

Bill - 2. lesson
DICTATION ACTIVITIES

During dictation

- Elephant dictation - gap - elephant
- you can use different skills
- student are active - also offer the exercise
- it leads to other communication
- it forces unconscious thinking
- it can calm groups
- focus on accuracy
- ! interesting things

STORY - GRATITUDE

- pieces of paper

TO DISMISS = TO FIRE = TO SACK

John got the sack - STORY (NIGHT WATCH)
 - cut it in pieces - then read it -
 (pronunciation - correcting) ->
 why? what was his JOB?

Conversation between A/B

- A Something awful has happened
- B What?
- A I've lost my keys.
- B Are you sure?
- A Could I am.
- B They've completely disappeared.
I've looked everywhere
- A Are they in your bag

Monday 13.8.

whereabouts? exhibit
Where are you from?

Something to Say - a book

MARISA - PORTUGAL

✓ check the understanding of English

- correcting students
- using a mobile phones during the class
- songs and music
- teaching / recycling vocabulary
- using DICTATION at class

London 2 FOR 1 - keeper tickets

Anthony - teacher

Patricia

Irina - Russia

Victoria - SVK

Adam - Poland

Dana

Marisa - Portugal

Eva - Praha

Andrea - Germany

EL

BILLY ALIOT

JUMBO ELEPHANT - UTUBE

etwinning

During dilatation stepping and asking
for punctation
- at the END predicting

It keep them on their toes / allerd

HALF A STORY

showed story construction
JOURNEY

Journey was having a rather heated
exchange with his history teacher.
(argument) She was getting more and more
upset.

A I've told you before. Adam isn't a better ^{teacher}
B But he is! Yes he is for and he makes
A no.

B

When J. got home he went to the kitchen
and said HELLO to his man

She is middle age woman, with long dark
hair, green bright eyes, nicely ^{gentle} smile.
She is always busy in the kitchen and
smelling after the food.

∞ // You can tell what she was cooking //

To come up smelling of roses
He always come up smelling of roses

So he can do anything bad during the day
at the end he feels fine.

= he is always lucky

④

LIFE STORY

I was born in Ireland ✓/x

I used to be a banker ✓/✓

I love playing golf at weekend ✓/x

I lived in ~~London~~ for 4 years ✓/✓

14.1. Heute. Vor und T. A. B. V.

anbei
anbei

Preposition

get. up

to - up
with

get

ADJECTIVE

desert

many, best, all

little, color

mountain

book

research, place, water

to go (ing)

14.2. Ich bin nicht da

A - Ich bin nicht da

B - Ich bin nicht da

+ - Was ist da?

↳ Ich bin nicht da

B - Was ist da?

A/B - Ich bin nicht da

O/L - Sumimasen! - Please

U - hai, kore wa sumimasen ka? what you would like to

O/L - hai - eie chigaijishi niwa. no

U - hai

U - hai, kore wa

O/L - hai

O/L - hai, kore wa

U - hai

U - hai, kore wa

U - hai

U - hai

U - hai

(5) Long sentences - engage focus

(4) People to do ✓

to be used - you can't relate
for a long time

LEARNING VOCABULARY

a) FALSE FRIENDS

to be a friend = to have a love affair

(5) collecting sentences

2 common

2 native

FEATURES OF VOCABULARY

- super-ordinate FRUIT
- subordinates leaf & seed
- 2 - ~~derivation~~ less, calling, memory card
- base formation bird, frog // hot, warm
- 2 - co-ordinate apple, peach, orange
- syntagmatic start & begin

WORD SELECTION

A, name of this 40-100

What the hell is problem

PROBLEM - with this spectrum

in FODSE - what can be done

- emergency is messy

- What can be the process?

- He put sky here the cupboard
to save his pieces - what?

- Sky storage happened - WAT?

- Sky happened => he gets enthusiastic
- he takes care of lot of projects

Virgin Media Video (FILMS FOR LEARN)

- The box again

- The black hole

- 2.2

- Spooky ideas

- Black back

ATTORNEY - 2nd lesson

in his ^{own} ~~small~~ ^{flat} ~~flat~~ ^{apartment}

- she's in his late 20s
- wearing jeans
- very intelligent

FORTUM & MASH - the next experience
stay in London
(in Piccadilly Circus)
- you can buy gifts, food

alternatives:

- acupuncture
- pressure
- hot baths with salts
- Acupuncture
- Music - 11
- Homeopathy
- Reflexology
- Herbal medicine
- Ayurveda
- Regression therapy

The Patient - she buys

SPR + DEN visit - see MONUMENT STATION

(VIRGIN MEDIA FILMS) short film
BEST MEDICINE

- Review - VOCABULARY
- PREDICTING
- after watching video

An Italian
as Malto

ya know - a blunder

in-lab

Brush up Your English

I take it you already know
Of tough and bough and cough and dough.
Others may stumble but not you,
On hiccough, through, lough and through.
Well done! And now you wish, perhaps,
To learn of less familiar traps.

Wish label
is actually

hard /
difficult
under
mist

Beware of heard, a dreadful word
That looks like beard and sounds like bird,
And dead--it's said like bed, not bead.
For goodness's sake, don't call it deed!
Watch out for meat and great and threat:
They rhyme with suite and straight and debt.

stained

[I don't]

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there,
Nor dear and fear for bear and pear,
And then there's dose and rose and lose--
Just look them up--and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart.
Come, come, I've hardly made a start.

soap

dose of medicine

- experiment in
a hospital
- soap sb. before he
operates
- word of course =
childish can
believe

do = fail
worry

types of
water

in a church
with water

A dreadful language? Man alive,
I'd learnt it by the age of five!

Do you agree with these statements?

1. Pronunciation has no rules.
2. The aim of pronunciation teaching is for learners to acquire a native-speaker pronunciation.
3. I can't teach pronunciation because I have an accent.
4. The phonemic chart represents all the sounds that there are in English.
5. Learners need to listen to non-native accents as well as native ones.
6. It is better for learners to talk as much to the teacher and not to other learners as they will pick up incorrect pronunciation from each other.
7. Vowel sounds are more important than consonant sounds.

BBC English is an when
 it is needed =
 finished = finished
 when you
 then tell it

Pronunciation Overview

Get around in **ENGLISH** Lesson Seventy-two
 How to Pronounce the **th** sound

1. PLACE TIP OF TONGUE BEHIND TOP TEETH

2. BREATHE OUT

3. RETRACT TONGUE

4. VIBRATE AIR BEHIND TONGUE AND SAY:

5. "The Smiths wear thin clothes throughout the winter months."

6. CONSULT DENTIST

Discuss these questions with your partner:-

1. What problems do students have with pronunciation?
2. What is the best model for English pronunciation?
3. What level of accuracy can we expect students to achieve?
4. Is it better to teach pronunciation as a subject or deal with it as and when necessary?
5. Why might it be useful to use the phonemic script when dealing with pronunciation?

What problems will students have with the relationship between sound and spelling?

(HU)

BOOK: TECHNICAL ENGLISH + GRAMMAR

intermediate

10 minutes

15
 (a) class set of
 cuts of yes/no
 questions; class set of
 cuts of skeleton text

Section A

AIMS:

- to highlight the form and use of some common adverbs
- to contrast adverbs and adjectives.

DISCOVERY

1. Write *good* and *well* on the board. Then write up the following sentence and ask the students to complete it, using *good* or *well*:

He cooks (1) ___ and his food smells (2) ____.

2. Elicit other words that could fill each gap. Possible words might be: (1) *badly, carefully, carelessly*; (2) *bad, nice, delicious, awful, disgusting, tasteless, etc.*
3. Highlight the difference between the kind of words that go into the first slot, ie, adverbs, and the kind of words that go into the second slot, ie, adjectives.

4. In pairs, the students should then try and complete these sentences:

She sings (1) _____ and her voice sounds (2) _____.
He paints (1) _____ and his paintings look (2) _____.
She teaches (1) _____ and her students feel (2) _____.

CONSOLIDATION

1. Write the following adverbs and adjectives on the board, or dictate them:

nice
badly
slowly
slow
wonderful
loudly
brightly
difficult
suddenly
bad
gently
good
unhappy
happily

FOYLES - iron shop
 Cheery Cross Road

2. Divide the class into several groups. Assign a spokesperson to each group. Read the following text aloud, pausing where marked.

It was a lovely day. The sun was shining [pause], a light breeze was blowing [pause] and the birds were singing [pause]. I walked [pause] down the street on my way to the station [pause]. Although the weather was [pause], I felt [pause]. I was worried because my work

was going [pause] and my boss was [pause]. Then, standing on the station platform, I [pause] decided not to go to work [pause]. Instead, I caught the first train to the beach [pause]. Although the train was [pause], I didn't care. I was alone, happy, free, and I felt [pause].

At the pauses the groups have to quickly choose an adverb or adjective that would be appropriate at that point in the text. Their spokesperson should then shout it out. The first group to provide an appropriate word wins a point. Words can be "used" only once, so you should cross each word out once it has been correctly inserted into the text. If the pause occurs at a place where no adverb or adjective would be possible, the teams should shout *zero!* in order to gain a point. If they don't shout zero but instead say an adverb or an adjective, they lose one point.

An alternative - less noisy - version of this activity is simply to dictate the text, pausing as above, and allow the students, individually, to choose the appropriate adverb or adjective from the list and write it down. They can have time after the dictation to go back and amend their texts. Afterwards they can compare their completed texts in pairs.

A completed version of the text might look like this:

It was a lovely day. The sun was shining brightly, a light breeze was blowing gently and the birds were singing loudly. I walked slowly down the street on my way to the station [zero]. Although the weather was nice/wonderful I felt bad/unhappy. I was worried because my work was going badly and my boss was unhappy/difficult. Then, standing on the station platform, I suddenly decided not to go to work [zero]. Instead, I caught the first train to the beach [zero]. Although the train was slow, I didn't care. I was alone, happy, free, and I felt wonderful.

USE

1. Write the following sentence frames on the board:

*What makes you feel?
What makes you react?*

Elicit words that could complete each frame, eg,

*What makes you feel sad/angry/happy/good?
What makes you react angrily/loudly/impatiently/gently?*

2. Ask the students to prepare questions to ask one another using these frames. They can do this in pairs, or small groups, or (if space allows) by standing up and circulating.
3. Ask individual students to report on some of their conversations.

Teaching grammar

Different approaches – different stages

Approach 1:

Approach 1: Text-based approach

3 Learners read (or listen to) a text.

2 Learners answer comprehension questions about information in the text.

6 The teacher sets a task that allows learners to discover one or two examples of the target language in the text, without necessarily saying what the grammar point is. The teacher writes an example on the board.

1 The teacher checks the meaning by asking concept checking questions.

5 The teacher highlights the form of the target language.

4 The learners do a controlled practice task to check their understanding of the form and meaning.

Approach 2: Test-teach-test*

6 Learners do a free oral practice task that encourages the use of the target language the teacher wants to focus on in the lesson.

4 The teacher listens to learners and notes down any errors they make in using the target language.

1 The teacher writes up errors associated with the target language on the board and elicits corrections.

3 The teacher uses oral concept checking questions to check the meaning of the correct language on the board (or a pre-prepared learner-centred task could be used).

5 The teacher checks the form of the language at the board.

2 The teacher asks learners to redo the original task or another similar task that also encourages the use of the target language.

Approach 3 – Context-build**

The teacher uses visuals and word prompts to build up a context that will generate examples of the target language.

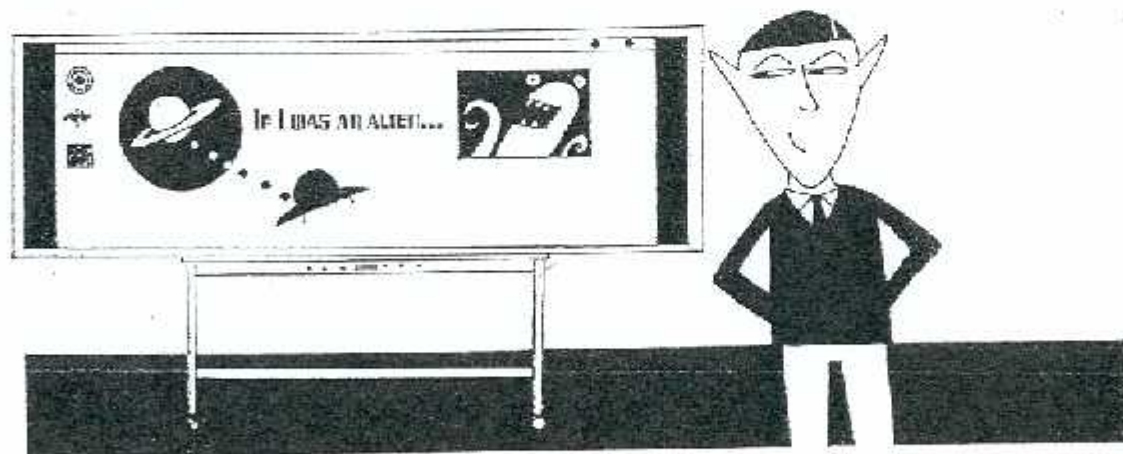
1 The teacher elicits (or gives) an example sentence of the target language, perhaps writing it on the board.

2 The teacher uses oral concept checking questions to check the meaning of the target language.

5 Having checked understanding of the new language, the teacher highlights the form and then rubs the example sentence off the board.

4 The teacher writes up key words (prompts) on the board that are clearly connected to the context. These are used to model and drill examples of the target language.

6 The teacher elicits an example of the target language on to the board for a second time and highlights aspects of pronunciation that have just been practised.



1b Complete the following grid by placing one word in each space:

Approach	Ways of providing a context	Ways of highlighting the target language	Ways of checking meaning and form
Text-based	A reading or <u>listening</u> (1) text	Underlining <u>examples</u> (2) of the target language	A learner-centred task
Test-teach-test	A freer oral <u>practice</u> (3) task	Correcting learners' errors on the board	Oral concept checking <u>questions</u> (4) and board analysis of form
Context-build	Visuals or a <u>story</u> (5) created from visuals	Eliciting an example	Oral concept checking <u>questions</u> (6) and board analysis of form

* Test-teach-test is also known as task-teach-test.

** Context-build is also known as situational presentation.

Teaching grammar

2. Evaluating approaches

2a. Discuss the six statements and decide which of the three approaches they are talking about.

- 1 This approach is likely to be compatible with a lot of coursebooks because grammar is often contextualised in reading and listening material. **TEXT BASED**
- 2 This approach will be useful at intermediate level and higher because it will let learners know that they still need to work on using the grammar correctly when speaking freely. **TEXT - TRACED - TEST**
- 3 It can take a lot of time to prepare a lesson using this approach because you need to find pictures and think of a story that matches the grammar. **CONTEXT BASED**
- 4 This approach means that teachers need to have good language awareness and they need to be able to think quickly on their feet. **TEXT - TRACED - TEST**

CONTEXT

- 5 This approach is particularly effective for lower-level learners and those who have a visual learning style.
- 6 This approach can be more time-consuming because learners have to do a receptive skills lesson before they actually get to the main grammar part of the lesson.

2b. Choose the most suitable approach for the situations below and say why you think it is suitable.

- 1 Teaching 'going to' for future intentions to elementary level learners
- 2 Teaching regret structures (*I wish I'd ... I should have ...*) to advanced-level learners
- 3 Teaching the simple present passive to a group of pre-intermediate learners **TEXT BASED**

14.8. Afternoon class



GAME - prepared
suffixed

GAME - Dictation - write on board

Chimpanzee
weather / red / hot / hard
wether / read / art / herd

which // will //
witch // skull //

MIND MAP // PICTURES // STORY //

DRILLING // SONGS // SNOWBALL - mixing

words or line // GAMES // UNDERLINED //

MIMING // CARDS // SYNONYMS LIST

CONCEPT -

BILL lesson

DICTIONARIES

- form of dictionary
- "grammar book"

you read a TEXT in a textbook need
1st line only LISTEN
2nd line - make NOTES
3rd line - try understand the story
in groups
4th line - give them some TEXT

HOW TO TEACH GRAMMAR

1) Learn in

2) See context - listening
reading
presentation

3) Elicit or give
the structure or questions

4) Check - meaning (ask each other questions)
they must
understand

form - you can write / show

pronunciation (writing,
check repetition,
individual work)

You can also write a little book

5) Provide controlled practice

6) Follow up work

Homonyms, Homographs, and Homophones

Homonyms: Words that have the same spelling and same pronunciation, but different meanings.

Directions: Choose (a) or (b)



Example: I hope you are not lying (a) to me.
My books are lying (b) on the table.

- (a) telling a lie
(b) being in a horizontal position

1. The kids are going to watch (b) TV tonight.
What time is it? I have to set my watch (a).

- (a) small clock worn on the wrist
(b) look at

2. Which page (a) is the homework on?
Please page (b) the doctor if you need help.

- (a) one sheet of paper
(b) to call someone on an electronic pager

3. Let's play (a) soccer after school.
The author wrote a new play (b).

- (a) participate in a sport
(b) theater piece

4. Ouch! The mosquito bit (b) me!
I'll have a little bit (a) of sugar in my tea.

- (a) a tiny amount
(b) past tense of bite

5. My rabbits are in a pen (b) outside.
Please sign this form with a black pen (a).

- (a) a writing instrument which uses ink
(b) an enclosed area

Homographs: Words that have the same spelling, but different pronunciations and meanings.

Directions: Choose (a) or (b)



Example: The wind (a) is blowing hard.
I have to wind (b) my clock.

- (a) moving air (rhymes with *pinned*)
(b) turn the stem (rhymes with *find*)

1. The singer made a low bow (b) to the audience.
Maria placed a red bow (a) on the birthday gift.

- (a) decorative ribbon (rhymes with *so*)
(b) bend at the waist (rhymes with *how*)

2. All the students are present (a) today.
The boss will present (b) the award at 10:00.

- (a) here (rhymes with *pleasant*)
(b) give (rhymes with *resent*)

3. Please close (b) the door.
The boy sat close (a) to his uncle.

- (a) near (rhymes with *dose*)
(b) shut (rhymes with *toes*)

4. The rope was wound (a) around his ankles.
The soldier received a wound (b) in the battle.

- (a) tied around (rhymes with *pound*)
(b) an injury (rhymes with *moon*)

5. I don't know if I will live (a) or die.
Last night I saw the band play live (b) in concert.

- (a) to have life (rhymes with *give*)
(b) in real time performance (rhymes with *hive*)

hear / wear / here

Homophones: Words that have the same pronunciation, but different spelling and different meanings.

Directions: Choose the correct word.

Example: Please try not to waste (waste, waist) paper.

1. Can I go to the party (to, too, two)?

2. This is my favorite (pare, pair, pear) of jeans.

3. I (sent, scent, cent) a letter to my aunt in Vietnam.

4. The children got (bored, board) during the lecture.

5. Mr. and Mrs. Rodriguez like to work in (there, they're, their) garden.

6. Alec is going to (wear, ware) his work boots today.

7. Do you think it is going to (rein, rain, reign) this afternoon?

8. I saw a restaurant just off the (rode, road) about a mile back.

9. David's brother is in a (band, banned) which plays Russian music.

10. Juana wants her socks because her (rows, toes) are cold.

11. The teacher walked down the (aisle, isle) between the rows of desks.

12. Hadil has a (pain, pain) in her shoulder.

13. The school (principal, principle) spoke to a group of parents.

14. The clerk wants to (sell, cell) as many TVs as possible.

15. I don't want to talk about the (passed, past) anymore.

16. Nobody (knows, nose) what you are thinking.

17. I have (for, four, fore) dollars in my pocket.

18. I need to take a (break, brake) from this exercise!

19. Humans have hands. Dogs have (paws, pause).

20. (He'll, Heel, Heal) be here in a few minutes.



his, out

they have

portion of
which has
of the

to pull out
between

principal
can be adj.
pain

four (before)

to answer for
the address

highheel shoes

best possible

Wednesday - Monday 1500 AD

- 1. The king had a great feast at his court
- 2. I had a great feast at my house
- 3. The king had a great feast at his court
- 4. I had a great feast at my house
- 5. The king had a great feast at his court

Comit = open area for every place
of the village
= open field
= for everyone's use only
= usually at the center of the
village, with a pond

House of Lords in England
House of Commons

Don't know

To have a job in a court
with the
lots of lords

2. In a court in B. to have a lady dog

to get the dog and to be better than

Wednesday - Talking

REGENT PARK

You don't have to wear a hat
now → it's not necessary

- suppose = you think

You can go to it if you want

Your name is a gift to the station

What has a number?

Did I pay some money?

She cried out of the station

Did she walk to the car?

Did she take any notes?

Was it important that nobody heard her?

KATHOT - donna 53

also - donna 64 office

SECRETIVE similar to KATHOT

If you were not a pure singer
you would have got married
to a Marshall.

If I were smarter I would have attended
a good university.

If I had fathered a wife
my first husband, I would have
3 beautiful daughters.

If I were more ~~careless~~ ^{careless}, I would have
worked abroad.

Morning session with Janey

she is a woman - she is divorced, Martha

overcast - you can't see the sun
- it's grey

The Land of a Long Cloud - New Zealand

overweight

overcharged - they charge you too much

overcooked meal

overpaid / underpaid

overworked

overdraft - you are in red - in a bank

do overtime - work extra hours

get over time pay

overstay - too stay at home

- it - you're welcome - you stay too long

- overheads - extra cost for elect, TV, ..
- a takeover - when company buys the other
- to take a company over
- to overtake a car
- overcome a problem - solve it, sort it
- turnover < ^{change you staff} income from your company
- overbooking - when there is no more place
- high > take over - income/salary
- low <

When is the baby due? = supposed to happen

Next train due in 20 min

The bill is overdue = you should have paid it yesterday

= late

Britain is due to leave EU next March

overslept - you are late

OBSERVATIONS OF EXPERIENCED TEACHERS

Classroom Observation Task: Rapport & Motivation

During the observation make notes on the following points.

Theory Lesson

How did the teacher start the lesson?

He asked what they remembered from the last lesson (Fact about UK)

How did the teacher stimulate students' interest in the lesson?

How did the teacher set up activities? Students' names in together
What do you remember about Patrick Piggish &
Work in Pairs - don't look at your papers
How do you form a sentence in PP

What are some of the activities you saw the students doing during the class?

Reading, listening, writing, reading

What seemed to be the purpose of each activity, as far as you could see?

Students helped each other with explanations and forming the rules

What do you think was the main focus of the lesson (e.g. reading/listening/grammar/speaking etc..?)

Comment on the teacher's rapport, motivation of students, TTT V STT, instructions, language grading and classroom management.

Choose 3 aspects of the lesson you would like to incorporate into your own teaching.

- 1)
- 2)
- 3)

Advice - Make FLASH CARDS - to use as vocabulary

I've been in London for 2 weeks

What's the difference between FOR/SINCE?

For	Since
- number of days, months, weeks, hours	area (Friday) year (1999) day (Monday) date this morning - times of a day 10 o'clock last winter = last year the whole = this winter special ^{occasion} addition - X-mas - my graduation

Present Perfect for an action that started in the past and continues into the present

Past experiences

Have you ever been to Venice?

ever - any time in the past

should - be used for the + DICE

- we need the 3rd form of the V (past participle)

V < regular
irregular

ANTHONY

classroom ideas

Jan 2002

on the Web

Eliciting Vocabulary with Elementary Students

- 1 Watch (realla)**
 - What's this?
 - Got one?
 - Show me
 - Drill and board the word.
- 2 Umbrella (white board)**
 - What's this?
 - When do you use it?
 - In the UK? Sahara?
 - Drill and board the word.
- 3 Barman (Picture)**
 - Who's this?
 - What's his job?
 - Where does he work?
 - What do you buy from him?
 - Does he come to the table?
 - Drill and board the word.
- 4 Frown (demo/mime)**
 - What am I doing?
 - Am I happy?
 - How do I feel?
 - You do it.
 - Drill and board the word.
- 5 Large (synonym)**
 - Another word for big?
 - Opposite?
 - Is a mouse large?
 - An elephant?
 - Drill and board the word.
- 6 Coach (explain/define)**
 - A word for a bus that travels long distances?
 - If I go to Scotland from London, what do I take?
 - If I go to Oxford Circus?
 - What's the difference?
 - Drill and board the word.
- 7 Lazy (Sentence)**
 - My brother stays in bed till 11 am every day, watches TV, never cleans up, hates work and exercise. He's ____
 - Opposite?
 - Positive or negative?
 - Drill and board the word.

How to Teach New Words

paper (n) - a flat surface
pencil (n) - a tool for writing

- sit down - sit down - sit down
- the situation - ask for a word - ask for a word
- write a word - say it
- copy meaning - not a word
- write it

- help the teaching first

- another word for this
- Opposite
- In a word
- All students
- Let me know the word
- A word for a new situation
- If you go to school tomorrow what do you do?
- If you go to school tomorrow what do you do?
- What is a situation?
- Think and explain the word
- If you go to school tomorrow what do you do?
- Copy meaning
- Opposite
- In a word
- All students
- Let me know the word

You have to grade the language.
Don't break it down.

3 CONCEPT QUESTIONS

Look at these examples of concept questions, and decide why they are problematic.

1) He managed to cross the river.

Did he manage to cross the river?

He said it was too difficult.
Did he cross the river?
What was easy/difficult?

2) I wish I'd gone to the party.

If I had actually gone to the party do I think I would have had a good time?

Did I go to the party?
Did I want to go there? I'm happy now?

3) He's just bought a new motorbike.

Has he bought a new bicycle?

Did he buy it recently?
Was it long ago?

4) "I'm sorry I'm late," he mumbled.

Is 'mumble' a verb or a noun? Is it in the past or the present?

Did he speak clearly? Was it long?
Did he speak softly? So mumbled

5) He bought an alarm clock.

Did he buy a telephone? Did he buy a watch? Did he buy a computer? Did he buy...?

Did he buy it to wake up? Was it hard for him?
Did he sell to wake up a friend's bike? To wake up?

6) Tim went to the pub to drown his sorrows.

What happens when you drown?

Was he happy?
Was he sad/delivered?
Did he drink alcohol?

GOOD CONCEPT QUESTIONS:

- * shouldn't use the target language to check itself, especially if it's a tense/structure
- * should be graded so that the language in the questions is simpler than the target language
- * should check the target language, not something else in the sentence
- * shouldn't just focus on form
- * shouldn't become guessing games
- * should focus on the meaning of idioms/phrasal verbs/functional exponents, not break them up into their individual components
- * should cover all areas of concept and potential confusion (eg don't have to/mustn't in the first example about the tie)
- * should be limited in number (usually 2 or 3 is enough)
- * should have clear answers (which you need to plan)

Exercise 2 Make time lines for the following sentences.

1 She had left when I arrived.



2 She's been to Paris.



3 Oh look! It's been snowing.



4 She'll be having dinner at 8 o'clock.



5 I'll have finished the book by Friday.



6 He stopped to have a drink.



7 He'd been swimming in the sea for two hours when they rescued him.



8 He used to smoke.



6 Teaching vocabulary

4 Putting words to use

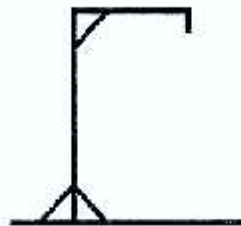
Below are three different categories of vocabulary practice; each one has an example.

Put the learner tasks a-f into the correct category (there are two further tasks for each category). Then name each category based on the different task types.

Category 1

Tell me letters to spell a word.

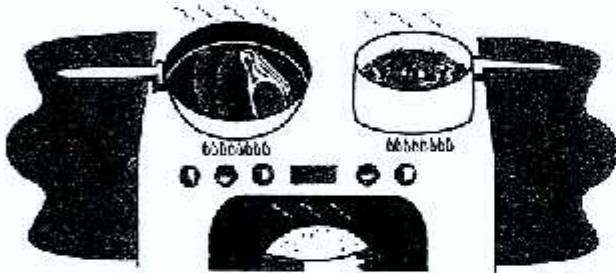
t p e



Category 2

Which words do you use with an oven? Which do you use with a hob?

bake, grill, fry, boil, roast, steam



Category 3

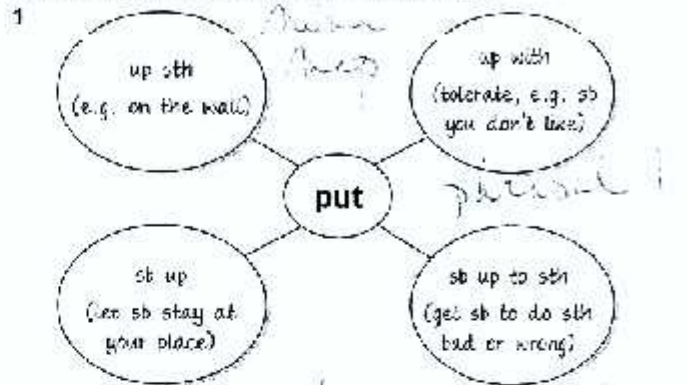
Tell your partner about the last time you caught a flight. Use the flight departure words.



- Practise the adjectives.
Find someone who saw a film that was **moving**. Ask them why it was **moving**.
- Put the following words in a logical order.
break up, get engaged, go out together, get married, make up
- Complete the sentence so that you make sense of the word in **bold**. The most **eccentric** person I've met was
- Instructions: write a word on the board so that two learners (one from each team) can't see the word. The other learners in the team who can see the word try to elicit the word from their team member. The first learner to say the word wins.
- Polmanism: Put all cards face down. Each learner takes it in turns to turn up a red word card and a blue definition card. If they match, the learner keeps the cards. If not, they turn them face down again. The learner with the most cards wins.
- Order the following crimes according to your opinion from least serious to most serious:
arson, burglary, vandalism, fraud, kidnapping

5 Learner training

5a Below are examples of autonomous vocabulary learning strategies. Identify each strategy and what aspect of vocabulary is focused on in each example 1-3.



2

blockbuster /'blɒk bʌstə/ or /'blɒk,bʌs.tə/ noun [C]
INFORMAL a book or film that is very successful, especially because it is exciting; a **blockbuster** movie / novel

3

5b Complete the table below and then, in groups, discuss how teachers should introduce these strategies to learners.

What learners can do outside the classroom...	What teachers should do inside the classroom to promote this strategy
1 Use vocabulary cards	
2 Use vocabulary notebooks	
3 Use English-English learner dictionaries	

7 Teaching grammar

Different approaches – different stages

1a Approach 1: Text-based approach

- 1 The teacher checks the meaning by asking concept checking questions.
- 2 Learners answer comprehension questions about information in the text.
- 3 Learners read (or listen to) a text.
- 4 The learners do a controlled practice task to check their understanding of the form and meaning.
- 5 The teacher highlights the form of the target language.
- 6 The teacher sets a task that allows learners to discover one or two examples of the target language in the text, without necessarily saying what the grammar point is. The teacher writes an example on the board.

Approach 2: Test-teach-test

- 1 The teacher writes up errors associated with the target language on the board and elicits corrections.
- 2 The teacher asks learners to redo the original task or another similar task that also encourages the use of the target language.
- 3 The teacher uses oral concept checking questions to check the meaning of the correct language on the board (or a pre-prepared learner-centred task could be used).
- 4 The teacher listens to learners and notes down any errors they make in using the target language.
- 5 The teacher checks the form of the language at the board.
- 6 Learners do a freer oral practice task that encourages the use of the target language the teacher wants to focus on in the lesson.

Approach 3 – Context-build

- 1 The teacher elicits (or gives) an example sentence of the target language, perhaps writing it on the board.
- 2 The teacher uses oral concept checking questions to check the meaning of the target language.
- 3 The teacher uses visuals and word prompts to build up a context that will generate examples of the target language.
- 4 The teacher writes up key words (prompts) on the board that are clearly connected to the context. These are used to model and drill examples of the target language.
- 5 Having checked understanding of the new language, the teacher highlights the form and then rubs the example sentence off the board.
- 6 The teacher elicits an example of the target language on to the board for a second time and highlights aspects of pronunciation that have just been practised.

1 Some problems with words

Your trainer will give you a card with a sentence on it. Say your sentence to others and ask them to correct you. Decide together what the nature of the problem is. Correct the sentences.

- a I never watch TV because there's too much publicity in the middle of programmes.
- b It's highly improbable that he'll pass the exam.
- c The promise of promotion was a very tough incentive to stay in my current job.
- d The craftsmanship in this oak chair is extraordinarily fine and to die for.
- e This hill is very plunging and hard work to walk up.
- f I think their marriage is going to break up. He's been having a fling with a co-respondent.
- g When we arrived at the hotel, the staff there gave us a very tepid welcome and made us feel at home.
- h Thank you for your ministrations while I settled into the new job.
- i I truly value his kindness and friendness.
- j If you look at the anterior page you can see a summarising table.
- k He flopped down in the chair and started up the TV for a relaxing night's viewing.
- l The story broke of the Third World need your help.

2 Features of vocabulary

2a Here are some other terms related to vocabulary. Can you complete the mind map?

super-ordinate
antonyms
meronyms - *the whole*
near synonyms
co-hyponyms
synonyms

6 _____
lens, shutter, battery,
memory card, power
button, wrist strap

5 _____
hot = cold

Word
relations

1 _____
start = begin
2 _____
mist = fog

3 _____
FIG. 11
4 _____
apple pear orange

2b Now complete the definitions below with the terms from Task 2a.

- 1 antonyms are words with opposite meanings.
- 2 super-ordinate is a general term that encompasses a group of words that all have more specific meanings.
- 3 synonyms are words that have exactly the same meaning.
- 4 meronyms are words that when grouped together form the whole of something.
- 5 co-hyponyms are words that are related in some way because they are all different types of one thing.
- 6 near synonyms are words with similar meanings.

2c Study the table below which shows how some vocabulary terms overlap. What do you think each term means? What are the distinctions between the different terms?

	Homophones	Homographs	Heteronyms	Homonyms	Polysemes
Like the weight wait for me	✓				
a lead guitarist a lead weight		✓	✓		
The head of the company Turn your head	✓	✓		✓	✓
a can of cola I can swim	✓	✓		✓	

2d Now complete the definitions below with the terms from Task 2c.

- 1 homophones are words which have the same pronunciation even though they may have a different spelling.
- 2 heteronyms are words which have a different pronunciation and meaning but the same spelling.
- 3 homographs are words which have a different meaning but the same spelling and pronunciation.
- 4 homonyms are words which have a different but related meaning, the same spelling (and may have different pronunciation).
- 5 polysemes are words which have the same spelling but have different meanings (and may have different pronunciation).

2.5 Firing questions



Firing questions at students to check their spelling and understanding of meaning is a simple way of making a dictation more active for the students. Two simple ways of doing this are to ask a question at the end of a sentence, e.g. 'How many words are there in this sentence?', or to stop dictating and ask for the next word or bit of punctuation. It's important to use your voice to distinguish when you are dictating and when you are asking a question as an aside. We have sometimes used a teacherish voice for the dictation and an urgent informal tone for the asides. Head movements help too. It's essential to allow the students enough time to take down fully the bit of dictation they are concerned with before butting in with the aside.

A: Something awful's happened! (What's the 's mean?)

B: What? (What's the punctuation?)

A: I've lost my keys. (What's the opposite of *lost*?)

B: Are you sure? (What's the punctuation?)

A: 'Course I am. (What could be before 'course?) They've completely (Stop after *completely* and ask for the next word.) disappeared. I've looked everywhere.

B: Are they in your bag? (What's the difference between *bag* and *purse*?)

A: No. I've taken every (Stop after *every* and ask for the second half of the word.) thing out and . . .

B: What about the car? (Stop here and ask for the next sentence.) Have you looked there?

A: Yes. I've completely cleared out the front and (Stop after *and*. Mime *feel* and ask for the right word – and the past tense.) felt all down the backs of the seats.

B: Have you tried the bedroom?

A: Uh huh. I've looked all over the house. (How many words are there in the second sentence? – Contractions count as two.)

B: Well . . . where have you been today? (How many letters are there in the fifth word? What's the punctuation?) Think! (What's the punctuation?) You must've dropped them somewhere.

A: I haven't (Stop after *haven't* and ask for the next word.) been anywhere – just shopping in Sainsbury's. (How many letters are there in the last but two word?)

B: Have you phoned them (What's *them*?) up to see if some (Stop after *some* and ask what comes next) one's handed them in?

A: No, I haven't. I'll do it now.

This is a simple technique for jazzing up a boring textbook dialogue – if the text is gripping the interruptions would be intrusive. Reading through the dialogue before the lesson will suggest the questions you can

Surprising questions

Handout 3.1w

- 1 Do you mind it if people slurp their soup?
- 2 Which do you prefer, a shower or a bath?
- 3 What's the maximum number of minutes that you can continuously concentrate on something?
- 4 What are the disadvantages of being very tall?
- 5 Are there charities you would like to give money to but don't?
- 6 Do you consult Wikipedia often? If so, what about?
- 7 Tell me five differences between a carrot and a banana.
- 8 What happens if you put ice in a fire?
- 9 What's your preferred remedy for a bad headache?
- 10 Do you give money to beggars on the street? If so, why? If not, why not?
- 11 What about 'buskers'? (street musicians)
- 12 What talent would you most like to have?
- 13 Can you explain how a hair dryer works?
- 14 How many eggs do you eat a week, and in what form?
- 15 State two differences between a ballpoint pen and a pencil.
- 16 Tell me how you make coffee or tea at home.
- 17 Are there any poisonous snakes in your country?
- 18 Why is it dangerous to smoke in bed?
- 19 In what circumstances would you parachute from a plane?
- 20 Can you wear wool next to your skin or is it too itchy for you?



Phonemic Chart

20 Vowel Sounds

/i:/	/ɪ/	/ʊ/	/u:/	/ɪə/	/eɪ/	
READ	SIT	BOOK	TOO	HERE	DAY	
/e/	/ə/	/ɜ:/	/ɔ:/	/ʊə/	/ɔɪ/	/əʊ/
MEN	AMERICA	WORD	OR	TOUR	BOY	GO
/æ/	/ʌ/	/ɑ:/	/ɒ/	/eə/	/aɪ/	/aʊ/
CAT	UP	PART	NOT	WEAR	MY	HOW

24 Consonant Sounds

/p/	/b/	/t/	/d/	/tʃ/	/dʒ/	/k/	/g/
PIG	BED	TIME	DO	CHURCH	JUDGE	KILO	GO
/f/	/v/	/θ/	/ð/	/s/	/z/	/ʃ/	/ʒ/
FIVE	VERY	THINK	THE	SIX	ZOO	SHORT	TELEVISION
/m/	/n/	/ŋ/	/h/	/l/	/r/	/w/	/j/
MILK	NO	SING	HELLO	LIVE	READ	WIND	YES



Timetable for 951170 Fabikova Dana Ms		OTRCI	Overseas Teacher
Monday 13 August 2018		Room	Tutor
0900-1000	Overseas Teachers	302	Anthony Wilson
1015-1115	Overseas Teachers	302	Anthony Wilson
1130-1230	Overseas Teachers	302	Bill Gallagher
1330-1430	Language Focus	306	Lucy Shakespeare
1445-1545	Spoken Performance Workshop	306	Lucy Shakespeare
Tuesday 14 August 2018		Room	Tutor
0845-0900	Plenary	LT	Janey Futerill
0900-1000	Overseas Teachers	302	Anthony Wilson
1015-1115	Overseas Teachers	302	Anthony Wilson
1130-1230	Overseas Teachers	302	Bill Gallagher
1330-1430	Language Focus	306	Lucy Shakespeare
1445-1545	Spoken Performance Workshop	306	Lucy Shakespeare
Wednesday 15 August 2018		Room	Tutor
0845-0900	Plenary	LT	Janey Futerill
0900-1000	Overseas Teachers	302	Anthony Wilson
1015-1115	Overseas Teachers	302	Anthony Wilson
1130-1230	Overseas Teachers	302	Bill Gallagher
1330-1430	Language Focus	306	Lucy Shakespeare
1445-1545	Spoken Performance Workshop	306	Lucy Shakespeare
Thursday 16 August 2018		Room	Tutor
0845-0900	Plenary	LT	Janey Futerill
0900-1000	Overseas Teachers	302	Anthony Wilson
1015-1115	Overseas Teachers	302	Anthony Wilson
1130-1230	Overseas Teachers	302	Bill Gallagher
1330-1430	Language Focus	306	Lucy Shakespeare
1445-1545	Spoken Performance Workshop	306	Lucy Shakespeare
Friday 17 August 2018		Room	Tutor
0845-0900	Plenary	LT	Janey Futerill
0900-1000	Overseas Teachers	302	Anthony Wilson
1015-1115	Overseas Teachers	302	Anthony Wilson
1130-1230	Overseas Teachers	302	Bill Gallagher
1330-1430	Language Focus	306	Lucy Shakespeare
1445-1545	Spoken Performance Workshop	306	Lucy Shakespeare

OTRCI



Who to ask

You can see photographs of all of the school staff on the Terrace Room.

Principal – Janey Futrell

Janey is responsible for the overall running of the school and the welfare of all students. She will help you if you have any problems that other members of staff cannot answer.

She is also the school's **child protection officer**
First aider

Academic Manager – Ian Holmes

Ian is responsible for academic matters. He will give you information about self study and how to use the facilities to work on your own. He will also advise you about your course and on choosing dictionaries and grammar books.

Office Manager, Welfare Officer– Diego Amaya

Diego is responsible for all money matters, making changes to bookings and questions concerning holidays. Diego can also help you with any visa issues or with booking exams, social events and London transport information.

First aider

Client Services, Welfare and Accommodation Officer – Tonya Francis

Tonya is responsible for accommodation in homestays, student residences, hotels and taxi transfers. She can also help with payment and holiday matters.

The school contact details

School address:	12 Buckingham Street, London, WC2N 6DF
Telephone number:	+44 (0) 207 872 6620
Emergency phone:	+44 (0) 799 097 2069
Fax number:	+44 (0) 207 872 6630
Email address:	london@regent.org.uk
Website:	www.regent.org.uk
Wi-fi name:	Regent London
Wifi password:	cloud-tiger
Door Code:	23570

For security purposes the front door will remain locked at all times. You will need to enter the door security code every time you enter the building.

School opening times

The school is open to students:

Monday – Friday:	08:30-17:30
Saturday:	Closed
Sunday:	Closed

In case of emergency, please call the school's emergency number **+44 (0) 799 097 2069**.

UK Emergency phone for police, fire, ambulance **999**.

W - afternoon

CONDITIONAL SENTENCES

I'll feel sick - I'll go to get some medicine - go for a trip -

1st CONDITIONAL - PROBABLE EVENTS IN THE FUTURE
If + present simple will + infinitive

If I go out tonight, I'll go like the ^{usual} ~~the~~
If + present simple will + infinitive

Unless I do it correctly, I will get good results
When I - If, I will - If

In case it rains I'll have my umbrella.
In case I'm sick, I'll call him.

2nd conditional - Hypothetical events in the future
If + past simple would + infinitive

If I went out tonight, I would go to the c.
If + past simple would + infinitive
could / might

If I could be a part's person, I would be...

He lived poor - he was rich - he was happy

The Darkest Hour - about Winston Churchill