them into different types of questions. The sentences could be taken from a reading text you have used recently so it also acts as a type of revision. For example:

Sentence: *Rita loves working with all type of animals but in particular elephants.*

Questions: *What does Rita love working with? / What types of animals does she love in particular?*

3. Answers before questions

Ask the class to brainstorm 10 nouns on the board, for example: *chair, president, ocean,* etc. Put the students in pairs. They take turns to choose one of the nouns and create a question for their partner which will elicit that noun as the answer. They continue asking and answering until all 10 nouns have been used.

4. Closed questions into open questions

Closed questions are questions which only require Yes/No answers. Write a selection of closed questions on the board. For example:

Do you live in Spain? Are you 18? Do your work in an office? Can you speak French?

Put the students in pairs. Student A asks a closed question on the board and Student B gives a short answer using Yes or No. Then Student A has to transform the question into an open question so that Student B has to give a longer answer. Open questions often begin with question words such as What, Where, Who, Why, How etc. For example:

Student A: Do you live in Spain? Student B: No, I don't?

Student A: Where do you live? Student B: In Germany.

Students can either try to continue the conversation with more questions or they can move on to the next closed question. After a while, they swap roles and repeat the activity.

5. Yes, no, red, white

The idea of this game is that you have two minutes in which to get the other person to say the answer, *Yes, No (or know), Red* or *White*. Student A can ask anything at all, firing questions at Student B at high speed. Student B must give an answer but find ways to avoid saying yes, *no, red* or *white*. For example, you could demonstrate how the activity works by reading this conversation aloud with a student:

Student A: *Do you like tomatoes?* Student B: *It depends.*

Student A: *Does it depend on the colour?* Student B: *Sometimes.*

Student A: *What colour tomatoes do you like?* Student B: *Green ones.*

Student A: *Which don't you like?* Student B: *Red*

Student A: *I win!*

6. A survey

Put the students in groups and ask them to devise a classroom survey on any kind of topic, using a variety of questions. Afterwards, they mingle and carry out their surveys on each other. (See also Unit 9.8)

7. Alibi

This famous classroom game involves asking two students about a crime and trying to catch them out so they give different answers. Explain to the class that a crime has been committed. Make up a story such as a shop window was broken on the local high street during the night, some items were taken and two people were seen running past the shop just after midnight. Ask two students to leave the classroom. Explain that these were the two people seen running. The students who leave must work together to make up a story about who they are, why they were near the scene of the crime, etc. The rest of the class are police detectives and must prepare questions for the two students. When everyone is ready, the first student comes in and sits in front of the class. The class have five minutes to ask their questions. Then the second student comes in and they repeat their questions. The aim is to spot any differences in the two students' stories.

8. Interview someone

Invite a visitor to your lesson to be interviewed. Before the visitor arrives, the students work in pairs and prepare 10 questions for them. There are all sorts of ways to vary this activity. For example, if the visitor is a friend or relative, you could set the students the task of trying to find out the connection between the visitor and you by only asking Yes/No closed questions. Or the visitor could role play someone famous or perhaps has a special talent which the students must

try to find out. For example, if the visitor plays a musical instrument, perhaps the interview can end with a short performance.

9. 20 questions

One student chooses an object and the rest of the class have to guess what it is by asking Yes/No closed questions. The student who is being questioned must say at the beginning if the object is an animal (including humans or any kind of living creature), a vegetable (or plant), or mineral (something that isn't alive or doesn't grow, for example metal or plastic). The class can ask a maximum of 20 questions. If no one in the class has guessed the answer after the last question, the student who is being questioned has won.

10. What's my job?

One student stands at the front of the class and you give him/her a job title written on a piece of paper. The rest of the class ask questions to find out what the job is. They can only ask closed questions which elicit a Yes/No answer. Another variation is to ask one student to do a mime of something required in the job. For example, a student miming the job of a bus driver might mime turning a wheel before the other students guess the job. This way, the other students will also ask questions about the mime.

Unit 71
10 sentences for a grammar auction

The idea behind a grammar auction is to take 10 correct and incorrect sentences based on grammar you have been teaching recently. You can write the sentences on pieces of paper or you can simply read them out.

Put the students into groups of three or four. Tell each group they have £100 to spend at an auction. (If possible, give each team some fake money like the notes in a Monopoly board game – or make your own.) Define the word auction (a place where things are sold to the person who offers the most money). Explain that at this auction they can buy sentences by bidding against other teams. If they think a sentence is correct, they should try to buy it. If it is incorrect, they may still bid in order to trick other teams into buying it, but should pull out of the bidding before they get it.

Read out the first sentence and the teams start bidding. When a team buys a sentence, it is important to note down how much of their £100 they have spent. Auction all the sentences. At the end, tell the class which sentences were correct and see which team bought the most correct sentences. They are the winners. Finally, ask the students what is wrong with the incorrect sentences and why.

Here are 10 sentences you could use to review grammar with intermediate students.

1. I left school in 1973.

2. I have begun university in 1975.

3. How long have you worked here?

4. Do you have any informations about bus times?

5. If we leave at 5pm, we'll arrive at 10pm.

6. You must to drive on the left.

7. I'm meeting her at 3 o'clock.

8. By 2050, people will have landed on Mars.

9. Everest is biggest mountain in the world.

10. I buyed this jumper in the sales.

Answers

Sentences 1, 3, 5, 7 and 8 are correct. The rest are incorrect. Here is why:

Sentence 2: The past simple describes a finished action at a specific time. Not the present perfect.

Sentence 4: *Information* is an uncountable noun so it doesn't have a plural -s.

Sentence 6: You can't follow a modal verb (*must*) with to before the next verb.

Sentence 9: You need the article *the* before a superlative.

Sentence 10: *Buy* is an irregular verb. *Bought* not *buyed*.



Vocabulary

Previous sections have suggested techniques and activities for teaching and practising vocabulary. In particular, Activities for topics has activities for teaching a range of topics and the vocabulary needed. However, this section focuses on key aspects of teaching vocabulary, beginning with 10 ways to present a word: starting with very basic techniques through to the types of techniques you might try with higher-level students.

You'll also find a summary of what students need to know about a word and how they might record this in their vocabulary notebooks. In both cases, there are some obvious aspects of a word that students need to write down and learn, such as meaning and form. However, without guidance from their teacher, some students tend not to note down other important aspects of a word, such as its collocates and cognates.

There are also plenty of practical ideas for different ways to practise vocabulary, ranging from simple individual exercises to ideas for fun team-based games. At the end of the section, you'll find a list of 10 types of simple tests you can give students from time to time. They are not for formal testing and assessment, but many teachers find such tests very useful for checking progress and increasing motivation.

Unit 72

10 ways to present a new word

When you teach new vocabulary to students at lower levels, there are some quite simple ways to begin. Here are 10 common ways that many teachers use.

1. Show the object

With nouns like *pen*, *chair*, *bag* and *picture*, there's no better way to teach them than to have the actual object. It might be in the classroom already or you can bring it in. Having the actual object also allows you to pass it to the students and let them test each other afterwards by choosing an object and asking their partner to say the word.

2. Show a picture

If you don't have the object, show a picture of it. Pictures also help to show other types of words, such as verbs. For example, to teach the verb *run*, you can show a picture of someone running. Better still, show a short piece of video with someone running.

3. Listen and repeat

So that your students learn how to say a new word, make sure you say the word several times and that they repeat it. Begin by asking the whole class to repeat the word together so that the students build up confidence before you ask individual students to repeat the word on their own. (See also Unit 28)

4. Copy it

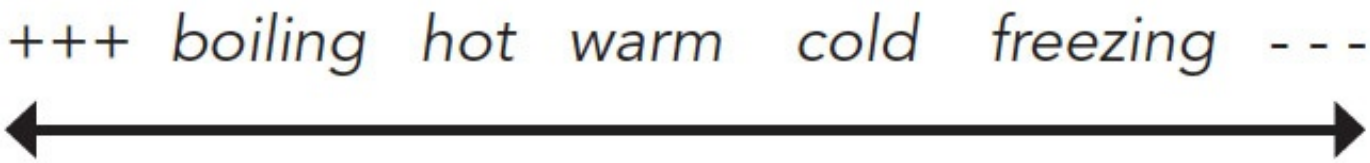
To learn to read and write the new word, students need to see it written down and then copy it and practise writing it themselves.

5. Teach it with another word

Once your students start to build their vocabularies, make use of their known words in order to teach unknown words. For example, if they know the word *big* because you showed them a picture of something big, then it's much easier to teach the word *small* because they have already learnt the opposite word.

6. Teach it on a scale

Some groups of words can be taught on a scale. For example:



7. By topic

Wherever possible, teach new words by topic. In other words, if you have already taught the students the names for five types of animals and plan to teach them more, review the first set of topic words you taught and then present the next ones.

8. Guess from context

At a certain level, you can't teach all words simply with objects, pictures or opposites. At higher levels, students are able to start to guess the meaning of a word from context. Imagine they read the following in a text: *Don't keep making fun of your brother. You'll just aggravate him and make him angry*. If they don't understand the word *aggravate*, they can probably guess at its possible meaning from the context around it. For example, it's a verb with a negative connotation which is the result of someone *making fun* of someone else. If the sentence occurs in a longer text, then there may be even more clues to its meaning from the wider context.

9. Define the word

When students don't know a word, they can look it up in a dictionary and read the definition. Alternatively, if you give your students a text to read with eight new words in it, then write the eight definitions out and ask them to try to find the words in the text and match them to the correct definition.

10. Translate it

If you speak the student's first language, you can sometimes translate a word or the students can look it up in a bilingual dictionary. Avoid using this technique all the time as your students need to develop other strategies for learning, and not all dictionaries teach students everything they need to know about a word. Increasingly, students are making use of online tools such as Google Translate and they certainly have an important role to play; however, make students aware that translation tools are not always precise and should only be used alongside other ways of checking the meaning.

"I like my students to deduce and discover the meaning of a word themselves using authentic resources. In taking a more active role, new

vocabulary is more likely to stick."

Jennie Wright, teacher and author, Germany

Unit 73
10 aspects to knowing a new word

When you present a new word to your students, it won't be enough to present it once, twice or even three times. It will need to be revised and recycled. You might think that this is going to be dull for the students, and it will be if you simply teach them the same thing about a word, such as only its translated meaning. But 'knowing' a word means more than just knowing its literal meaning. Here is a list of what it means to 'know' a word, with suggestions on how to teach each item.

1. Meaning

Whenever we see a new word, we want to know its meaning. You can get your students to match a new word to a definition, write a translation or guess the meaning from the context of a sentence.

2. Form

Students need to know if the word is a noun, verb, adjective, adverb, determiner, article. etc. It is useful to write symbols next to new words to indicate their form. For example, in the case of *produce* (v) and *product* (n), *v* means verb and *n* means noun.

3. Spelling

When students hear a new word, they also need to know how to spell it. Remember that learners whose first language uses a Latin-based script, such as French or Italian, have a big advantage over students whose first language is Arabic or Japanese, for example.

4. Pronunciation

Students need to be able to hear and recognise new words and they will also need to be able to produce them. Listening and repeating a word a number of times is useful. With words of more than one syllable, underline the main stress and have the students practise saying it; for

example, *produce* and *product*.

5. Word parts

There are certain patterns that reoccur in words which indicate form and meaning. For example, the endings *-cal* and *-ful* indicate that the word is an adjective (*practical, beautiful*). On the other hand, prefixes such as *un-* or *im-* often indicate a negative meaning (*unhelpful, impractical*).

6. Grammatical function

As with word parts, adding letters can affect the grammar of a word. If we have the verb *work* and add the letters *-ed*, then we indicate that it's referring to the past: *He worked here last year*.

7. Collocations

Some words often collocate (appear) with another word or words. The verb *take*, for example, collocates with lots of nouns (*take a taxi, take a shower, take a seat*) and its meaning is not always literal (you don't literally 'take' a taxi for example). So even if you have taught the word *take* in an earlier lesson, it is very important for the students to come across it being used alongside different words in order to understand its various uses.

8. Cognates

Some English words have similar forms in other languages. For example, the word *night* has lots of similar cognates in other languages, including nacht in German, *nuit* in French and *noc* in Polish. Drawing attention to this connection will help some learners, but also beware of false cognates, also called 'false friends', which can cause confusion. One example is the word *camera*, which means a photographic device in English but a room in Italian.

9. Register

Learners also need to know when it is appropriate to use certain words or phrases. The verbs *tell* and *inform* have the same meaning, but the latter tends to be used more formally. Similarly, the two welcoming phrases *It's nice to meet you* and *I'm delighted to meet you* have the same use, but the first is less formal and more widely used than the second.

10. In context

Learning individual words is important, but seeing and saying words in context is always the next step. Students should become used to identifying how a word is used in a sentence or longer text, so encourage them to write or say each new word in a complete sentence. For

example, at the end of a lesson where you have presented eight new words, allow time at the end for the students to write or say their own personal sentences which use these new words.

"We had the students set up a shop in the classroom to practise phrases for buying and selling food. The only problem was using food we'd never even seen before – we didn't know what it was called in English!'"

Tom and Judith Welham, Thailand

Unit 74
10 students' strategies for recording new words

When you teach your students new vocabulary, they will usually write down the words and often they will write translations next to them. However, they need to remember more about a word than its meaning and they also need strategies for remembering it. Here are 10 quick techniques to teach your students to use when they come across a new word.

1. Write a personal sentence

Students write a sentence containing the word that somehow connects with their own life, or in a sentence or phrase they can imagine they might need in the future.

2. Mark the word stress over the word

We stress one syllable more than the others in words with more than one syllable. For example, production has three syllables and the middle syllable is stressed. Students should become familiar with marking this stress when recording a new word. (See also Unit 78)

3. Write a synonym or antonym

If the students learn a new word like *bored*, ask them to write down a synonym and/or an antonym next to it, eg. *bored = uninterested, bored ≠ interested*

4. Draw a picture or diagram

For some words, a quick sketch of the word will help jog the memory later.

5. Build a word

Students should try to write the different forms of a new word. For example, if they learn the noun manager, they could also write down related words and their forms like this: *manage (verb), manageable (adjective) management (noun)*.

6. Write collocates

Some words have collocations; for example, if you teach the verb *take*, it collocates with nouns such as a *taxi, a shower, a break, time, effort*, etc. When students read or hear these kinds of collocates in a text they should note them down as collocation, not just as single words.

7. Word map

The students put the topic word in the middle of a page and every time they find a new word which goes with that topic, they connect it and write it down in the style of a mind map.

8. Write it on a card

Students can write new words on flash cards that they carry them around with them. They write a definition on the back and can test themselves from time to time by reading the definition and guessing the word.

9. Record the word

If possible, students can say new words into the voice recorder on their mobile devices so that they can then listen to them later for revision.

10. Check the dictionary

Students should regularly make use of dictionaries to check information about a new word.

Unit 75
10 activities for practising vocabulary

Once you have presented new words, your students will need time to practise using them. Throughout this resource you will find activities that offer the chance to practise using vocabulary when speaking, listening, reading and writing. However, the following 10 activities are designed to focus solely on the vocabulary itself and offer the students further practice with new words. You may be familiar with some of the activities as they are based on well-known games or competitions.

1. Jumbled letters

A quick way to revise words you have taught is to write the words on the board with the letters jumbled up. The students must then work out what the word is. For example, here are words being revised from a lesson on countries:

1. zilrab 2. crafen 3. regnamy 4. gomnolia 5. niaps

6. yalti 7. rupe 8. wez nedalan 9. janap 10. getyp

(Answers: 1. Brazil, 2. France, 3. Germany, 4. Mongolia, 5. Spain, 6. Italy, 7. Peru, 8. New Zealand, 9. Japan, 10. Egypt)

2. Missing letters

Getting the students to fill in missing letters from words is another good way to revise them. In this example of clothes vocabulary, the vowels are missing:

1. tr_ _s_rs 2. sw_ _t_r 3. j_ck_t 4. s_cks 5. sh_rt

6. h_t 7. sc_rf 8. _v_rc_ _ t 9. gl_v_s 10. dr_ss

(Answers: 1. trousers, 2. sweater, 3. jacket, 4. socks, 5. shirt, 6. hat, 7 scarf, 8. overcoat, 9. gloves, 10. dress)

3. Word definition game 1

Games which involve the students defining a word for other students to guess can be set up in a variety of ways. One idea is to write down recently taught words on pieces of paper. Divide the class into two teams. One player from a team comes and takes a word, without showing anyone else. The player defines the word for the team. If the team guesses right, they get two points. If they guess wrong, the other team can guess and win a bonus point.

4. Word definition game 2

Another way to play a game involving definitions is to divide the class into two teams and seat two players from each team with their backs to the board. You then write a word on the board

and the other members of the teams have to try to define the word for the student who cannot see it. Whichever student guesses correctly first receives one point for their team.

5. Pictionary

This is another team game with between four to six players on each team. One person from each team comes to the front and you show them a word. When you say *start*, each person starts drawing a picture of the word and their team members have to guess what it is. At lower levels, the words can be straightforward nouns such as *table* or *chair*, but at higher levels you can increase the difficulty with more abstract words such as *happiness* or *carefully*.

6. Charades

In many ways, this game is similar to Pictionary in 5 in that you have two teams and they have to guess a word. However, instead of a student drawing the word, you show the student a word which they have to act out to their team, who try to guess it.

7. Crosswords

Crosswords are popular with most students and relatively easy to make. You can take a blank one (see example) and choose words to go in it that you have been teaching recently. Write definitions for each of the words and ask the students to try to guess the answers.

For example: 1. across – a type of animal you ride. 1. down – buildings people live in. (Answers: horse, houses). (Note that there are also online programs that allow you to type in the words you want to test, together with the definitions, and will then generate the crossword for you. Type a phrase like *crossword maker* into a search engine and you'll find a selection to choose from.)



8. Bingo!

Bingo! is a good way to practise numbers with a class, but you can also use it for teaching words, and without much preparation. Select a topic you have recently been studying in class, such as food, clothes or, as in the example below, transport. The students draw a grid of nine squares and think of one word from the topic to put in each square. For example:

car	**lorry**	**bicycle**
plane	**train**	**rollerblades**

bus	**skateboard**	**ship**

You then read out a selection of words from the topic and the students cross out any of their words that are read out. When they have three words crossed out either horizontally, vertically or diagonally, they shout out Bingo!

9. Chinese whispers race

Divide the class into two teams (or three or more with classes over 20). The teams stand in a long line leading to the board. You stand at the back with a list of recently-taught words. Whisper the first word on your list to the students at the back of the lines. They whisper the word to the next person in their team. The word is then whispered down the line until the team member nearest the board writes what they think they heard. This person then runs to the back of the line and you whisper to them the next word which, again, is whispered on up the line. The winning team is the one which puts the most correct words on the board first. They can lose points for incorrect spelling.

10. Word searches

Word searches are easy to design and children also enjoy making their own. They consist of a box of, say, 10 squares by 10 squares with words written in, either running downwards, upwards, forwards, backwards or diagonally. The students put a line through each word as they are found. You can choose words that you have taught recently or a theme. In the example below, the teacher wants to review the vocabulary of fruit: *apple, pear, peach, banana, tangerine, grape, strawberry, melon, raisin, orange.*

A	**P**	**P**	**C**	**E**	**T**	**I**	**S**	**K**	**O**
P	**G**	**E**	**A**	**N**	**G**	**K**	**T**	**Z**	**R**
P	**E**	**A**	**R**	**I**	**E**	**R**	**R**	**W**	**A**
L	**E**	**C**	**A**	**R**	**U**	**T**	**A**	**E**	**N**
E	**J**	**H**	**N**	**E**	**A**	**D**	**W**	**P**	**G**
H	**Q**	**U**	**I**	**G**	**O**	**E**	**B**	**O**	**E**
W	**O**	**R**	**C**	**N**	**O**	**L**	**E**	**M**	**F**
A	**B**	**A**	**N**	**A**	**N**	**A**	**R**	**Z**	**O**
E	**V**	**E**	**I**	**T**	**O**	**R**	**A**	**I**	**N**
R	**A**	**I**	**S**	**I**	**N**	**E**	**Y**	**S**	**O**

Unit 76
10 sets of vocabulary dominoes

The game of dominoes is an effective way to practise different aspects of vocabulary. The basic idea is that you photocopy a page of blank dominoes (see page 254) and write in words or features of words so that they will match in some way. For example, you could practise matching words with opposite meanings. So the left-hand side of a domino says hot and the right-hand side of the matching domino says cold. You will need to prepare sets of dominoes for each group (of three to four players) by cutting them up.

In class, each student takes seven dominoes each. One player plays a domino and the next student on the left has to add another. If the player doesn't have a suitable domino, they draw another one from the remaining pile and wait for their next turn. The winner is the person who gets rid of all their dominoes first. If you reach the stage where no student can go, then the player with the fewest dominoes left is the winner.

Here are 10 sets of dominoes to practise different aspects of vocabulary. In sets 1 to 4, the dominoes will only match with one other domino; eg. the opposite of hot can only be cold. In sets 5 to 10 there is more variation and more than one domino will match with another; eg. in the set for collocations, the verb have collocates with more than one other noun so there is more than one possible answer.

1. Opposites

cold/good – bad/happy – sad/tall – short/long – short/down – up/big – little/beautiful – ugly/cold – hot/cool – warm/light – dark/dangerous – safe/empty – full/fast – slow/hard – easy/low – high/interesting – boring/fat – thin/messy – tidy/polite – rude/old – young/rich – poor/right – left/wet – dry/hot

2. Synonyms

over/woman – lady/small – tiny/big – large/modern – new/old – ancient/ill – sick/evil –

bad/near – close/reply – answer/false – untrue/stone – rock/funny – hilarious/shout – scream/nap – sleep/happy – cheerful/fast – speedy/bag – sack/intelligent – smart/angry – furious/father – dad/house – home/present – gift/under – below/above

3. Compound nouns

clock/fire – alarm/tea – bag/fast – food/pocket – money/post – box/traffic – lights/credit – card/income – tax/climate – change/key – board/tin – opener/bank – account/ear – ring/white – board/black – board/sea – food/boy – friend/fish – tank/mineral – water/blood – pressure/pen – knife/cloud – storage/motor – bike/alarm

4. Connectors and linkers

as/after – that/since – then/further – more/by the – time/because – of/at – the moment/provided – that/due – to/as a – result of/how – ever/on the – other hand/in – contrast/more – over/in – addition to/what's – more/apart – from that/on the – one hand/despite – that/on the – contrary/owing – to/the reason – for/until – then/as long – as/in – the meantime/as soon

5. Verb + noun collocations

tennis/make a – mess/do – homework/go – swimming/take – a taxi/have – a shower/run – a marathon/book – accommodation/open – a bank account/give – a presentation/achieve – an aim/make – money/save – time/return – a call/join – the party/feel – sick/look – beautiful/have – time/demand – a refund/go – fishing/have – a break/cancel – a reservation/listen to – music/take – a message/play

6. Prefixes

mature/anti – social/bi – lingual/mis – understood/in – come/im – port/un – lock/dis – agree/im – polite/multi – racial/over – sleep/il – legal/post – graduate/re – read/semi – final/under – ground/in – convenient/im – perfect/dis – like/un – do/bi – cycle/un – comfortable/dis – appear/ir – replaceable/im

7. Suffixes

n/act – or/write – er/employ – ee/excite – ment/use – less/use – ful/product – ive/child – hood/enjoy – ment/journal – ism/journal – ist/project – or/sail – or/teach – er/count – able/good - ness/violin – ist/employ – er/act – ress/assist – ant/friend – ship/appoint – ment/nation – al/America

8. Rhyming words

tape/bed – said/through – blew/go – know/fire – tyre/board – poured/blue – you/word –

heard/bus – fuss/phone – loan/cough – off/debt – met/though – toe/hour – power/knife – life/my – pie/should – could/why – tie/pay – weigh/height – flight/how – now/fly – high/car – are/care – pear/grape

9. Phrasal verbs

by/account – for/bring – back/carry – on/dress – up/eat – out/fit – in/get – on/go – up/go – down/head – off/join – in/look – up/live – through/move – onto/nod – off/pay – for/refer – to/run – out/sell – out/take – off/take – back/walk – over/plug – in/pass

10. Word stress

O/England – Oo/Germany – Ooo/Japan – oO/America – oOoo/China – Oo/Vietnam – ooO/Argentina – ooOo/Brazil – oO/Canada – Ooo/Italy – Ooo/Egypt – Oo/Cameroon – ooO/Uruguay – Ooo/Finland – Oo/Peru – oO/Mexico – Ooo/Russia – Oo/Madagascar – ooOo/France – O/Botswana – oOo/Croatia – oOo/Ireland – Oo/Malta – Oo/Spain

>> Unit 76: Domino sets

Unit 77
10 quick types of vocabulary test

Regular short tests are a good way to motivate students to learn vocabulary. For example, setting a weekly test of recently-taught words is an easy and quick method of increasing motivation and for the students to set themselves personal targets afterwards. Here are 10 ways to test vocabulary in class on a regular basis.

1. Translate

With a monolingual group, read out 10 recently-taught words and ask the students to write them in their own language.

2. Give definitions

Write 10 words at the top of the page and 10 dictionary definitions below. The students match the words and definitions.

3. Write definitions

As a variation on 2, give the students the 10 words and ask them to write their own definitions.

4. Write sentences

As in 3, give the students 10 words, but ask them to write 10 sentences with the words in.

5. Gapfill

Write 10 sentences with gaps and get the students to write in the words. Either write the missing words at the top of the page or leave them off the page so that the students have to guess them.

6. Dictation

Read out 10 words and get the students to write them down. This tests their spelling, so deduct half a mark for incorrect spelling.

7. Parts of speech

As in 4, read out the words and the students write them down. Then ask them to write what part of speech they are, ie. verb, adjective, noun, etc.

8. Word forms

If you have 10 words which have other forms, such as *produce* (v), *productive* (adj) and *product* (n), read out one form of the word and ask the students to write two more forms of their own choice. Give one point for each correct word.

9. Peer testing

Students can work in pairs and test each other. Give Student A one set of 10 words and Student B a different set. The two students prepare a test for each other. This can take the format of any of the previous eight ideas. They then carry their tests out on each other.

10. A team quiz

Prepare 10 questions before the lesson to which your 10 target words are the answers. Put the students in teams. Read out the questions, which can be a mixture of general knowledge questions, questions with a definition, the word read in the student's first language, or even a picture of the word. The teams can answer orally and receive one point for a correct answer. You can also vary this kind of quiz format with additional marks for spelling a word correctly or using it in a good sentence.

“I always make sure I have something to hand out like a vocabulary crossword or a quiz for the end of a lesson.”

Julia, France

Pronunciation

Overall, pronunciation is probably the one area of language that receives least attention in the classroom. Unlike grammar or vocabulary, it involves the students in something very physical and when a student's pronunciation is unintelligible, the teacher has to identify the problem sounds and find a way of helping the student to pronounce them better. This might be by drawing attention to the shape of the mouth and the role of the tongue, teeth and other parts of the mouth and throat in producing different sounds. In other words, there is a physical aspect to teaching pronunciation which makes it highly challenging to teach and learn.

Another reason that pronunciation often receives less attention in class is because many exams test grammar and vocabulary but do not (explicitly) test pronunciation so it isn't seen as necessarily important on a course. Added to this, where a student's pronunciation doesn't interfere with their communication or intelligibility then a teacher probably will not work on it. However, the danger here is that intelligibility relies on the listener understanding the speaker. In the classroom context, a language teacher might be adept at understanding (and compensating for) students' speech but their pronunciation problems might make them unintelligible to a person in the street.

This section offers you a range of activities that will either help you to introduce and practise a little bit of pronunciation in every lesson, or that you can use as and when you need to work on specific areas of pronunciation. The first unit begins by looking at word stress; this is because it is usually one of the most teachable and accessible aspects of pronunciation. Next, for students who struggle with certain individual sounds (or phonemes) in English, there are a number of commonly-used techniques for helping them to become aware of how sounds are produced in their mouths. These are followed by activities to contrast different sounds so that students avoid confusing them. The remaining 20 activities help students with pronunciation at sentence level by working on intonation and then on features of connected speech; an area

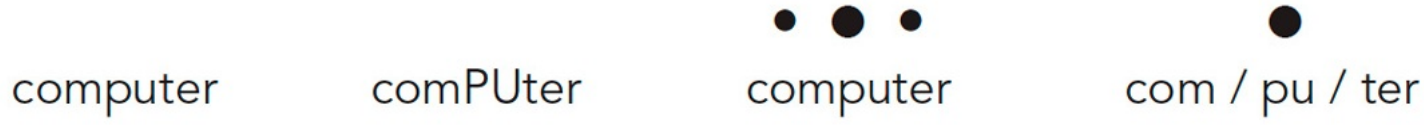
which will especially help them to develop their listening skills as well as speaking.

Unit 78
10 ways to present and practise word stress

Words with more than one syllable in English usually have one syllable which is stressed or emphasised more than the other (unstressed) syllables. Incorrect stress in a word makes it difficult to understand. In fact, when students mispronounce a word, getting them to produce the correct word stress can be one of the fastest ways to improve their intelligibility.

1. Mark the stress

When you present a new word to your students, mark the word stress and get them into the habit of always marking the stress on new words that they learn. Here are some different ways that you can mark the stress on a word. All are fine as long as you are consistent and always use the same style:



2. Listen and repeat the word

When you are teaching a new word and want to make sure that your students can pronounce it properly, it's always useful to say the word and ask them to repeat it with the same word stress. If necessary, add extra stress to the stressed syllable so you make it easier for the students to hear it.

3. Ask about the word

Write the word on the board and say it a few times. Ask the students 'How many syllables are there?' and 'Which syllable is stressed?' For example, with the word *computer*, the answers would be 'three' and 'pu'.

4. Dictionary work

Make sure the students know how to identify the stress syllable in a word appearing in a dictionary. Dictionaries use the ’ symbol before the stressed syllable as in */kəm’pjutə/* (computer).

5. Say the word correctly and incorrectly

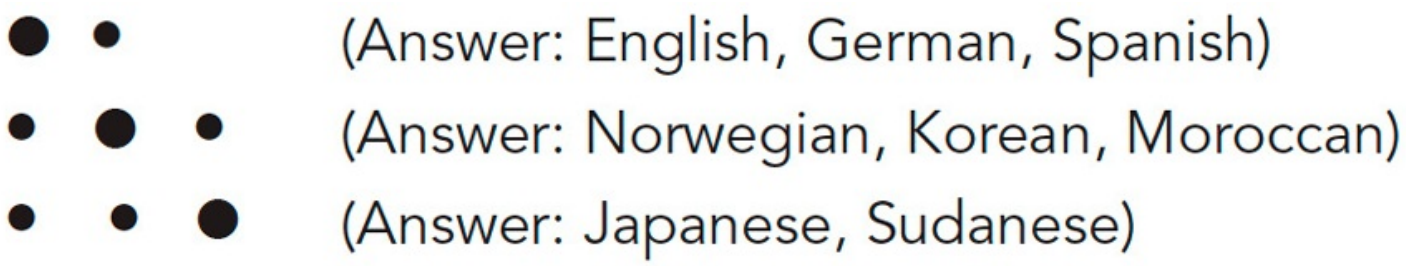
Ask the students to listen to a word being said in different ways and tell them they have to guess which way is correct. For example, your instructions could be this: ‘Which is the correct pronunciation? COMputer, comPUter or compuTER?’ By contrasting the pronunciation of the word with three different word stresses, you can draw the students’ attention to the correct way.

6. Categorise by word stress

Give the students a group of words you have been teaching recently. Some of these should have the same word stress patterns. For example, here is a set of nationality words:

English German Japanese Norwegian Korean Moroccan Spanish Sudanese

Write the following word stress bubbles on the board and ask the students to group the words according the word stress and number of syllables.



7. Spot the difference

To show that some words have the same number of syllables but different word stress, give the students groups of words like the examples below. They have the same number of syllables but one word has a different stress. The students have to guess the different word:

1. German / English / Brazil

2. Canada / Japanese / Mexico

3. Netherlands / Moroccan / Norwegian

(Answers: Brazil, Japanese and Netherlands have different word stress in the group.)

8. Run to the word stress

With younger learners and with some adult classes (depending on the students) you can do the following activity which involves the students running. It's fun, noisy and physical.

Create a large space so the students can stand up and run. Post five large pieces of paper on the walls of your classroom in different places. On each piece of paper write a different word stress pattern, using large clear writing. For example, you could write these five word stress patterns:



The students stand in the middle of the classroom. You call out a word and they have to run to stand under the word stress pattern that they think they heard. Then you call out another word and they run to another word stress. You can speed the activity or slow it down according to the level of difficulty of the words. You can also put more than five patterns up with higher-level students.

9. Matching

Cut up 16 pieces of paper. On eight of them, write eight different words with more than one syllable. On the other eight, write word stress bubbles that match each of the eight words. The students spread out the pieces of paper and try to match each word to the correct word stress pattern.

10. Pelmanism

This is an extension of the activity in 9. The students work in pairs or groups of three. They each have a set of the 16 pieces of paper, but they place them face down on the table. One student turns over two pieces of paper to see if they are matching pair (with the word matching the word stress pattern). If they don't match, they turn the two papers face down again and the next student has a go. If the two pieces of paper match, the student keeps the pair and has another go. As the game continues, the students start to remember where the words and word stress patterns are placed and make more and more pairs. The winner is the student with the most correct pairs at the end.

>>Unit 78.10: Word stress

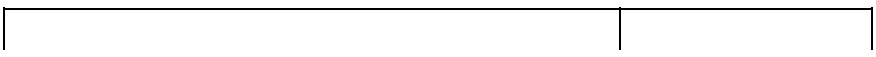
Unit 79
10 ways to develop awareness of phonemes

When students say a word which is hard to understand because they are having difficulty producing a particular sound, a teacher needs to have some ways in which to focus their attention on what the mouth is doing and help learners to make adjustments. For example, Italian learners sometimes struggle with the difference between the short vowel sound /ɪ/ and the longer /iː/ sound. As a result they may pronounce a word like /h ɪ t/ as /hiːt/ and so they are saying heat when they mean hit. Similarly, a Chinese student might struggle to produce the consonant sound /r/ in the word rent and say /l/ instead, producing the word lent.

These different sounds are called phonemes and English has 44 of them. Other languages don't necessarily have the same phonemes as English, which explains why learners with different mother tongues often have difficulty with some of them; in other words, a particular phoneme in English might not exist in their own language or is not normally used in the same way. The more you listen to your learners, the more you'll become aware of which phonemes they find challenging.

If you are already familiar with the details of phonemes in English, then skip the next section and go straight to the 10 techniques outlined in the next pages. If not, then read on.

A phoneme is a single sound and when you put a series of phonemes together you get a word. For example, the phonemes /p/, /e/ and /t/ said together produce pet. In this example, the symbols for these sounds look like the written spelling. However, other words written phonemically do not. For example, the word thought written phonemically looks like this: /θɔːt/. If learners are familiar with the 'phonemes' of English, it can help them work out how a written word is pronounced. Some learners' dictionaries include the phonemic transcription of a word with the definition. Here's a complete list of the 44 phonemes in British English with an example word afterwards. The part of the word in bold corresponds to the phoneme. They are split into vowel sounds and consonant sounds. The vowels are then split into two subgroups. Monophthongs are vowel sounds where the tongue, lips and jaw have a single position. Diphthongs are also vowels, but the tongue (and sometimes the lips and jaw) moves during the production of the vowel.

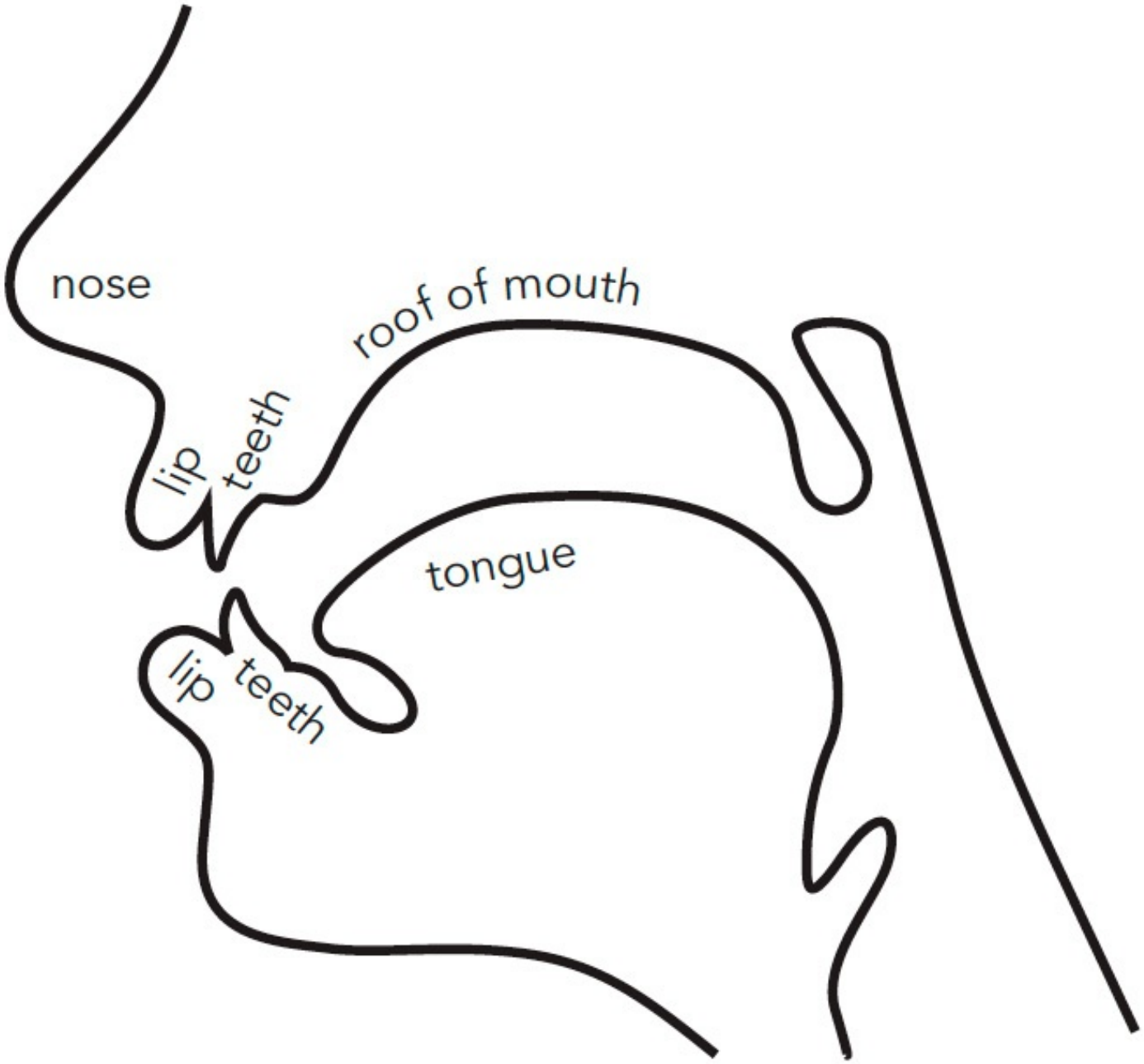


Vowels (monophthongs)	**Consonants**
/ɪ:/ m**e** /ɪ/ s**i**t /ʊ/ g**oo**d /ʊ:/ y**ou** /e/ m**e**t /ə/ *a*nd (unstressed as in rock 'n' roll) /ɜ:/ h**er** /ɔ:/ **or** /æ/ c**a**t /ʌ/ b**u**t /ɑ:/ c**ar** /ɒ/ h**o**t	/p/ **p**ut /b/ **b**ut /t/ **t**oo /d/ **d**o /tʃ/ **ch**ip /dʒ/ **j**ust /k/ **c**up /g/ **g**et /f/ **f**oot /v/ **v**ase /θ/ **th**ing /ð/ **th**is /s/ **s**ip
Vowels (diphthongs) /ɪə/ h**ere** /eɪ/ **a**te /ʊə/ p**ure** /ɔɪ/ b**oy** /əʊ/ n**o** /eə/ **air** /aɪ/ **w**hy /aʊ/ **h**ouse	/z/ **z**ip /ʃ/ **sh**e /ʒ/ vi**s**ion /m/ **m**y /n/ **n**o /ŋ/ swimmi**ng** /h/ **h**ow /l/ **l**augh /r/ **r**ead /w/ **w**e /j/ **y**acht

To help students work on phonemes, some teachers present and practise all 44 of them. However, it's probably more efficient to identify and focus on those that a student (or a group of students with the same difficulty) is producing incorrectly and in a way that affects their intelligibility.

Here are 10 techniques you could try out which will develop your students' awareness of how the mouth produces phonemes, and which will raise their awareness of how to adjust their own pronunciation.

1. Mouth diagram



It can act as a useful reference to point to quickly in order to help the students realise what happens in the mouth to produce a sound. For example, to show what happens when we produce /t/, you can point to the tip of the tongue and to the ridge behind the top teeth (known as the alveolar ridge) to demonstrate that these two touch.

2. Exaggerating the phoneme in a word

Sometimes you can quickly clarify the sound of a phoneme by showing the students a word they know well and pointing out the part that has the phoneme in. For example, when teaching /ŋ/

you can repeat words like *singing, dancing, running* and exaggerate the 'ing' part of the word. Another example is the /s/ phoneme. Say words which clearly demonstrate its use and exaggerate its position at the beginning of word such as *smoke, snake, school,* etc.

3. Phonemes with something in common

Have students pronounce phonemes with something in common in terms of which parts of the mouth they use and how they are produced. For example, if they say /p/, /b/ and /m/ in quick succession ask them what the three phoneme have in common; in this case they all use both lips. If they say /ŋ/, /k/ and /g/ correctly, then they are pushing the back of tongue against the soft palate at the back of the roof of the mouth. It's also helpful to combine this kind of awareness-raising activity with reference to the mouth diagram (see 1).

4. Hold your vocal cords

To pronounce any vowel sound, the vocal cords will vibrate. In order for students to realise this, have them hold their vocal cords (around the region of the throat or Adam's apple) between their thumb and index finger. Then get them to say some vowel sounds such as /i:/ or /a:/ and they should feel the vibration. Next ask them to pronounce two consonant phonemes such as /b/ and /p/. They'll notice that the vocal cords vibrate with /b/ but not with /p/. That's because /b/ is 'voiced' but /p/ is 'voiceless'. They can try contrasting other pairs of consonants such as /v/ and /f/, or /z/ and /s/ while holding their vocal cords and they will notice the same voiced/voiceless difference. Being aware of this may help them if they struggle to produce or hear the difference between such pairs of sounds.

5. Feel the air

Different consonant phonemes require a different force of articulation. For example, the phoneme /f/ is 'fortis'. In other words, it requires a strong rush of air forward in order to produce the sound. The /v/ on the other hand is 'lenis' or soft and does not. If students need help with phonemes that are fortis they can hold their palms near to their mouths to feel the stream of air that needs to come out. Another technique which is messy (but more fun) is to tear up a piece of paper into tiny pieces like confetti and hold them in cupped hands. When you pronounce a sound like /p/ or – even better – /h/, the strength of the air will blow the paper into the air.

6. Mouth the sounds

To focus the students' attention on the importance of the shape of mouth in pronunciation – and in particular on the lips – tell them you are going to spell the name of a famous person but they won't hear the letters so they'll have to watch. Choose a person who will be well-known to everyone in the class and spell the name using very exaggerated mouth movements so the spelling is very explicit. The activity is especially useful for demonstrating how the lips

spread very wide on a letter of the alphabet like ‘E’ which is the /i:/ phoneme whereas the letter ‘O’ requires a rounded shape to produce the phoneme /eu/. Some letters are much harder to guess because they use phonemes which rely less on the shape of the mouth, but because you are spelling an entire name, the students can guess at some of the letters. At the end, ask them to say the name you were spelling. Next, ask each student to think of a famous person, work in pairs, and take turns to spell the names silently to each other. This activity really forces them to use their mouth muscles.

7. Monophthong to diphthong

English has monophthong and diphthong vowel sounds but some languages only have monophthongs or fewer diphthongs. So that your students realise the difference, choose a monophthong that also appears as part of a diphthong. For example, write /ɪ/ and /ɪə/ on the board. Point at /ɪ/ and get the students to produce it. Then slide your finger over to /ɪə/. Continue to move the finger back and forth so the students repeat and contrast the changes in their mouth. They’ll learn to recognise that the tongue does not change position with a monophthong but it does with a diphthong.

8. Hold the jaw

As an extension to 6, demonstrate that the position of the jaw also changes according to the whether a vowel sound is a monophthong or a diphthong. Ask the students to hold their jaws and contrast the position for the phoneme /i:/ and /æ/. They should notice that the jaw needs to be lower for /æ/. They can try this out with other vowel sounds and discover the position of the jaw.

9. Miming and physical association

Try to develop a repertoire of mimed actions and anything that helps your students associate certain phonemes with movements. For example, if you need to encourage the students to make a sound longer (eg. so /ɪ/ becomes /i:/), put your palms together and stretch them apart to indicate that the sound needs lengthening. Alternatively, the phoneme /z/ resembles the sound of a bee so you can pronounce it while looking around your head for a bee. As you build up these types of associations, your students can be prompted to produce the sound from a gesture or mime that you use. There are no right or wrong associations as long as you are consistent and your students become familiar with them. Younger learners will also enjoy copying the actions.

10. ‘Selfies’ of the mouth

For some students, developing the muscles and physicality they need in their mouths can be a long process and so finding ways for them to work on pronunciation in their own time will be necessary. One way is to use the video camera (on your mobile phone) and record a close-up of your mouth producing the different phonemes. Students can watch the video at home and try

to reproduce the same sounds. They can even video their own mouths and watch it back to see if the movement is similar.

Unit 80
10 activities for contrasting phonemes

The previous unit suggested ways of helping students understand how the mouth works and how to adjust it in order to produce different phonemes. These 10 activities continue on from that, but they focus on contrasting different pairs and groups of phonemes. The activities here tend to be less controlled and often contain an element of fun and competition.

1. Left hand, right hand

Write two lists on the board with pairs of words with the same pronunciation, apart from one phoneme which is different. (These are often referred to as *minimal pairs*.)

Say a word from the lists at random. If the students hear a word from the list on the left – /ɪ/ – they raise their left hand. If the word is from the list on the right – /i:/ – they raise their right hand. Start calling out the words slowly and then speed up. After a while, you can put the students in pairs and ask them to take turns at calling out words and their partner raises their hand according to what they hear.

/ɪ/	/i:/
hit	heat
bit	beat
sit	seat
lip	leap
ship	sheep

2. Categorisation

Take a set of 10 words such as those listed above in 1 and write them on 10 small pieces of paper. Give each pair or group of students a set of cards with the words on and they have to categorise the words into two groups, according to the vowel sounds they contain. You can

extend this activity as much as you like by introducing another set of words with a third vowel sound contained within them.

3. Run to the phoneme

With younger learners, a variation on 1 is to put one phoneme on one side of the classroom and the other phoneme on the other. You call out a word and the students run to the phoneme they think it includes.

4. Odd one out

Give students lists of words which all have the same vowel sound, apart from one word which has a different vowel sound. Try to choose words with different spelling but the same sound. For example, this exercise contrasts the sounds /əʊ/ and /aʊ/. The students either listen to or say the five words and try to spot that the word *house* has a different vowel sound: *though, row, throw, house, hose*.

5. Spelling the alphabet

Some students have difficulty pronouncing the 26 letters of the alphabet correctly. Often teachers drill the letters in order from A to Z. However, another useful exercise is to categorise them according to the vowel sound they contain. Draw this table on the board (without the letters showing). Ask the students to say the words at the top and listen closely to their vowel sounds. Then ask them to write each letter of the alphabet under the word that contains the same sound. Note that Z can go in two places, depending on whether it is pronounced according to British or American English. Afterwards, drill the letters in each column one by one. As an extension, the students could think of other words which have the same vowel sound.

Pay	**Me**	**My**	**Yes**	**No**	**You**	**Are**
A H J K	B C D E G P T V Z (US)	I Y	F L M N S X Z (UK)	O	Q U W	R

6. Dominoes

In Unit 78 there are ideas for using dominoes to teach vocabulary. You can also use the same technique to help students with phonemes. Make copies of the set of phoneme dominoes on page 265 for practising vowels and consonants and follow the rules of playing dominoes with students trying to match the correct phoneme to the word.

>>*Unit 80: Phoneme dominoes*

7. Quiz

Put the students in teams. Say one vowel phoneme in isolation and set a time limit (for example 30 seconds or a minute). Each team writes down as many words as they can think of with the phoneme in it. Check the words afterwards and each team receives one point per correct word. Then say another phoneme and repeat the process until you have said 10 different phonemes in total.

8. Dice

Take pairs of dice and stick different phonemes on the six sides. For example, put consonant phonemes on one die and vowels on the other. The students roll a pair of dice and they win a point if they can make a word which contains both phonemes. For example, if they rolled /ʃ/ and /aɪ/ they could make the word *shine*.

9. Bingo!

Design Bingo cards which use phonemes instead of numbers. Each student gets a bingo card that might look like this. This one practises the 12 vowel phonemes.

iː	ʊ	ɔː	ɜː
ʌ	ɪ	ə	e
æ	ɑː	Uː	ɒ

The teacher reads out words at random and the students tick the sound if they hear it in the word. When a student has ticked four phonemes in a row (vertically, horizontally or diagonally) they shout Bingo! Repeat the activity a few times and then put the students into groups. They can play the game with each student taking turns to call out words with the sounds in.

10. Phoneme word search or crossword

If you would like to teach your students the 44 phonemes, you could make a word search puzzle or crossword similar to the ones in Unit 75. In the word search, write the words in phonemic script and fill the rest of the space with other phonemes. With the crossword write the across/down clues in phonemic script and get the students to complete the crossword with the written words. For example, if 1 across is /hiːt/, the students write *heat* in the crossword.

Unit 81
10 awareness-raising activities with intonation

Intonation is the rise and the fall of the pitch when you say a sentence. We can add all sorts of changes in meaning to a phrase when we add rising or falling pitch. For example, if you end the sentence You live here with a falling pitch, it is simply a statement of fact. However, if you end the sentence with rising pitch, then you can turn the sentence into a question and even add a sense of disbelief that the person can live in a place like this. Here are 10 ways to start raising your students' awareness of the importance of intonation.

1. Flat intonation vs. rising and falling intonation

When introducing a phrase like *Can I help you?* getting the intonation correct is important as it conveys the right degree of politeness. To illustrate how important this is, say the sentence in two different ways. Once with flat (bored-sounding) intonation and once with naturally sounding rising and falling intonation. Ask the students to say which sounds more natural or polite. Then drill the phrase and get the students to repeat it with the same intonation.

2. A mood scale

As an extension to the activity in 1, draw this mood scale on the board:



Say a sentence or phrases you have been teaching with the mood of one of the faces on the mood scale: either saying it very happily, in a neutral way or sounding unhappy. Ask the students to guess the number between 5 and 1 that best indicates your mood. Then give them a phrase to say and point at one of the numbers. They have to try to say the phrase to reflect the

intonation/mood of that number.

3. Humming

Sometimes when you drill a new phrase, the students focus on the words but fail to reproduce the intonation pattern. To help them, hum the sentence so you remove the words but keep the sound of the intonation. Isolating the intonation like this really helps students focus on the sound instead of worrying about the actual words.

4. Observing facial movements

Our facial movements often reflect the intonation of our voice, and this activity draws the students' attention to this. Choose a short piece of video with someone talking emotionally or perhaps an intense or angry conversation between two people. Turn the sound off and let the students watch the action only. Afterwards, ask them how they think the speakers feel and how they sound. Then play the video again with the sound up so the students focus on the intonation of the voices and can find out if their guesses were correct.

5. Intonation adjectives

This activity is based on a similar idea to activity 4. Write these adjectives on the board (or any words that describe moods and feelings):

angry happy sad bored amazed worried

Then write a phrase on the board that the students have learnt recently. Say the phrase in the mood of one of the adjectives on the board and ask the students to guess which one it is. Repeat this two or three times and then ask the students to work in pairs and take turns to choose an adjective and say the phrase with the same emotion The other person has to guess the word. You can change the phrase after a while to add some variety and/or add some new emotion adjectives to the board to choose from.

6. Arrows

Ask the students to draw a large arrow on a piece of paper. Then say the following sentences in any order with the intonation pattern shown. The students listen and after each sentence they raise their arrow either pointing up or down according to what they think they heard.

I study at school. ↓ *You're a student, aren't you?* ↑

Where do you live? ↓ *We don't know the answer.* ↓

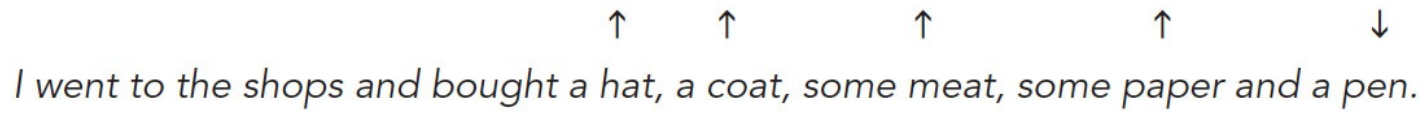
Do you live here? ↑ *Do you know the answer?* ↑

Stand up! ↓ *What happened next?* ↑

This allows you to observe what they think they are hearing. They can also repeat the activity in small groups. Give each student some of the sentences, which they have to say with the correct rising or falling intonation. The listening students show what they hear with the arrows.

7. Shopping lists

When we list words, the intonation rises on each word in the list and falls on the final word, like this:



Students can practise this by writing down a list of items they might buy when shopping and then read out their lists aloud with the correct intonation.

8. Marking arrows

As a follow up to the activity in 6, ask the students to mark the arrows at the end of sentences in dialogues. For example, if you have been playing a recording from a coursebook, play it again while the students read the script. They mark the rising or falling arrows on sentences in the script that they think they have heard.

9. Recordings

Encourage your students to record and listen to themselves. This can help with all aspects of pronunciation, but especially intonation. One way to draw attention to intonation is to ask the students to choose a short passage they want to read; this might be part of a book they are reading or a short story they have written. Ask them to imagine that they have an audience listening and that they must keep the audience's attention. They practise reading the text with feeling and intonation. When they feel ready, they record it. Afterwards they can listen back, assess themselves (or with your help) and then record it again to improve their performance.

10. A model version

As a follow-up to activity 9, you can record yourself reading the student's text to provide a model version of the intonation. The student listens to the recording and then tries to reproduce it with similar intonation patterns.

Unit 82
10 tips on teaching connected speech

Italian students of English will often comment that the English 'eat their words'. What they are referring to is the fact that English speakers often sound like they are connecting words together when speaking. So when a learner of English says a phrase like Can I help you? they will often separate every word in the phrase like this: Can / I / help / you? A native speaker of English, on the other hand, might link the first and second words like this: Can_I help you? They might also remove the /h/ sound in help so it sounds like this: Can_I elp you? And to make matters worse, they might join the last two words so the sentence sounds something like this: Can_I (h)elp_ju?

In class, teachers can help students to develop an awareness of and cope with connected speech. Here are 10 techniques you can use.

1. Robot voice or natural voice?

So that your students can hear the difference between a sentence with natural sounding connected speech and more unnatural broken speech, say a sentence in two different ways and ask them which sounds more natural. The robotic sounding sentence will sound something like this: I'll [pause] see [pause] you [pause] at [eight].

2. How many words?

Either say or play recordings of sentences which include rapid and connected speech. The students listen and say how many words they hear in each sentence. Note that contracted forms such as I'll or I'm can count as one word. Here are three examples with the number of words indicated.

Can I help you? (4) I'll see you at work. (5) I'm meeting her at eight. (5)

The students call out the number of words – or with larger, noisier classes they can write the number down or show how many words they hear by holding up the correct number of fingers.

3. Write down what you hear

As an alternative or extension to the activity in 2, say sentences at normal speed and ask the students to write down what they hear. (See also Unit 41)

4. Mark the stressed words

When we hear connected speech, we are hearing certain words or syllables which are stressed and others which are unstressed. Give the students a selection of phrases on the board and read them aloud at natural speed. Ask them to mark the stressed parts or words. For example:

I'll see you at work.

I'm meeting her at eight.

5. Identifying weak forms

In 4, the students mark the stressed parts of the sentences. Equally, they should be aware of the types of words which become unstressed or weakened. After the students have worked with a few sentences, ask them to say what kind of words are often weak. Their answers might include articles (*a, an, the*), prepositions (*in, on, at*), *auxiliary and contracted* verbs (*'m, 're, 've, 're*), pronouns (*I, he, she, it*) and the conjunction *and*.

6. Listen and repeat

Say a sentence and ask the students to repeat it with the same parts connected. Sometimes it helps to focus on the connected parts only before drilling, like this:

Teacher: Can I?

Students: Can I?

Teacher: help you?

Students: help you?

Teacher: Can I help you?

Students: Can I help you?

(See also Unit 28)

7. Linking a consonant + vowel

When a word ends with a consonant and the next word starts with a vowel, we often link them. You might introduce this idea to your students when working with small chunks of language. For example, saying phrasal verbs or words followed by prepositions are a good example of how this occurs:

take_off get_out meet_at accused_of

8. Intrusion

A word ending in a vowel sound can also link to another word starting with a vowel sound by inserting a consonant sound. This is called intrusion. The intrusive sounds are /r/, /w/ and /j/ as in:

saw_(r)_off go_(w)_on pay_(j)_off

Again, using verbs followed by prepositions and adverbs to present this feature is a good starting point.

9. Join the words

Having highlighted the features of linking and intrusion, choose some sentences which include these features. For example, *Get out of the taxi and go on a bus*. Write each word on a separate piece of paper and put the pieces in front of a group of students. Say the sentence and ask the students to arrange the words on the pieces of paper in the correct order and then connect the pieces of paper where they think the words are connected in speech and leave a space where the words are separate. So the answer would be:

Getoutof | *the* | *taxiand* | *goona* | *bus*.

As a variation, write each word in big letters on separate sheets of A4 paper. Ask 10 students to stand at the front of the class and give one piece of paper to each student. Say the sentence and the students have to move into the correct order. Then they shuffle sideways in order to join a student holding a word which they are connected to in speech.

10. Poems and chants

Teaching students to say a poem or a verse set to a beat can be a useful way to develop connected speech. Saying the words to a rhythm reinforces the stressed syllables in a sentence and emphasises any words which are connected. For example, you could use any kind of children's verse which has a regular beat to practise saying with your students and they will be forced into connecting certain words and phrases to fit the timing.

Teaching contexts

There are many initial teacher training courses in how to teach English, but very few (if any) could realistically prepare you for every type of classroom context. Even experienced teachers can face a new challenge when, after years of teaching, they suddenly teach a class of young learners or a group of business English students for the first time.

This section looks at a whole range of different teaching contexts from teaching younger learners to adults in work. If you already have some teaching experience, you are probably familiar with some of them; in which case, read about these same contexts and see if your experience of teaching them matches that of the author. On the other hand, if you are teaching for the first time or teaching in a new classroom context, use the tips and ideas in this section to help you prepare for a new experience.

The section begins by looking at the teaching of school-aged students from younger learners through to teenage learners. Then, it looks at the context of teaching courses which focus on preparing students for examinations. With adult learners, another teaching context is often helping students with English in order to succeed in business or for travel. You'll also find information on some teaching contexts which are less frequently covered on teacher training courses, such as ideas for teaching complete beginners, one-to-one and activities for summer schools which combine fun with language practice. And within any kind of classroom contexts with more than one student, you'll find mixed levels of ability, which you need to be able manage.

Unit 83
10 tips and activity types for teaching young learners

Although many teachers take courses that prepare them to teach adults and young adults, they often find that their first job includes teaching children. Here are 10 tips to take into class with you.

1. Establish routines

It will help you and the children if there are patterns and routines to the class. For example, you might start with a warm-up exercise, or introduce new language on the board by using pictures. Maybe this is usually followed by a groupwork activity, which allows the children to stand and move around. Then perhaps the lesson usually ends with everyone listening to you reading them a story. Remember that children like routines and it makes your classroom management easier.

2. Develop their organisational skills

In some contexts, teachers work with very young learners (three years and upwards), which means that as well as teaching English you will be helping them to develop organisational skills such as bringing their pens and books to class, and clearing up after themselves. You'll also be surprised how much children learn from you using consistent instructional language in English to tell them, for example, to get their books out, to finish off an exercise or to pack their books away.

3. Praise and self-esteem

As with adult learners, teachers need to praise children for good English use during classroom activities, but they also need to praise children for good behaviour. Value their work and foster self-esteem by putting it up on the walls of the classroom on display for everyone to see.

4. Be more teacher-centred

Many teacher training courses emphasise the need for the teacher to 'hand over' responsibility for learning and for a lesson to be more student-centred. This is true for many adult learners, who will recognise the logic behind this approach, but in the case of young learners, the teacher will need to be a major focus throughout: someone the learners refer to for regular guidance and leadership.

5. Alternate busy and quiet periods

In adult classes, it is possible to ask your students to concentrate on one type of task for a long time. In young learner classes, this is not generally the case. Generally, children have a much shorter attention span and obviously even this will vary between a class of five-year-olds and a class of 10-year-olds. Generally speaking, you can't ask younger learners to do the same activity for more than a few minutes. They will get bored and their attention will wander. This means that you need to find a regular balance between two types of classroom activity: one type that requires them to be busy, moving and making noise which indicates they are socialising with each other. And the other type of activity which is quieter, done individually and requires concentration such as drawing a picture and adding words or a sentence below, written in English.

6. Challenge them

Children respond to a challenge so provide exercises which build on what they know but that also offer new language and new information. Children will become bored if they feel they are doing an exercise for the sake of it rather than being pushed to try something new.

7. Assign project work

For older children (around eight years and upwards) project work can be a great way to motivate because it gives a reason for studying; in other words, there is an end product which provides a visible sign of their success. A project could involve some online research into a famous person or a survey with a questionnaire written in English. The end product might be a large poster showing pictures, text and a chart with results from a survey.

8. Comics

Comics are an obvious medium for teaching and practising language with younger learners. Find out what type of comics the students read and bring some to class. Slightly older children will enjoy creating their own comic strips in English, or you can take an existing comic and remove any words. The students then look at the pictures and write in their own words and dialogue to create a whole new story. Note also that if you have access to the technology, there are a large number of apps that allow you to create comics.

9. Use songs

With much younger learners, such as infants, try to remember and use all those action songs you learnt as a child. They often combine movement, fun and repetition, which is a winning combination in most younger learner classes. (See also Unit 42)

10. Plays and performances

As with project work, children will enjoy working on a play or end-of-term performance in English because there is an end product. Much younger learners will need you to provide the content and 'direct' it but an older class could write and devise a short play together. Or for something less ambitious than a play, present a showcase of different songs, poems and stories. For your audience, you can invite other classes to attend but this kind of event is always most popular with the parents!

"With really young learners, doing songs with actions and chants seems to work better than learning without music."

Helen, Japan

Unit 84
10 issues and strategies for teaching teenagers

With the teenage years being a time of such great emotional and physical change, teaching this age group can present some challenges. However, a teenage class is also full of young people with enormous creativity and a wide range of interests. The following suggests some ways to approach the challenges and to tap into that teenage energy.

1. Exposure

When you ask a teenage student for the answer to a question or ask them to say something in English in front of a large class of teenagers, you risk putting them on the spot. Some teenagers will be especially sensitive to being exposed to the class in this way or being seen to make a mistake. For this reason, using strategies like having pairs of students or small groups discuss the answers before giving feedback to the class is very helpful.

2. Limits and being tested

As they do with their parents, many teenagers will challenge their teachers at times and test the limits of what is acceptable in the classroom. Try to establish rules for the classroom and learning early on. Teenagers can also have a strong sense of justice so make sure you are even-handed in praise and criticism. If you can get them to agree the rules in advance, you have a

better chance of getting them to keep them and not rebelling if clearly defined sanctions are carried out. (See Unit 12)

3. Socialisation

English classes are about communication in English, but many teenage students are still learning the rules of effective socialisation in their own language. During class discussions or group activities, praise any behaviour which benefits the social group as well as praising effective use of English.

4. Friendly but not a friend

One common mistake among less experienced teachers is to try to be a 'friend' to the students or even to be the 'cool teacher'. Inevitably, this kind of attempt will fail as you lose any authoritative distance from the students. It means that when you do need to impose some kind of classroom control, you may find it hard to manage the situation. In the end, teenagers would prefer a teacher who is an adult figure they will respect and learn from rather than one concerned with likeability.

5. Disruptive behaviour

In class or group activities where one student has a tendency to dominate, show off or react negatively, you need to raise that student's awareness of the problem by discussing specific examples of disruptive behaviour with them. For example, you can ask *Why did you interrupt the other student? How do you think he felt about that?* This might be done during the lesson while other students are busy with another task or it could be done after the lesson or away from the others in case publicly challenging the student concerned creates a bigger difficulty.

6. Choice of topics

Students at this age have a growing interest in a variety of topics. In particular, they will respond well to the discussion of social issues which directly affect their lives. Often these kinds of issues do not appear in published coursebooks because the material is designed for use by different cultures and might not be deemed suitable. For example, you might be teaching the language of the modal verbs *must, have to and can't for* setting rules and presenting the language in context with a series of rules such as: y*ou cannot buy alcohol under the age of 21 in the USA.* You could ask your students to rewrite this rule so it is true in their own country and then go on to discuss whether they think this rule should be changed and explain why.

7. Video

In his book *Playing the Future,* David Rushkoff (1996) described the younger generation as '*Screenagers*'. The term captures the idea of teenagers who take a large proportion of their

information and enjoyment from screens. Clearly then, one way to capture teenagers' interest is through the use of video and multimedia. (See Unit 59)

8. Technology

As with video, bringing IT-based activities into the lesson will seem logical to many teenagers. See Units 63 and 64 for ideas on integrating mobile learning and video gaming into your lessons.

9. Project work

Allowing students to work in groups and complete a project can be highly motivating as you hand over decision-making to the teenagers. Note that some students may revert to their native language if they are with others from their own country, so make sure the project has an end product such as a PowerPoint presentation or a video. When there is a final output task like this, the students are forced to prepare and present their work in English.

10. Music

Most teenagers have their favourite music, and many songs they listen to will be in English. Make use of this vast resource by setting exercises which include the use of the song lyrics. (See Unit 42)

Rushkoff D (1996) *Playing the Future*. New York, NY: Riverhead Books.

"Involve your teenage students in activities based on their interests. Be yourself and be patient."

Monica Oprescu, Romania

Unit 85
10 strategies for teaching exam classes

Some students who are studying English may have to take an exam at the end of their course; others will be planning to take a public examination in order to get a certificate which demonstrates their level of English. Obviously, teaching classes of students like this still involves teaching English, but when there is an exam involved, it

can often change the style of the lessons.

1. Know the exam

Make sure your students know exactly how the exam is structured, including the number of questions and the timing. The students can get an idea by looking at past exam papers, but you can also direct them to key information on the exam by writing a quiz. For example, this could include questions such as ‘How many parts are there to the exam?’ or ‘How long does Part 2 take?’ Testing their understanding like this will help them avoid silly mistakes on the big day.

2. Timing

Introduce time limits for tasks in the class. If your students are trying to complete a question taken from a past exam paper, give them a time limit so they become used to working under pressure. Early on in the course, perhaps, you can give them more time than is given in the exam, but closer to the final exam, set the same time limit as they will actually have on the day.

3. Review and feedback

Ask the students to give feedback on which parts of the exam they feel are hardest for them. You might already be aware of this from having seen their work, but it’s useful if the students themselves recognise the areas they need to work on. If the students in your class have different weaknesses and needs, give them different parts of past papers to work on at home.

4. Instructions in the exam

Examinations often include vocabulary in the instructions that isn’t normally used in day-to-day English. Especially with lower levels, don’t assume the students are familiar with exam terminology such as gapfill or transformation. Pre-teach any words that are repeatedly used in instructions and check the students’ understanding.

5. Past papers

Most examination boards or publishers provide copies of past papers or exam papers written in the style of the exam. Students will benefit from practising with these, either in class or at home. If the exam is produced by your school, then try to let your students take an old version of it or write one yourself that reflects the exam format and standard so they understand what is expected of them.

6. Model and sample answers

As well as giving the students past papers to complete, it’s helpful if you can show them examples of other students’ answers to see how they were graded. For example, looking at an

answer for a writing paper and seeing how it was marked can help the students understand the expectations for the exam. If you don't have any sample answers, write your own answer to the question to show your students what is expected.

7. Texts with gaps

Lots of examinations include texts with gaps which students have to fill in. Many students make the mistake of stopping reading a text at the first gap and trying to fill it in there and then. However, the correct word can be affected by what comes after the gap as well as what goes before, so train your students to read the whole text all the way through first and only then start to complete the gaps.

8. Rehearse

Some exams include speaking parts where an examiner interviews a student or two students together. It might even include a discussion or require them to give a response to a problem. In this case, rehearse the situation in your lessons. Students can role play the exam in threes, with one of them being the examiner and the other two answering as candidates.

9. Write your own exam questions

So that your students really understand how an exam is constructed or how questions are written, have them design exam-type questions for each other. For example, if the exam includes filling in a text with 10 gaps, then give the students texts to prepare in the same way for others to try to answer. Students enjoy playing at being exam-writers and the task makes them really think about how a question works.

10. Everything counts

The biggest problem most teachers find with exam classes is that the pressure for the students to pass means that they will expect everything in the lesson to be relevant. If you insert a game-like activity, your students might ask *Is this in the exam? or How will this help us pass the exam?* Similarly, if the exam doesn't include a speaking paper or a listening paper, then students might expect your lessons to focus on reading and writing only. There will be times when you feel that the students need to study English outside the context of the impending exam. If this is the case, then explain your reasons to them.

"You don't need to be an expert in every language exam out there; just be clear about what specific language skill is being tested by each exam task or question. For example, if it's a reading test, which skill is it testing? Skimming, scanning, or reading for detail? Once you've identified that, you're better equipped to prepare your students."

Unit 86
10 things that make teaching business English different

'Business English' is a broad term used to refer to teaching people in companies and students at college or university who are studying business in English. Because of its name, teachers often fear that business English is going to include lots of specific business and financial jargon. In fact, it incorporates any English that is needed for a student to do their job, so this might include task-based areas such as meeting visitors, making phone calls, attending meetings or giving presentations. As a result, many teachers who begin teaching business English with trepidation often discover that its focus on providing English to achieve specific tasks and goals is very appealing. Much of what you already know from teaching English in other contexts is transferable into the business English classroom, but here are 10 aspects of teaching business English which are worth knowing before you start teaching it.

1. Needs analysis

It is crucial to find out the needs of the business English learner at the beginning so you can design your lessons appropriately. Find out WHAT they communicate about in English (eg. products, services), WHO they communicate with (eg. clients, colleagues, etc.) and HOW they communicate (eg. on the phone, in meetings, etc.)

>> Unit 3/86: Needs analysis

2. Time

Business people tend to be extremely busy, so they may be mainly concerned with learning the English they need to get their job done. In other words, don't spend time on some obscure grammar point if your students need to give a presentation in English next week; focus on helping them to communicate to the best of their ability, even if it means a few mistakes here and there.

3. Pre-work and in-work

One important distinction to make in business English is between students who are pre-work or in-work. Pre-work students are often at college and so are learning about business in the language of English. They might be studying subject areas like marketing or finance and need the English to do this. Fortunately, there are lots of good published materials available to help you teach in this kind of business content. In-work students are already in employment and may have lots of experience in their job. They won't necessarily expect you to know about their job but they will need English to communicate better.

4. Expertise

In-work students often have lots of expertise, so draw on their knowledge. Have them explain their job and their business and talk about the types of situations when they need English. In return, you provide your expertise as a language teacher and give them the English they need.

5. Professionalism

Of course, we expect all teachers to perform their job professionally, but when you are teaching business English, it is particularly important to present yourself appropriately. If you are working in company offices where people are dressed smartly, you will need to do the same. Other professional behaviour, such as attention to punctuality, record-keeping and ensuring the quality of the teaching materials are especially important.

6. Course content

Language remains at the heart of any business English course, but course content can also involve work on communication skills (eg. telephoning, presenting, meetings, social English etc.). Over time, many business English teachers develop the skill of giving feedback and input on areas such as how to give an effective presentation. Business English courses also cover a whole range of topics, such as finance, marketing, IT, fashion, energy, etc. The list is endless and there are many materials on the market to help you teach specific areas of business. However, what makes business English different is that you are teaching the student the language they need for their own work so ask them to bring materials from their own workplace into the lessons and use that authentic material. For example, if they show you company brochures, reports, copies of emails or their website, you can use this material as the basis for a lesson that targets their own language.

7. Location of the lessons

Language schools sometimes offer business English courses on their premises or one-to-one students come in for their lessons. However, it's common for language teachers to travel to the students' place of work. Your lessons might take place in the company's training room, but you

might also work in an office, on a factory floor or even in the warehouse. This might sometimes mean you have a makeshift classroom to work in that doesn't have every type of resource or it might mean you have access to great training facilities. Spending time with the students in their actual place of work also gives you a special insight into how they make use of English and you can take advantage of this; for example, take a walk round their factory floor and have them describe the manufacturing process.

8. Motivation

In all classes, there are some students who are more motivated than others, and this is also true in business English teaching. However, many teachers who concentrate on teaching in companies do so partly because they enjoy working with highly-motivated students. Employees who are learning English do so as part of their job and to improve their career opportunities. Working with such motivated learners clearly has great benefits for the teacher.

9. The importance of role play

Role play in any type of English teaching is a useful type of activity, but in business English teaching it's especially important. Students need role plays to practise situations such as phone calls, meetings and negotiations. You can also use extended forms of role plays in business English which are called simulations or case studies. Simulations are based on a real business problem which students read about. After discussion of the problem and the issues involved, the teacher gives each student a role and the students have to imagine that they are at a meeting with colleagues where they have to discuss and resolve the problem. Unlike a normal classroom discussion, the students are forced to take certain positions or roles and therefore express certain opinions.

10. Testing

Some business English students will want to take formal exams, especially if they think it will help them in their careers. If you are teaching in a company, the head of training might want to monitor the progress of the students and so will ask you to test them. However, for many students, the ultimate test of their English is whether they can leave your lesson and effectively complete another aspect of their job in English.

Unit 87

10 ideas for teaching one-to-one classes

Many teachers have experience of teaching groups of students in classes, who are all following the same course and using the same materials. However, some students prefer to have lessons on their own. These tend to be professional people who need classes at different times each week or who would prefer an intensive course that focuses only on the language they need.

Some teachers specialise in one-to-one teaching, whereas others find that working face-to-face with one student for a whole lesson can be too intensive. Here are 10 ideas for adding variety to one-to-one lessons and for taking advantage of this way of teaching and learning.

1. Seating

If you walk into a one-to-one classroom in progress, you might see a teacher sitting across a table from the student. There can be something very confrontational about this as it resembles an interview – or even an interrogation – rather than a lesson. Often it's a good idea to sit side by side, especially if you are explaining something. For conversation practice, try sitting at a slight angle to keep the atmosphere relaxed.

2. Teach to the student's own level

One of the big advantages of one-to-one teaching is that you can tailor your teaching to the student's exact level. So if your student understands something well, you can move quickly on. If some aspect of the language is causing difficulties, you can slow down and spend extra time on it.

3. Tailor-made

Spend some time at the beginning of the course finding out exactly what the student hopes to achieve. Then, after a few weeks, review this and check that the course is providing what the student expected. Note that professional people's language needs can often change focus as their job changes and their English needs may vary. (See also Unit 31)

4. Don't always follow the plan

Teaching a class means that you need a plan for the lesson and you more or less have to follow it. With one-to-one teaching, you have the flexibility to forget the plan. For example, if it is obvious that your student's mood doesn't match what you had planned to do and the student

isn’t responding well to your choice, then change the lesson. It may happen that your student arrives at the lesson with some interesting news. Allow time to talk about this news and create the lesson around the topic by providing the necessary vocabulary.

5. Recording the student

While it is certainly true that you can record students speaking in a group, it is much easier to manage with a single student. For example, you can record a short role play conversation and then play it back to the student. Stop the recording where there are mistakes or difficulties and try to elicit from the student a correction. Some students also like to record the whole lesson so they can listen to it again in their own time.

6. Personalised language materials

Ask the student to give you documents they deal with at work, or tell you the types of magazines they like to read, or films they like to watch. Design your teaching materials based around these kinds of texts. For example, you can discuss the views in the text or find new vocabulary. If the article contains an interview with someone, use the context as a springboard into a role play where one of you is the journalist and one of you is the person in the article. If the article is relevant to the student’s work or studies, ask them to give a short summary or presentation about the main points of the article.

7. ‘Realplay’ not role play

In group classes, teachers often use role plays where students are given a position. For example, here is an example of role play between a salesperson and a customer.

Student A: Imagine you work for a company that sells office equipment. Telephone Student B and try to convince him/her to place an order.

Student B: You are the office manager for a large company. Answer Student A’s call and deal with the enquiry.

There is nothing wrong with this role play as such; if we have been teaching the language of ‘selling’, it will probably be very helpful. However, in a one-to-one classroom, you can instantly create a situation which allows the student to use the language of selling in a ‘real’ way. In other words, instead of selling imaginary office equipment, the student can call you and try to sell you his/her own company’s real products or service. In this way, the ‘play’ is ‘real’ rather than in a role.

8. A visitor

Although you are teaching one-to-one, it doesn’t always mean you have to avoid contact with

other people. In fact, there can be a danger that a student gets so used to talking to their teacher, they never build the confidence to talk to anyone else in English. So introduce other people by asking a colleague or friend to help out. For example, ask someone to telephone your student during the class in order to practise telephone English. Alternatively, your student could prepare 10 interview questions for a visitor and then the visitor comes and answers them. This can also work well by contacting a colleague in a different place via Skype or video conferencing.

9. An imaginary visitor

Another way to bring in a 'third' person to a lesson is to have a picture of someone or a prop like a hat. When you – the teacher – pick up the picture or the hat you become a different person. This allows you to have a three-way discussion with the student if necessary.

10. Change the classroom

If possible, try to change the setting of your classroom from time to time by holding the lesson in a new location; eg. a café, the student's place of work, an art gallery, a park, etc. The new environment can often breathe new life into a lesson and offer opportunities to use new language such as a presenting a workplace or discussing the paintings in an art gallery.

Unit 88
10 tips for teaching beginners

It is sometimes said that there are no 'true' beginners of English. This belief exists because wherever you go in the world, you seem to come across English in some shape or form; perhaps on an advert, in a song or an English word that has crept into use as part of another language. And whatever country you go to, it seems that most people know the word 'Hello'. That aside, there are students who we can either call beginners or near-beginners.

Teaching beginners requires all the skills you need to teach other levels, but there are some added issues; one of the main ones being that the writing system in their first language might be entirely different from English script eg. Chinese or Arabic. Furthermore, you can't assume that all of your students are able to read and write in their own first language.

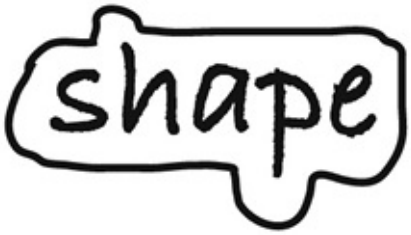
You will have found some activities that are suitable for beginner levels elsewhere in this book, but the following 10 tips and ideas address some of the particular issues associated with teaching beginners.

1. Copying letters

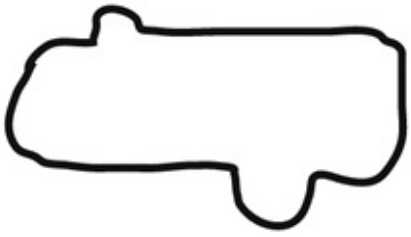
For students learning to read and write words in English, write the letters of the alphabet on the board and get the students to copy them down. Alternatively, give the students a page with the letters on and a piece of tracing paper. They lay the tracing paper over the letters and practise reproducing the same shapes. Nowadays, there are also a number of apps and software programmes available to help students learn to read and write. These can be found by searching online.

2. The shape of the word

You can help your students to recognise a whole word by asking them to draw the shape of a word. For example:



shape

This exercise gives them a feel for the whole word. Later on, you can create gapfills with texts, but instead of leaving a blank gap for them to fill, draw the shape of the missing word, like this: The  of a ball is round.

3. International words

Although your students might believe they don't know any English, you can build their confidence by showing them words which are 'international' and also used in English. Write the following on the board and read them aloud. Get the students to tick the ones they already know.

computer pizza burger coffee café conference soccer

basketball hot dog coca-cola mobile TV rock music

Once the students get the idea, ask if they know any other English words that are international.

4. Images and objects

Using images and objects to illustrate a new word is probably the most obvious starting point for any beginner lesson. For example, show a picture of a 'key' (or a real key) and say the word. Ask the students to repeat it. (See Unit 55)

5. Reading aloud

Give the students a short text and read it aloud for them. They follow your words as you speak. Later on, they can work in pairs and take turns to read a text aloud to each other.

6. Punctuation

Punctuation work is important at any level, but early on with low-level students you'll want to introduce the idea of using capital letters, apostrophes and full stops. Begin by writing a couple of sentences they have seen written before on the board, but omit the capital letters and full stops. Ask them to copy the sentences and add in the correct punctuation. For example:

my names peter im from england My name's Peter. I'm from England.

7. Numbers

This is a key language area to cover at beginner level, so you can include counting aloud in every lesson. To add variety to simply counting 'one, two, three, four, etc.' you could ask your students to try to complete alternative sequences of numbers such as 'one, three, five, seven, etc.' or 'four, eight, 12, 16, etc.' Alternatively, playing a game like Bingo is a fun way to practise numbers.

8. Form-filling

Design a short form for your students to fill in which requires them to understand the words in English, but perhaps allow them to write in their own language. For example, a form which asks for information such as their name, nationality, date of birth and address doesn't require them to write in English, but it does give them the confidence in recognising and responding to basic words in English.

9. Dialogues

It's highly motivating for beginner students to feel that they can carry out a short dialogue in English within the first few lessons. So choose very basic conversational situations for the students to practise in pairs, such as 'buying something at the shop' or 'Buying a ticket for a bus' where some kind of predictable transaction takes place between two people. Provide them with useful phrases like 'Can I have …?' or 'Yes, please' which they can use instantly.

10. Recycle, recycle, recycle

At this level, you can't recycle language enough. Make sure that every lesson builds on the lesson before. If, for example, you introduced 'Hello, my name is … What's your name?' in the last lesson, then start this lesson with that same conversation again, before introducing the next logical stage in the conversation which would probably be 'I'm from … Where are you from?'

Unit 89
10 strategies for teaching mixed-ability or multi-level classes

Although we talk about classes at different levels, such as elementary or intermediate, as if they are one homogenous level, the reality is that all groups of students are mixed-ability or multi-level. In other words, some students are better in some areas of English than others. When creating a class of students, the aim is to restrict the range of levels to a minimum, but this isn't always possible. So with a highly mixed class, the teacher needs strategies to teach to the varying levels of all the students while at the same time keeping unity within the group.

1. Spend time on team building

Don't underestimate the importance of time spent building a class that feels like a team and that works together. Make sure all the students know each other's names and that you use lots of pair and groupwork so they become familiar with each other's strengths and weaknesses. Mixed-ability classes work well when everyone feels responsibility for and supports everyone else's learning as well as their own.

2. Pairwork and groupwork

With mixed-ability classes you need to plan carefully before the lesson who will work with who in pairs and groups. For example, you can put a weaker student with a stronger student in a pair so that the stronger student helps and guides the weaker partner. Similarly, with groupwork, make sure you have a mix of levels so support can be given.

3. Checking answers

After your students have completed an exercise on their own, tell them to check with a partner before going through the final answers with you. This doesn't mean that they have to check with the person next to them. A student can stand up and go to another part of the room to compare with another earlier finisher or you can make sure a stronger student is going through their answers with a weaker student.

4. Grade the questions

You can use the same text for all the students to read or listen to, but give different students different questions to answer or tasks to do, so that the weaker students have easier or fewer questions and the stronger students must read or listen for more complex answers.

5. Grade the text

An alternative to the strategy in 4 is to grade the level of the text but give more or less the same questions or tasks. For example, you could take a text from a newspaper and rewrite it for the weaker students. You then give all students the same table to fill in. The students with the original text will probably have more to understand and more to write.

6. Extra questions or extension tasks for early finishers

When you give your students an exercise, always think of a task for early finishers. For example, if it's a vocabulary checking exercise requiring them to put eight words into eight sentences with gaps, an additional task for early finishers might be to choose three of the words and write their own sentences using them.

7. Assign roles

With group tasks, assign certain roles carefully. For example, if each group is having a discussion, it might be appropriate to put a student who rarely talks in charge of the meeting and a student who talks a lot in charge of note-taking and writing down what was decided in the meeting.

8. Personal learning time

In some lessons, you can set aside a formal time for the students to do different tasks. For

example, one student might have a problem with a particular grammar item and so they choose to work on an exercise to help them with that, whereas another student might prefer to read a high-level text and complete questions on it. This kind of approach sounds labour-intensive for the teacher, but it can be highly effective. One way to do it is to give the students the chance to say what they'd like to work on in their own time and then find materials either online or in the school's resources.

9. Word count

With writing tasks, give stronger students a longer word count than some of the weaker ones. For example, if you ask the students to write a story, some of them could write around 140 words and others about 180 words.

10. A choice grid

For homework, give the students a choice of activities from a 'choice grid'. The grid should contain a selection of tasks which all provide further practice with language from the lesson, but the students can choose one that matches their own abilities. Here is an example of a choice grid designed around the topic of festivals, with suggestions for six different activities pitched at different abilities and levels:

Choose five words from today's lesson and write five sentences with them in.	Find a picture of a festival from another country on the internet. Write 10 words you can see in the picture.	Listen again to the recording about the festival in today's lesson. Read the audio script at the same time. Check any words you don't know.
Do Exercises 1 and 2 on page 42 of your workbook.	Describe a festival in your country. Write one paragraph.	Interview a friend or person in your family about their favourite festival. Write out the interview in English.

"Start by asking simple, tangible yes/no questions for them to build confidence."

Marina Roxana Gonzalez, Argentina

Unit 90

10 tips on teaching monolingual classes

Teaching monolingual classes can have positive benefits compared to teaching classes of students with different mother tongues. On the other hand, students in monolingual classes also have a habit of not using English, but slipping back into their own language all the time. For example, if a student doesn't understand something, their natural reaction is to ask another student in their mother tongue. Here are 10 tips for exploiting the benefits and dealing with the challenges.

1. English-only zone

Some teachers put a sign on the door to the classroom that might say something like: *You are entering an English-only zone. Do not speak any other language past this door*. It's a useful reminder for the students.

2. Give your reason

Explain to your students that their English lesson is their main opportunity during the week to practise English. If they use their own language, then they are missing out on that opportunity and they may be preventing other students from practising.

3. Set time limits

If a task doesn't have a time limit, once the students finish, they will often slip into conversation using their first language and it will take time for you to bring them back to using English. Set time limits and stick to them.

4. English as the end product

Set tasks with an intrinsic reason to use English. For example, if you ask your students to write a dialogue in English and then perform it or make a video of it, they will have to use English because they must produce an end product which everyone will see.

5. The last person holding the object

The following technique might not go down well with all classes, but some teachers bring an object to class such as a cuddly toy. They explain that anyone using their mother tongue will be given the toy. They can only get rid of it if someone else is heard using their first language. This means that the student holding the object naturally polices the rest of the class because they want to pass on the object. The aim is not to be the person left holding the object at the end

of the lesson. Depending on the age group, holding the toy on its own might not be a deterrent. You might try adding sanctions such as the offending person has to stay behind to clean the board, or they have to prepare a short presentation or do extra homework of some kind for the next lesson.

6. Pre-teach key language

One major reason that students turn to their own language to complete a speaking task is that they find they don't have the key language they need in order to do it. So make sure you have pre-taught all the key words and phrases so the students feel that they have a fair chance.

7. Monolingual does not mean homogenous

Where all the students come from the same country, there's a danger that we can ask them questions or give tasks that reinforce the stereotype that they are all the same. For example, if you set a pairwork discussion question like *Tell each other about a popular dish in your country*, the response is going to be more or less the same, so there's no motivation for the students to talk. If, however, the task is *Tell each other about a dish you enjoy cooking*, the students have more of a reason to listen to each other because the question is more personalised.

8. Translation

Having described how to avoid the students using their own language in class, it's also important to recognise that translation can be very useful. For example, sometimes it's simply quicker and easier to translate a word than to find other ways of defining the meaning.

9. Contrasting first language with English

Another way to make use of the students' first language is to have them compare sentence structure in English with a translation in their own language. This kind of contrastive analysis can help them to notice similarities and differences, making the language point more memorable.

10. Time for first language at the end

If necessary, set aside 5–10 minutes at the end of every lesson for the students to ask questions about the lesson in their own language. If they know that there is always an opportunity for getting further clarification about a language point at the end, they will be more motivated to use English for the rest of the lesson.

"The technique I used was always asking for explanations of words in English and not getting translations in French. That way they expanded their

vocabulary by learning synonyms."

Julia, France

Unit 91
10 ideas and activities for summer schools and evening events

Any English language teacher training you did before you started teaching probably didn't equip you to organise a football match, direct a theatre performance or set up a treasure hunt. However, a huge number of students pack their bags and go to English summer schools every year, either overseas or in their own country. Teachers teach lessons for part of the day and then must arrange activities in the afternoons and evening.

Even regular language schools often offer extra events in the evening. These may have a focus, such as a quiz, while at the same time giving the students the chance to mix and practise having conversations in English. So if you suddenly find yourself in charge of a 'sports afternoon' or planning a mid-week evening event, here are some tips and ideas.

1. The red card

Team games such as football or basketball at a summer school are useful for a couple of reasons. After a day spent in the classroom, your students will probably need some physical activity. Team games also encourage communication and on an English language summer school that communication should be in English. One way to ensure that the students don't use their own language during the match is to carry a red card like a referee in a football match. When you hear someone speak a different language, show them the red card and send them off for two minutes of play. This rule quickly ensures that English is the language of the game.

2. Invent a sport

As an alternative to telling the students what sport to play, have them create a new sport or game. Put them into groups and give them a selection of sports equipment, such as a ball, a net, a hockey stick, a piece of rope – whatever you have lying around. Each group has about half an

hour to devise a new sport with this equipment before they present their new sport to the other students and teach them how to play it. Alternatively, each team writes down instructions on how to play the sport with the objects and they swap these with another team. The two teams read the instructions and try to play the sport.

3. A treasure hunt

Treasure hunts require the students to work in pairs or teams and go out to find some 'treasure'. If they are staying in a new city, it's a good way to help them find their way around. The treasure itself can be objects or information. Compile a list that they must find, such as a postcard of a famous building in the city, a map, the address of the art gallery, some water from the fountain in the main square and a train timetable to another city. The winning team is the one that returns first with all five items.

4. A summer school blog

Set up a blog and encourage the students to submit posts, news, gossip, pictures and videos of their activities.

5. A cultural questionnaire

If the students are studying English in an English-speaking country, they have the opportunity to find out more about the culture of the country. The students might be staying with host families, in which case they can interview the members of the family. Otherwise, try to find local people who are willing to be interviewed.

Students can design a set of questions to find out more about the country and its culture. The types of questions can be as basic as *What time do people normally go to bed in your country? What kind of house do you live in?* or *How old are you when you start school?*

6. A talent show

Students in every country are so used to TV talent shows that you'll have no problems explaining the basic principle behind this event. Invite the students to attend and present their own particular talent, stipulating that anything with words, such as singing, must be done in English. The loudest applause will decide the winner.

7. Karaoke

Like TV talent shows, karaoke – or singing along to a famous song while the lyrics go across the screen – has become a worldwide phenomenon. Volunteers choose their song and perform for enthusiastic audiences. You can find karaoke videos for free on YouTube, but basic equipment can be bought or rented cheaply these days.

8. International evenings

If you have students from different countries, invite them to prepare a typical dish of their home country. Your role is to lay out a room with some long tables, plates and cutlery. The students bring their dish and place it on the table. They could write the name of the dish on a piece of card with a short description of how it's made and place it next to it. Alternatively, when everyone has arrived, the students take turns to present their dishes to the group. This could include saying what it contains, how it is normally served and if it's eaten at a certain time of year. After the final presentation, everyone eats!

9. Quiz nights

Quiz nights are fun and fairly straightforward to arrange. You'll need a set of questions on a wide range of general knowledge topics. Bear in mind that if your contestants (students) come from a wide variety of countries and cultures, what you might consider to be 'general' knowledge in your part of the world might not be on another continent, so keep the questions as global as possible. Choose appropriate prizes for the winners and runners up. Taking a break halfway through for refreshments is also a good idea!

>> Unit 91.9: Quiz

10. Seasonal events

Try to incorporate cultural and seasonal events into the school calendar. At Christmas, teach the students some carols and go carol singing. Hold a costume party at Halloween. For Valentine's Day, hold a disco. On November 5th in Britain you could celebrate Bonfire Night. Ask your students about similar season events in their country and find out what they do. Maybe you could try to recreate the customs in your school.

Further development

Unlike previous sections of the book which focus on the classroom and ways of working with students, this final section provides you – the teacher – with ideas, information and references that can help you to develop professionally.

The first three units suggest different forms of professional development, ranging from subscribing to teaching journals and attending conferences to building a learning network of professional contacts. One unit also focuses on the value of observing other teachers at work and learning from them and with them.

The second part introduces some of the key terms and terminology which you are likely to come across in the ELT profession. In particular, there's an overview of the main methods and approaches which have influenced the modern ELT classroom. If having read some, most, or all of this resource, you would like to read other books about ELT, the final unit offers you 10 more suggestions for further reading.

Unit 92
10 ideas for your professional development

After you have been teaching for a while, you might decide it's time to develop your skills as a teacher further. This might take the form of completing a course and gaining more qualifications, but professional development doesn't have to be anything quite so formal. It can also work at a day-to-day level with you trying out a new type of lesson one week or attending a short lunchtime teacher's meeting. Here are 10 more ways.

1. Observe other teachers

Both inexperienced and experienced teachers can always benefit from observing another teacher at work. Often it can help your own teaching, especially if you are having a problem with a particular aspect of teaching (eg. giving instructions), to observe another teacher and see how they do it. (See Unit 93)

2. Team teach

If possible, try teaching with another teacher. Ideally, find someone with more experience so that you can learn more about how they work successfully in the classroom, especially if you are teaching a similar course. You could also plan the lesson together; this is a great way to see things from someone else's point of view.

3. Write a blog

Lots of ELT teachers write blogs. This is the equivalent of keeping a diary but you make your thoughts and reflections public. Begin by taking a look at the many types of ELT blog out there; some are reflections on classes, others are places for debate and discussion, and some provide ideas and practical tips. After you've started following a few, you could start writing your own.

4. Subscribe to professional journals

Journals like *English Teaching Professional* or *Modern English Teacher* exist to help and support ELT teachers. If your school doesn't subscribe to them, then suggest that they do, or take out a personal subscription. All the articles are written by practising teachers and teacher trainers and it's a great way to stay on top of what's happening and current in ELT.

5. Write an article for a journal

After you've subscribed and read a journal for a while (see 4), you could write something yourself for publication. It can often help you to consolidate your thoughts and opinions. It might also open up a dialogue with colleagues around the world and for career-minded teachers, it's a way of bringing your skills to the attention of other people – which could lead to other work opportunities.

6. Attend workshops and conferences

Find out if there are any teacher organisations in your local area or country. Quite often, they will run regular workshops or much larger conferences. Try to attend both to get teaching ideas from the workshop but also to meet and network with other teachers.

7. Present an idea or give a workshop

Lots of language schools have time set aside either once a week or once a month or term for teachers to get together for professional development. Sometimes the director of studies or a senior teacher will give a presentation or lead a workshop. In addition, teachers are often encouraged to share ideas for activities they have used in class or run a short workshop of their own. Think about something you have tried with your students recently that was successful and might be of interest to your peers. Present the idea at the next staff meeting.

8. Read an ELT methodology book

Take a look at the shelves of your teachers' room and read some of the resource books. Ask experienced teachers to recommend something – or look at Unit 100.

9. Learn something new

As a teacher, it's good to remind yourself of what life is like as a student. So try learning something new. If you are teaching overseas, then this could be learning the language(s) of your host country. Alternatively, choose a course in something you have always wanted to learn, such as a musical instrument.

10. Take regular exercise

Teaching can be very stressful, especially in your first year. Learning how to deal with the stress is part of your professional development. One of the most obvious ways your mind and body will cope is to take regular physical exercise. Whether it's cycling to work, yoga in the morning, going for a run, find time to keep your body stress-free.

"I learn a lot when observing and talking with other teachers."

Christel Verheyen, Belgium

Unit 93
10 classroom observation tasks

Sometimes schools organise peer observation between teachers as part of their approach to staff development. But you don't have to wait to be asked. You could just informally arrange with a colleague to go in and observe a lesson. You could observe the whole lesson and note down any global observations but, in general, it's better to observe with a specific purpose in mind. For example, you could observe different types of classroom layout or interaction, how a teacher uses the board, or how much time a teacher spends on different parts of a lesson. Here are 10 observation tasks you could try out.

1. Sentence prompts

Write these five sentence beginnings on a piece of paper. Observe the lesson and try to complete them in your own words in order to summarise your response to it:

- *One thing I really liked about this lesson was …*
- *One thing that surprised me was …*
- *One thing that interested me was …*
- *One technique or activity I observed and intend to use in my teaching is …*
- *One question I'd like to ask the teacher afterwards is …*

Afterwards, ask the teacher your question in the final point and use it as opportunity to discuss the lesson if you have time.

2. Errors

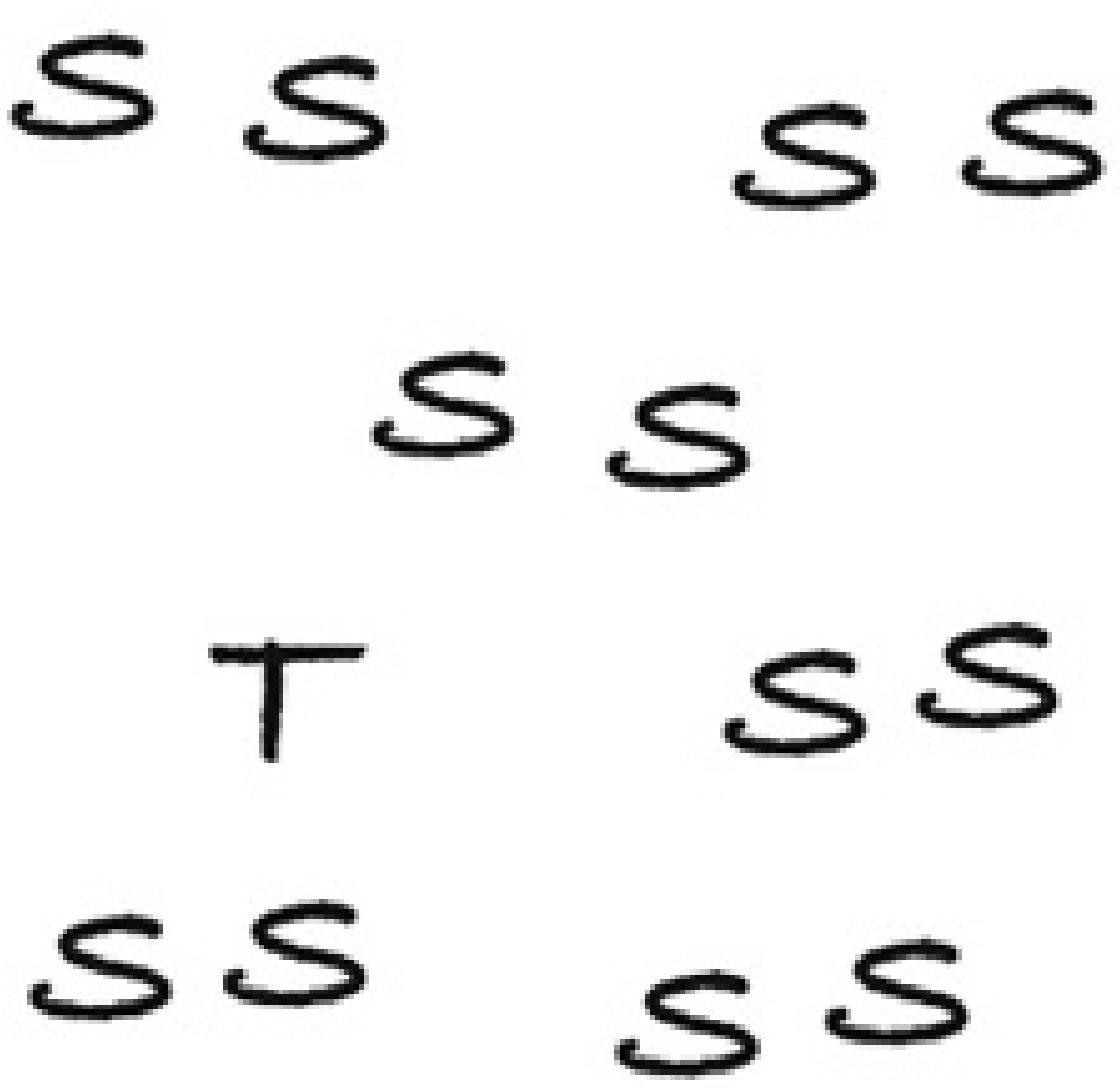
Observe students' errors in the class and note how different teachers deal with them in a table with three columns, like this:

What was happening in the lesson?	What was the error?	How was it corrected? (If it wasn't corrected, why do you think the teacher chose not to?)

In column one, you make a note of the time and stage in the lesson. In column two, write if the error was spoken or written and what it was. In column three, describe if and how the teacher corrected it.

3. Classroom layout

At each stage of a lesson, draw a diagram of how the classroom is laid out and the interaction between the students. For example, this shows the students doing pairwork in different parts of the class.



See more examples in Unit 6. It’s a useful task to get ideas on how to plan classroom layout at

different stages and to monitor how much interaction patterns can change during a lesson.

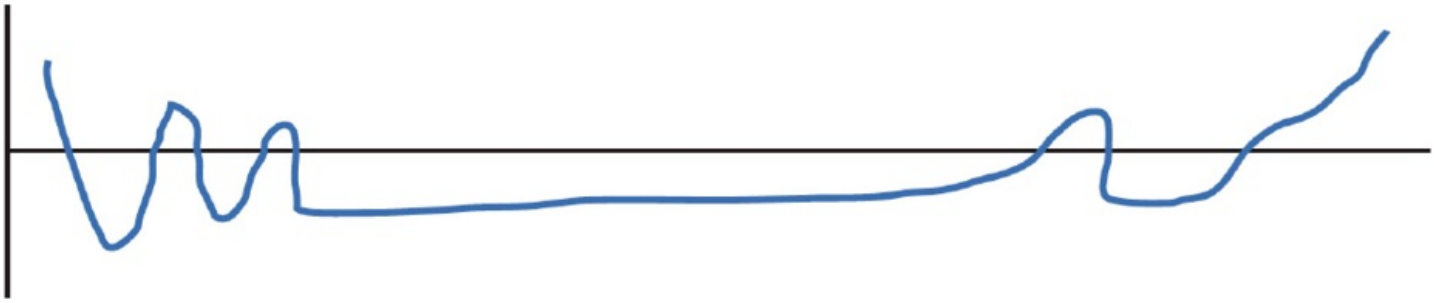
4. Writing the teacher's words

Writing down what a teacher says word for word is a useful observation task if you are interested in the language of teaching. It's especially useful if you want to analyse how a teacher gives instructions. You can also do this on your own by recording your voice during a lesson and listening to your words. You can reflect on any unnecessary or confusing instructional language which you could avoid next time.

5. Talking time

Use this chart to monitor when the teacher is talking and when the students are talking. The middle line with the arrow represents the length of the lesson. The blue line goes above this middle line when the teacher is talking and below it when the students are talking. The blue line below is an example of a lesson where the teacher speaks at the beginning and end of the lesson but allows lots of student discussion during the class.

Teacher talking



Student(s) talking

This is a useful tool to examine how much speaking time the students have during the class. Depending on the lesson, you would normally hope that more time is given to the students talking in English than the teacher.

6. Pace

The pace and timing of a lesson is important for the motivation of the students. Spending too long on anything can create boredom, going too quickly can leave the students confused and hurried. Use the same chart as in 5 above for talking time. Write 'Fast' above the line and 'Slow' below the line. Chart the pace of the lesson by drawing the blue line up and down. You can also make notes along the line on what was happening at each stage and whether the pace seemed appropriate.

7. A single student

Because we often teach large classes of students, we sometimes forget that each class is made up of individuals. Observing a lesson allows us to focus on the behaviour of one student and reflect on their needs. Observe and describe on paper how the student behaves during each stage of the lesson. For example, is the student listening when the teacher is talking, is he/she enjoying a task or concentrating during an exercise?

8. Fluency and accuracy

Draw a scale on a page like this:



During the lesson, tick on the scale when the main focus of the lesson was developing the students' fluency and when it was on accuracy (or somewhere in between). At the end, the position of all the ticks gives you a clear snapshot of how much of the lesson seemed focused on one or the other.

9. The board

Every five or 10 minutes of the lesson, draw a quick sketch of what is on the board. (If the board is blank, draw a blank square. This builds up a comprehensive story board of how a teacher (or the students) can use the board in a lesson.

10. Roles of a teacher

As you observe a lesson, write the stage or time in the lesson and note the role of the teacher at this stage. For example, would you describe the teacher as a manager, a facilitator or a resource? See Unit 15 for a list of 10 roles of a teacher.

"Observing teachers is a great way to get ideas and share ideas."
Vasso Mavrothalassiti, Greece

Unit 94

10 tips on developing a PLN

A PLN or a personal learning network is a way to develop as a teacher by building a network of teachers and resources via the internet. Here are some tips on creating your own PLN.

1. Email

This is the most basic tool for building a network. Email colleagues and co-operate with them by sharing documents and passing on teaching ideas.

2. Facebook

For venturing outside your immediate network of colleagues where you work, Facebook is an obvious starting point as you can link up with teachers and many of the ELT groups.

3. Twitter

Connecting with like-minded teachers via Twitter is a useful way to recommend useful links and generate online discussion. Use the hashtag (#) symbol in order to connect you with active groups of teachers; for example, #ELTChat will connect you to a group of teachers who tweet about ELT topics of interest on a weekly basics.

4. LinkedIn

LinkedIn also offers the chance to join groups of people, so it’s a fast way to make connections. It’s useful if you are looking for new employment opportunities.

5. YouTube

Lots of teachers are now posting their own videos on YouTube. These include teachers sharing their ideas to examples from real classrooms.

6. Reading blogs

Blogs are a particular favourite for many ELT professionals who share their day-to-day experiences. Start following bloggers you like and leave comments.

7. Writing a blog

As well as reading blogs you might want to share your thoughts and experiences via your own blog. As people visit your blog, you’ll increase your PLN even more.

8. Webinars

Webinars are seminars, presentations and workshops which are delivered over the web. They are very common nowadays in the world of ELT. In particular, some of the major ELT publishers offer weekly webinars on a whole range of topics.

9. Online conferences

Many teacher organisations now stream their conference presentations live so it's an easy – and cheaper – way to attend talks by leading educators.

10. Managing it all

Managing your PLN takes time so, in general, subscribe to a limited number of blogs or sites, only follow people who post useful links, and set aside a specific time every week for working on your PLN.

Unit 95
10 influential approaches on English language teaching classrooms

Many teachers don't even claim to have one formal approach to teaching; they just 'picked it up as they went along'. However, much of what we do in the classroom nowadays is influenced by a variety of past approaches and methods. 10 of the most influential are summarised below. It's likely that you recognise the influence of parts or all of them on your classroom.

1. Grammar translation

Students learning a subject like Latin or Greek in school in the early part of the 20th century were probably presented with a set of grammar rules and tables. They might also have translated sentences containing specific grammar forms from their first language into the second language or vice versa. The emphasis was on correctness and accuracy. This approach was known as 'grammar translation' and it emerged in schools in the 19th century. However, its influence is still apparent in many classrooms around the world.

2. Direct method

Around the beginning of the 20th century, some schools started to teach languages with the emphasis on conversation only. This was driven by the growing need for people to use English for business and travel – and because teachers didn't always know the students' mother tongue, so they couldn't translate. Maximilian Berlitz, whose surname is now on a worldwide chain of language schools, wrote one of the first coursebooks which contained long question-and-answer style conversations between the teacher and the students.

3. Audiolingualism

Following on from the direct method, audiolingualism developed in the 1950s. It prioritised speaking and drilling. With new technology, students could listen to tape recordings of sentences and repeat them. Any errors were to be avoided as the students formed 'good habits'. Drilling and the controlled practice activities that emerged from audiolingualism are still apparent in classrooms and course materials today. In fact, with the increase in computer-based learning, a type of audiolingualism may be set to make a big come back.

4. Total physical response

Total physical response or TPR begins from the view that children don't speak immediately when learning a language. They listen and move physically. TPR lessons, therefore, consist of the teacher giving the students instructions to 'Stand up' or 'Sit down'. Later on, the use of props and role play are also important. You can often see evidence of TPR in lessons for children and at beginner levels.

5. Communicative language teaching (CLT)

If asked which approach they follow primarily, many modern ELT teachers will answer CLT. Emerging in the 1970s, it incorporated a grammar syllabus and sentence-level drilling, but insisted that the main focus was on getting the students to communicate authentically. Pairwork and groupwork became very important, with activities such as role play and group problem-solving. Functional language became more important, and students were taught phrases that would help them to achieve and complete a task. CLT also emphasised development of the four skills (reading, writing, speaking and listening), seeing them as integral to communicative competence.

6. The Lexical Approach

Michael Lewis wrote *The Lexical Approach* in 1993. He was one of many people who wanted to shift the focus away from grammar to vocabulary and to make vocabulary the driving force behind the lesson. Much of his work was based on evidence from corpus linguistics, in which research revealed that words appear in chunks rather than being governed by grammar. He

proposed that a syllabus should be based on frequency of words rather than a series of grammar items. Nowadays, few course syllabuses can claim to be purely lexical, but many courses – and teachers – pay far more attention to vocabulary than they did 20 years ago.

7. Content and language integrated learning (CLIL)

As in CLT, CLIL puts emphasis on effective communication, but the essential difference is that CLIL students learn about a different subject *through* English. For example, a secondary school teacher could deliver a subject such as geography, history or science in the language of English. In some countries the approach is also referred to as content-based instruction. The influence of CLIL on general language courses can be seen through the increased pressure on course materials and classes to include interesting subject matter in English as part of the course content.

8. Task-based learning (TBL)

Like CLT, task-based learning is an approach with a clear focus on real communication. However it takes CLT a step further by giving the students a task such as ‘work in groups and plan a day trip’, and they then complete the task with the language they have at their disposal. The teacher monitors and inputs any language afterwards which would help with task completion. The learners then repeat the task with the new language. In other words, the task drives the language and the learners learn by using English to perform the task.

9. Learning via technology

This last influence cannot really be called an ‘approach’ as yet. The real impact that digital technologies will have on how we teach and learn English has yet to be defined. However, like every other aspects of our lives, language learning has already felt enormous change since the arrival of the internet. Many schools offer a ‘blended’ approach of face-to-face with online or mobile learning. Ongoing debates over the role of the teacher and how students might learn online seem set to dominate for some years to come.

10. Other approaches and methods to explore

The 10 approaches above were chosen as they are especially influential. However, there are other approaches you might like to explore. Search for terms including Oral Approach, Situational Approach, Silent Way, Community Language Learning, Suggestopaedia, the Natural Approach and Dogme. For more detailed reading on all of these approaches and methods, refer to Unit 100.

Unit 96
10 key acronyms with the word English

As with all other professions, the world of ELT (English language teaching) uses a huge range of acronyms. Many of these include the letter E for English. Here are 10 of the most common.

1. ELT

ELT or English Language Teaching is a general and relatively global term. Note that in certain parts of the world such as the USA, the term ESOL is more common.

2. ESOL

ESOL or English to Speakers of Other Language is an alternative to ELT.

3. TESOL

It refers to Teaching English to Speakers of Other Language (see 2).

4. EFL

English as a Foreign Language is the term often used to refer to language programmes in countries where English is not the common or official language.

5. TEFL

Teaching English as a Foreign Language or the term TEFL is still used by many people today, especially in countries such as the UK and Ireland. In recent years, the acronyms EFL and TEFL have been steadily replaced by the more general ELT or ESOL.

6. ESL

English as a second language refers to English language programmes in countries where English is the dominant or official language. These programmes are often designed for non-English speaking immigrants.

7. EAL

English as an additional language is variation of the term ESL with the same meaning but which you might come across as an alternative.

8. ESP

English for Specific Purposes refers to teaching English for particular career areas such as law or engineering. Subjects within ESP also come under other titles such as business English which refers to teaching people who need English for their professions or careers.

9. EAP

English for Academic Purposes is for overseas university students needing English skills for academic studies. An EAP syllabus will include academic skills as well as language such as how to do research or write a bibliography.

10. ELF

ELF or English as a Lingua Franca refers to a belief that non-native varieties of English should be standard or norm. For example, a non-native speaker of English might not add the -s at the end of the verb in 'He lives …'. Instead, they might say 'He live…'. ELF regards this as acceptable because it does not affect intelligibility or meaningful communication. Not surprisingly, the idea of ELF has been controversial.

Unit 97
10 more key ELT terms

Here are 10 more acronyms you will probably come across in the world of ELT, either immediately or more and more in the future.

1. L1

L1 stands for first language and refers to the learner's mother tongue or native language.

2. L2

The student's L2 is their second language or the language currently being learnt.

3. NS

Native speakers are those people whose first language (L1) or mother tongue is English.

4. NNS

Non-native speakers of English refer to anyone who has learnt English as an L2, in addition to their first language.

5. DOS

Many institutions have a director of studies who oversees the running of an ELT school or department.

6. IATEFL

The International Association of Teachers of English as a Foreign Language has about 4,000 members worldwide. It organises conferences and workshops for teachers both at an international, national and local level.

7. TESOL

The TESOL Association a US-based organisation with over 12,000 members and includes TESOL communities in different parts of the world with their own regional conferences and local teacher support networks.

8. PLN

A *personal learning network* is defined in Unit 94 on page 229.

9. VLE

A virtual learning environments is an online system which allows online courses or additional practice to supplement your face-to-face classes. In the future, more and more ELT teachers will need the skills to work with VLEs as well as teaching face-to-face.

10. CALL or TELL

Technology Enhanced Language Learning refers to the use of technologies, including mobile devices, blogging, wikis and online video.

Unit 98
10 training courses and qualifications you could take next

There are a number of training courses and qualifications that teachers can take, either as introductions to teaching ELT or to develop their teaching.

1. CELTA

The Cambridge Certificate in English Language Teaching to Adults is a pre-experience course, usually run on a four-week intensive basis, though some centres run it part-time. The course includes teaching practice with adult learners.

2. Cert TESOL

The Certificate in Teaching English to Speakers of Other Languages is administered by Trinity College London and is offered by validated centres on the same basis as the CELTA, with both full-time and part-time courses and observed teaching practice.

3. TKT

The Teaching Knowledge Test is an exam-based course from Cambridge for teachers with experience around the world. Courses leading to the test are run by centres and are offered to teachers of schoolchildren and adults.

4. DELTA

The Diploma in English Language Teaching for Adults is a qualification from Cambridge and is taken by experienced teachers with at least two years' full-time teaching experience. The course leading to the qualification can be taken full-time but, increasingly, candidates complete parts of the course in different stages and, in recent years, parts of the course have become available online.

5. Dip TESOL

Trinity offers a Diploma in Teaching English to Speakers of Other Languages which is internationally recognised and tests to the same standard as the Cambridge DELTA. Successful candidates often go on to become senior teachers, directors of studies and teacher trainers.

6. Master's

You can take a university MA or MSc in ELT or related subject areas. In the USA, you have to take a qualification at this level in order to teach in the state sector. In other parts of the world, some schools look for teachers with either a qualification at this level or a Diploma level qualification (see 4 and 5). A Master's qualification tends to be theoretical and may not necessary include teaching practice. Many universities now offer such courses with a combination of face-to-face and online delivery so you can continue teaching while studying.

7. Certificate in teaching with technology

An increasing number of organisations (both universities and private educational organisations) offer training in how to teach English online. Logically, they are offered as online courses and often deal with the technical aspects of running such courses. Note that many such courses will assume you have some previous face-to-face classroom experience.

8. Business English

If you are looking to specialise in teaching business people, then some schools offer training in this specific area. If you are looking for a more formal qualification in teaching business English, the London Chamber of Commerce and Industry Examinations board (LCCIEB) offers an entry level qualification called the FTBE or First Certificate in Teaching Business English which is based around a written paper. Trinity also offers the Cert IBET or Certificate in International Business English Training for people with more experience and you'll need to take a course leading to the qualification with a registered centre.

9. Young Learners

If you've taken a CELTA course (see 1), some Cambridge-validated centres also offer the Young Learner (YL) Extension to CELTA. For more experience teachers, Cambridge also validate the CELTYL (Certificate in English Language Teaching to Young Learners) which is more extensive and includes a teaching practice component.

10. MOOCs

Massive open or online courses or MOOCs are increasingly being offered to English language teachers. Many are free and offer a way to access information in the form of written text, video and audio. Some include lectures by well-known speakers and you also benefit from interacting with teachers from all over the world. The quality of instruction on MOOCs can vary and they have a reputation for high dropout rates, but there's no doubt that they offer the opportunity to receive cheap, accessible training.

Note: There is not one globally recognised qualification in ELT, so you should always check the recognition of the courses and qualifications in any part of the world that you intend to

work in. If in doubt, contact the organisation offering the qualification such as: www.cambridgeenglish.org www.trinitycollege.co.uk

"No matter how long you've been teaching, you can always learn more skills and techniques."

Jennie Cadd, UK

Unit 99
10 future career paths in ELT

Some people teach English for a while and then change careers, but they can still make use of the excellent skillset that being a teacher helps you to acquire. Other people love being in the classroom and working with students and so they spend their whole lives teaching. Then there are also teachers who want to remain working in the field of ELT but would also like to develop their career in other areas of the profession. Fortunately, ELT offers a wide range of career paths and opportunities for teachers.

1. Senior teacher

Larger schools tend to include posts for teachers with lots of experience who can take on roles outside of the classroom, such as organising examinations or mentoring newer staff. These 'senior teacher' roles are a good way to develop organisational and managerial skills, as well as teacher trainer experience.

2. Examiner

At certain times of year, large examination boards such as Cambridge English or Trinity need examiners to carry out speaking examinations with candidates or to mark written papers. Many of these examiners are also teachers with at least three or four years' experience and who are very familiar with the examinations. To become an examiner, find out the name of the person locally who is in charge of running the examinations, or contact the exam board directly.

3. Director of studies

The director of studies role in a school can vary depending on the size of a school. In a smaller school, this person might manage most aspects of the running the school from recruiting cleaners and teachers to managing finances, as well as student enrolments. However, the primary role is to oversee the academic well-being of the school, so you will need to have plenty of teaching experience and be ready to manage both teachers and students.

4. Teacher trainer

There is no formal route into teacher training, and only a small proportion of people make a full-time living out of it. In general, people combine teaching (or other jobs such as examining) with teacher training. As a senior teacher or director studies, doing some kind of teacher training with staff in your school is probably a job requirement. But even as a teacher, you could volunteer to share some ideas at a teacher's meeting or run a workshop on an area of ELT that interests you. Some larger language schools also have a teacher training department, so once you've built up a range of experience, you could try to become a trainer in that department.

5. Language school owner

The more entrepreneurial-minded teachers often consider setting up their own schools. There is no one way to do this, but spending some time working for different language schools and understanding how they each work as businesses is obviously beneficial. Some teachers have started out small by teaching a few students in their own homes before developing the business and recruiting teachers. Alternatively, you might find a language school owner who wants to sell the business. Before taking the big step, it's worth considering whether you are ready to make that transition from teacher into business-owner, as they are two quite different disciplines.

6. Materials writer

Most teachers have experience of writing their own materials, but to make an actual living out of materials writing, you will probably want to approach an ELT publisher such as Oxford University Press, Cambridge University Press, Pearson, Macmillan or Cengage Learning. These publishers are generally associated with publishing coursebooks, but this is only one aspect of the work they do. They also need materials writers to provide online materials and test materials. Like teacher training, there is no formal route into this field of ELT, but you could build up a portfolio of work and approach a publisher. Attending and giving talks at conferences is another good way to get noticed, as is being published in journals such as *English Teaching Professional*.

7. Sales

As with many other areas of education, ELT is an industry which requires people to sell a

whole range of services from places on courses, to examinations, to published classroom materials. ELT sales people usually start out as teachers before moving into sales. In fact, the ‘people and communication skills’ you learn as a teacher are easily transferable to working in sales.

8. Marketing

Like sales, there are roles for people with the aptitude for marketing in ELT as in any other kind of business. Quite often people move into marketing once they have gained experience in sales.

9. Editing and publishing

If you would like to become involved in the publishing industry, there are lots of opportunities for anyone with good editing skills and knowledge of publishing. Some of the larger publishers advertise job vacancies on their websites and will recruit and train people as editors. They are looking for people who can look at materials with a critical eye, have a sound knowledge of grammar and punctuation, and have a flair for writing in order to edit other people’s work.

10. Freelance consultant

Working as a self-employed consultant requires you to have built up some specialist knowledge in an aspect or aspects of ELT that few other people can offer. In recent years, for example, there have been an increasing number of consultants offering expertise in using online technology in the classroom or advising on aspects of ELT management. Before you take this step, you’ll need to have many years of working in ELT under your belt, as well as a highly developed network of contacts.

Unit 100
10 more ELT books to read

If this book was your starting point in teaching ELT or maybe your second or third reference, then here are 10 more you might like to read or refer to next. It’s a subjective list, of course, because it’s based in part on my own personal experience of the books I have most needed during my ELT career. However, you’ll also find many of them on the shelves or ereaders of experienced language teachers around

the world, so they are worth looking at.

1. An A-Z of ELT (2006) by Scott Thornbury (Macmillan)

It is what says on the cover: an alphabetical guide to all the terminology and jargon you'll come across in ELT. The author is brilliant at reducing complex concepts down into manageable, practical bite-size pieces of information.

2. The Practice of English Language Teaching (2007) by Jeremy Harmer (Pearson)

This is probably the most widely-known book on the entire subject of ELT. Harmer covers everything including how English is changing, how we describe and teach the English language, popular methodologies, how lessons are planned, learner styles etc. It's very comprehensive and it includes a DVD showing extracts of real classes.

3. Approaches and Methods in Language Teaching (2014, third edition) by Richards and Rogers (Cambridge University Press)

For anyone wanting a more in-depth look at the history and variety of approaches that have influenced English teachers through the last three centuries, then this is the book. It's on the required reading list of many teacher training courses and, fortunately, it's written in an academic but accessible style.

4. How Languages are Learned (2013, fourth edition) by Patsy Lightbrown and Nina Spada (Oxford University Press)

This book starts by looking at how a child learns a language and then contrasts this with learning a second language later in life and the implications for the classroom. Again, this book regularly appears on the academic reading lists of teacher training courses and MA programmes, but it's genuinely worth reading just for your own interest and consideration of your beliefs about language teaching and learning.

5. Sound Foundations (2005, second edition) by Adrian Underhill (Macmillan)

One of the last areas of language teaching that teachers seem to master is the teaching of pronunciation. They are often unsure how to approach it and how to help their students with it. *Sound Foundations* gives a complete overview of what pronunciation is, what needs to be taught and practical advice on how to do it. It also has an accompanying app (called Sounds: The pronunciation app) which students will find useful as a mobile reference.

6. Grammar Practice Activities (2009, second edition) by Penny Ur (Cambridge University Press)

This is considered a classic in the list of books offering straight-forward practical ideas to use with your students. The book begins with an overview on how to teach grammar, and practical tips on designing classroom activities. Then the bulk of the book is given over to nearly 200 activities that make learning grammar a communicative and fun experience.

7. The Lexical Approach (1997) by Michael Lewis (LTP)

It's over 20 years old, but this book divided opinion at the time of its publication. It questioned the long-held view that grammar was the most important part of learning a language. Instead, its charismatic author proposed a shift towards making vocabulary the main focus of a language course. Much of what he says now seems to be common sense but the book will still change the way you look at (and teach) vocabulary.

8. English as a Global Language (2003, second edition) by David Crystal (Cambridge University Press)

This book is interesting to teachers and non-teachers alike. It looks at the growth of the English language in history to the present day. Then it considers the implications of its influence across the world today. For the language teacher, it raises all sorts of issues which are under continual debate these days, including which English should we be teaching our students and how do we cope with the variety of Englishes in the world?

9. An advanced learners' dictionary

All ELT publishers produce excellent learners' dictionaries, either in book form or online. Often the dictionaries are published for different levels (elementary, intermediate and advanced) but for your own purposes make sure you have a copy of the advanced level. Because the definitions of words are written for learners it makes a great reference for you when preparing ways of teaching new words. These dictionaries also include grammatical and pronunciation information about words (unlike a standard dictionary) and example sentences showing common usage.

10. Coursebooks

This last recommendation is cheating, of course, because it's more than one book. There are lots of coursebooks for different students at different levels available. Browse through and try out as many as you can. You can learn a great deal about planning lessons and use of materials from coursebooks, as well as reducing your preparation time.

"An English/English dictionary is perhaps the most under-used resource in contemporary language teaching."

Michael Lewis, The Lexical Approach

Appendix

Unit 3/86
Needs analysis

1. What's your name? Where are you from?

2. Why do you want to take this course? Do you need English for your job?

3. Have you studied English before? What did you enjoy about your last English course? Was there anything you didn't enjoy doing?

4. Would you like a qualification in English? Which one?

5. How much time do you have for self-study outside of the lessons?

6. Which areas of English do you think are most important for you? For example, speaking, listening, reading or writing?

7. Who do you often communicate with in English? Friends? Colleagues? Clients?

8. How do you normally communicate with people in English? For example, talking face-to-face, on the phone, writing emails, using social media etc.

9. What subjects do you need to talk and read about in English? Which subjects are you interested in talking and reading about in English?

10. Do you have any questions for me?

Unit 5
Lesson plan pro-forma

Class profile:
Lesson fit:
Main aim:
Subsidiary aims:
Target language:
Any anticipated problems:

Stages and procedure	Time	Interaction	On the board	Other (eg. materials etc.)

Unit 13.5
Classroom survey

What's your favourite…?				
Sport				
Type of transport				
Part of your house				
Computer game				
Book				
Piece of technology				

Colour				
Holiday destination				
Time of day				
Food				

Unit 18.10
Student feedback

1. How would you describe your progress in English on this course? Very good? Good? Not very good?

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2. Which areas would you like to work on more for the rest of the course? Speaking? Listening? Writing? Reading? Grammar? Vocabulary? Pronunciation?

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3. Are there any topics you would like to read and talk about in class?

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4. Which types of activities in class are especially useful for you?

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5. What’s one thing you like about the class?

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6. Is there anything you don’t like about the course?

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7. Do you think you receive the right amount of homework?

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8. Do you make use of the resource centre at the school? Why? Why not?

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9. Is there anything you can do outside the lesson to help with your English?

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10. Do you have any questions for me?

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Unit 31.6
Information gap

Student A

	Arrive	Depart	Platform

Gloucester	1.41		1
Swindon			
Reading	13.25		3a
London		14.08	

Useful phrases

What time does the train arrive in?

What time does the train leave….?

What platform does it leave from?

---------- cut along this line ----------

Student B

	Arrive	Depart	Platform
Gloucester		1.46	
Swindon	12.50		2
Reading		13.30	
London	14.00		14

Useful phrases

What time does the train arrive in?

What time does the train leave….?

What platform does it leave from?

Unit 52.8
A model version

Dear Sir/Madam,

I am writing to complain about my recent stay at your hotel. I arrived on the 25th June for two nights. First of all, the hotel receptionist was asleep at the desk and was very slow. Secondly, my room was dirty and the television didn't work. Finally, when I ordered dinner with room service I waited two hours and my food was cold. I complained to the hotel manager who said, 'No one else ever complains.'

I am sure that you will understand that this is not acceptable and I expect a full refund.

Yours faithfully

Dear
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I am writing to complain about
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First of all
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Secondly
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Finally
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I am sure that you will understand that this is not acceptable and I expect

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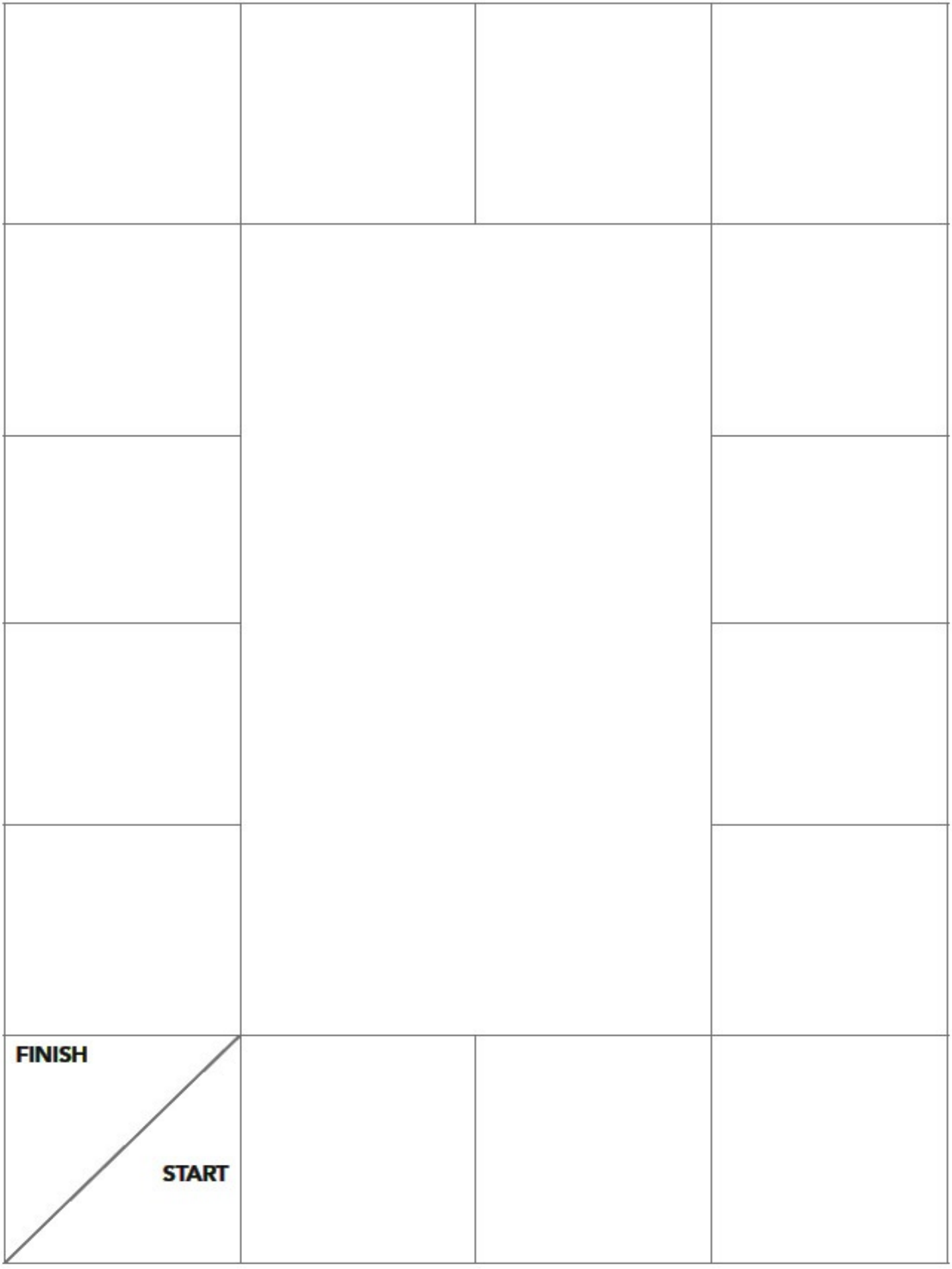
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Yours

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Unit 57
Blank board game and party board game

1. Blank board game


FINISH
START

2. Party board game

You fall asleep on the sofa. Miss a go.	Tell someone about something in the news.	Ask someone about their hobbies and free time.	You forgot to bring the host a present. Miss a go.
Ask the person on your right if you can have another drink.	You are invited to my BIRTHDAY party at 3pm on Saturday 25th April		Offer someone a piece of cake.
Ask someone a question.			Ask the person on your left a question.
Ask a player directions to the nearest bus stop.			Ask someone what kind of music they like.
Say what a good party it was and say goodbye to everyone.			Introduce the person on your left to the person on your right.
FINISH / START	Offer the person on your left a drink.	Ask the person on your right a question.	You spill your drink. Miss a go.

Unit 75.10
Fruit wordsearch

A	**P**	**P**	**C**	**E**	**T**	**I**	**S**	**K**	**O**
P	**G**	**E**	**A**	**N**	**G**	**K**	**T**	**Z**	**R**
P	**E**	**A**	**R**	**I**	**E**	**R**	**R**	**W**	**A**
L	**E**	**C**	**A**	**R**	**U**	**T**	**A**	**E**	**N**
E	**J**	**H**	**N**	**E**	**A**	**D**	**W**	**P**	**G**
H	**Q**	**U**	**I**	**G**	**O**	**E**	**B**	**O**	**E**
W	**O**	**R**	**C**	**N**	**O**	**L**	**E**	**M**	**F**
A	**B**	**A**	**N**	**A**	**N**	**A**	**R**	**Z**	**O**
E	**V**	**E**	**I**	**T**	**O**	**R**	**A**	**I**	**N**
R	**A**	**I**	**S**	**I**	**N**	**E**	**Y**	**S**	**O**

See if you can find the following words: apple, pear, peach, banana, tangerine, grape, strawberry, melon, raisin, orange.

Unit 76
Domino sets

Blank dominoes for your own use.

1. Opposites

cold	good	bad	happy	sad	tall	short	long
short	down	up	big	little	beautiful	ugly	cold
hot	cool	warm	light	dark	dangerous	safe	empty
full	fast	slow	hard	easy	low	high	interesting
boring	fat	thin	messy	tidy	polite	rude	old
young	rich	poor	right	left	wet	dry	hot

2. Synonyms

over	woman	lady	small	tiny	big	large	modern
new	old	ancient	ill	sick	evil	bad	near
close	reply	answer	false	untrue	stone	rock	funny
hilarious	shout	scream	nap	sleep	happy	cheerful	fast
speedy	bag	sack	intelligent	smart	angry	furious	father
dad	house	home	present	gift	under	below	above

3. Compound nouns

clock	fire	alarm	tea	bag	fast	food	pocket
money	post	box	traffic	lights	credit	card	income
tax	climate	change	key	board	tin	opener	bank
account	ear	ring	white	board	black	board	sea
food	boy	friend	fish	tank	mineral	water	blood
pressure	pen	knife	cloud	storage	motor	bike	alarm

4. Connectors and linkers

as	after	that	since	then	further	more	by the
time	because	of	at	the moment	provided	that	due
to	as a	result of	how	ever	on the	other hand	in
contrast	more	over	in	addition to	what's	more	apart
from that	on the	one hand	despite	that	on the	contrary	owing
to	the reason	for	until	then	as long	as	as soon

5. Verb + noun collocations

tennis	make a	mess	do	homework	go	swimming	take
a taxi	have	a shower	run	a marathon	book	accommodation	open
a bank account	give	a presentation	achieve	an aim	make	money	save
time	return	a call	join	the party	feel	sick	look
beautiful	have	time	demand	a refund	go	fishing	have
a break	cancel	a reservation	listen to	music	take	a message	play

6. Prefixes

mature	anti	social	bi	lingual	mis	understood	in
come	im	port	un	lock	dis	agree	im
polite	multi	racial	over	sleep	il	legal	post
graduate	re	read	semi	final	under	ground	in
convenien	im	perfect	dis	like	un	do	bi
cycle	un	comfortable	dis	appear	ir	replaceable	im

7. Suffixes

n	act	or	write	er	employ	ee	excite
ment	use	less	use	ful	product	ive	child
hood	enjoy	ment	journal	ism	journal	ist	project
or	sail	or	teach	er	count	able	good
ness	violin	ist	employ	er	act	ress	assist
ant	friend	ship	appoint	ment	nation	al	America

8. Rhyming words

tape	bed	said	through	blew	go	know	fire
tyre	board	poured	blue	you	word	heard	bus
fuss	phone	loan	cough	off	debt	met	though
toe	hour	power	knife	life	my	pie	should
could	why	tie	pay	weigh	height	flight	how
now	fly	high	car	are	care	pear	grape

9. Phrasal verbs

by	account	for	bring	back	carry	on	dress
up	eat	out	fit	in	get	on	go
up	go	down	head	off	join	in	look
up	live	through	move	onto	nod	off	pay
for	refer	to	run	out	sell	out	take
off	take	back	walk	over	plug	in	pass

10. Word stress



Unit 78.10
Word stress

France	
England	
Brazil	
Germany	
Morocco	
Bangladesh	
America	
Guatemala	

Unit 80.6
Phoneme dominoes

1. Vowels



2.

3. Consonants

yacht	p	put	b	but	t	too	d
do	tʃ	chip	dʒ	just	k	cup	g
get	f	foot	v	vase	θ	thing	ð
this	s	sip	z	zip	ʃ	she	ʒ
vision	m	my	n	no	ŋ	swimming	h
how	l	laugh	r	read	w	we	j

Unit 91.9
Quiz

Sport

1. Which sport uses a puck?

2. What sport is played at the Superbowl?

3. Which two countries hosted the World Cup at the same time?

4. How many pieces does one player have in a game of chess?

5. What three sorts are included in a triathlon?

Music

6. What is the last line to the chorus of this Beatles song: 'All you need is love, All you need is love, All you need is love, love _____'

7. What was Elvis Presley's middle name?

8. Abba won the Eurovision song contest with what song?

9. What dances also means sauce in Spanish?

10. What long wooden instrument do Aborigines play?

Geography, science and history

11. What is the longest river in the world?

12. When did Mount Vesuvius destroy Pompeii? a) 79AD b) 79 BC c) 97AD

13. Burma, Laos, Malaysia and Cambodia surround which country?

14. Which member of the British Royal Family died in 1997?

15. Which country is considered the 'cradle of civilisation'?

Art, literature and film

16. The film capital of America is Hollywood. What is the film capital of India?

17. What does the wizard Harry Potter have on his forehead? a) a spot b) a scar c) a plaster

18. Which artist painted Guernica?

19. Which spy did the author Ian Fleming create?

20. Complete this line from Shakespeare: 'To be or…'

General

21. Which animal is not a mammal? A kangaroo, alligator, cow or tiger?

22. In American English it's called an elevator. What is it in British English?

23. What does the 'e' mean in email?

24. How many people sit on a tandem?

25. What type of fruit are Golden Delicious, Granny Smiths and Gala?

Answers

1. ice hockey

2. American football

3. South Korea and Japan

4. sixteen

5. cycling, running and swimming

6. love is all you need

7. a) Aaron

8. Waterloo

9. salsa

10. didgeridoo

11. River Nile

12. a) 79 AD

13. Thailand

14. Diana, Princess of Wales

15. Iraq

16. Bollywood

17. b) a scar

18. Picasso

19. James Bond

20. not to be, that is the question

21. alligator

22. a lift

23. electronic

24. two

25. apple

My tips
Write your own 10 tips

Do you have 10 more ideas for English language teachers? Then why not write them down and share them with your colleagues!

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