A close-up photograph of a woman and a young girl. The woman, on the right, has long dark hair and is smiling broadly, showing her teeth. She is wearing a red top. The girl, on the left, has dark hair with a green ribbon and is smiling gently. She is wearing a green sweater with a white collar. They are both looking towards the camera. In the background, there are wooden shelves with books.

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The TEFL Book

A manual for the new TEFL teacher

by Mark Durnford

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Part One: An Introduction to Teaching English:

We are all educators.

Think about it. Throughout our lives we have to become teachers at some point or another. Ask yourself these questions and tick them off as you look at each one in turn:

- Have you ever shown a child how to tie their shoelaces?
- Have you ever given directions to someone who was lost?
- Have you ever helped a younger sibling to ride a bicycle?
- Have you ever explained to a colleague how to do a work related task?
- Have you ever shown a friend how to do something on a computer?
- Have you ever shown your child how to cross a main road?
- Have you ever helped a friend with their homework?
- Have you ever shared some interesting information with your friends?
- Have you ever told someone a joke or a story?
- Have you ever written an essay or a story for your teacher to read?
- Have you ever shared something you heard on the news with a friend?
- Have you ever reprimanded your child for doing something wrong and explained why it was wrong?

If so, you have been a teacher (or educator) at some point in your life. Perhaps you have done so in a professional capacity in a school or college, as a trainer at your place of employment or as a parent.

I'm sure that you can think back to your school or college days and remember the good teachers you really respected and the bad that bored you to death with uninteresting and dry lectures. Throughout history there have been many teachers. I want to talk briefly about three of them:

The first is **Barry** (sadly, I can't remember his second name), who taught me Maths at GCSE level. Barry was, and still is, my favourite teacher and he inspired me to become a professional teacher. His way of teaching a potentially boring subject to students, many of whom had already miserably failed their Maths GCSE, was a revelation. He taught for two periods of three hours every week at Park Lane College in Leeds, and for every minute he stood or sat at the front of the class never once did my attention waver. For the first time in many years I could understand what algebra was about, to the point where (strange, but true) I came to love doing algebraic equations.

Barry was a small man and didn't have a loud voice yet he had a presence in the classroom that I have rarely seen in other teachers. When walking into the class, his world-weary, dour expression told everyone that he wasn't bothered about what his students thought of him. However, to keep the attention of his students he joked, told stories, gently made fun of the students in the class, even got on his desk and danced occasionally whilst doing impersonations of people I had never met, in an effort to get his students to concentrate on what he was teaching. His comprehensive agenda covered everything that we needed to know and learn to pass the Maths exam at GCSE level. His love of the subject and his love of teaching and his way of creating enthusiasm shone through and earned him respect. Most

important, however, Barry never told us the answers. He always wanted us to work them out and prove to ourselves (through mathematical logic) what the answers were. He encouraged us to discover through the process of logic and numbers. His way of teaching was by using a method called *eliciting* which we will look at later.

The second is **Michel Thomas** (3 February 1914 – 8 January 2005), a polyglot linguist, language teacher and decorated war veteran. During the Second World War he survived Nazi persecution, served in the French resistance and worked with the U.S. Army Counter Intelligence Corps. He was born in Poland and after the war he emigrated to the US and designed a method of teaching that he claimed would allow his students to become conversationally proficient with only a few days' study. He became internationally famous for both his exploits during the war as well as his teaching methodology and in his career he taught celebrities such as Raquel Welch, Barbra Streisand, Emma Thompson, Woody Allen and Grace Kelly.

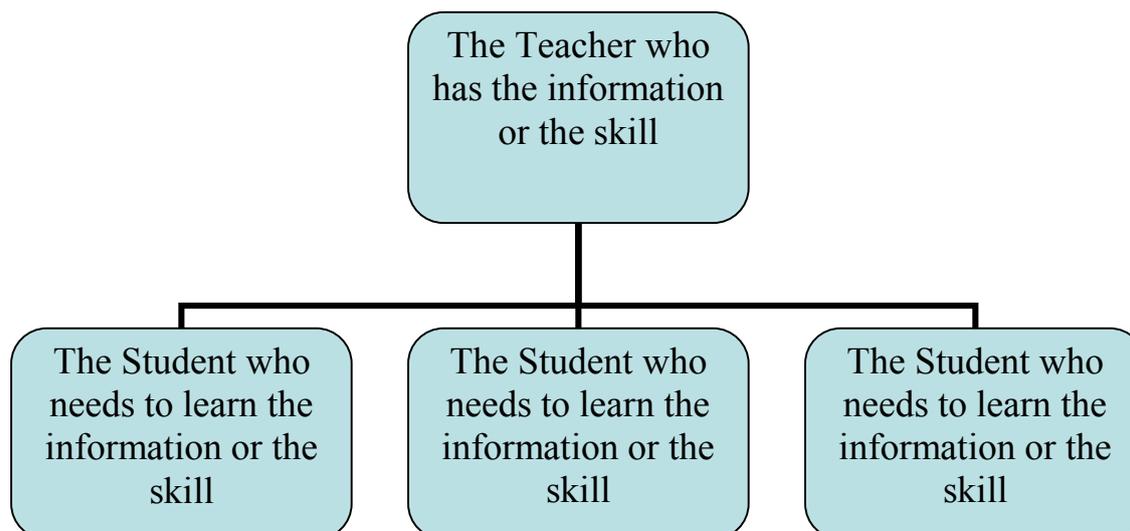
His recorded lessons, to which I had the opportunity to listen, are still used by people who wish to learn French. His method of teaching was to use English to explain how to speak French and getting his students to work out or deduce the correct vocabulary using similar and familiar words to the native English speaker. In this way, Thomas is using the *eliciting* technique, which is so familiar to the EFL teacher. From the very first lesson, he builds on a simple language idea and adds to it so that the learner can construct and practice a complicated structure. As he teaches, he asks many questions, eliciting the correct vocabulary or structure. There is a lot of teacher talking time in his lessons and he doesn't teach using the complete immersion method, speaking entirely in the language he is teaching. This works very well when listening to a recording of his lessons, though I'm not convinced it would work as effectively in a class of students, or for languages other than the Romance languages which have many similarities to English. However, his conversational delivery, his way of putting people at their ease and his method of *elicitation* makes for compelling listening.

The third is **Jesus Christ**, often referred to as the greatest teacher of all. Don't worry, this is not going to be a book about religion and I promise not to start preaching to you. I'm choosing him because he taught in a unique way and there are lessons to learn from his style of teaching if we want to become a successful EFL teacher. He taught us how to love each other and how to live in peace. And the fact that we are busy killing each other today does not mean that his methods of teaching were inadequate or unsuccessful.

He didn't teach in the way that many teachers in British schools are told to teach, using the dreadful spoon feeding three-point method advocated in the National Curriculum by the British Government: announce what you will teach, teach it, and then tell your students what they have just been taught. Instead, he told stories and, often without explaining their meanings, left it to his followers to work things out themselves. His way of teaching was (again) by using a method called *eliciting* which we will look at later.

The concept of teaching

The concept of teaching is simple. It's all about passing information from one person to another. Have a look at this simple diagram:



However, the actual process of getting the information or the skill from the teacher to the students is a much more complicated process. In the case of teaching a language there are many things to consider.

There are many ways to teach something. Which of the following methods do you think would be good to use when teaching English as a foreign language? (Note that not all of them are particularly good or useful.)

1. Tell them:

That is, literally model the structures of the English language to them and let them learn by imitation from you and your natural, native-speaking, dulcet tones.

2. Write it down for them:

So many of us learn visually so you could write it down for them and let them learn English by seeing it.

3. Show them:

You could do this through body language and role-play.

4. Use the best text books available:

Borders and Waterstones bookshops have whole TEFL sections which contain the latest EFL books to use with your students.

5. Get them to work it out:

Don't be too hasty to tell them – why don't you elicit the English language structures from your students?

6. Memory techniques:

Derren Brown's *Tricks of the Mind* (2007), a superb book, has a huge chapter on memory techniques that are easy to use and learn, which may help your students to remember lists of vocabulary and language structures.

7. Practice over and over again:

Pair work and drilling structures over and over again so that your students can speak using the natural rhythms of the English language.

8. Translation:

Using the student's native language may help your students to learn English much faster than any other method.

9. Explain the intricacies of English grammar to them:

Many students may wish to use grammatical rules to help them to speak or write English structures correctly.

10. Using a recording device:

You could encourage your students to record their English classes, take them home and listen to them. Alternatively, you could encourage your learners to use learn English using the many tapes and CDs that are available.

Learning by Doing

My father was a musician. When I was a young boy I used to sit by the piano and listen to him play for hours. "What would you like me to play for you, son?" he would ask. I would ask him to play the theme tune of my favourite TV show or a piece of music I had heard on the radio and because of his enormous talent and gift of hearing something and being able to understand the underlying harmonies of the piece, he was able to replicate it on demand. However, my father was a showman and enjoyed the art of improvising at the piano, which meant changing some notes and even altering the harmony of some pieces of music. "That's wrong, Dad," I would tell him. My father always winked at me and said to me the same thing: "There are plenty of ways to skin a cat."

Due to my age and the idiomatic nature of his words, I worried what taking the skin off a cat had to do with playing the piano. When I learned that guitar strings were made from catgut my imagination was further tested in horrific ways. As I grew older, though, I began to understand the meaning of his words. What he meant was that there are not just different ways to play music, but that there are also many different ways of doing other things. This is particularly true of teaching. How you teach depends so much on you as a person, your own personality, the students you teach, the size of your class, what you are teaching, the culture and background of your students, the weather, the time of the day, the classroom size and the type of Course that you are actually teaching.

However, there is one method of learning I want to highlight in this introduction which will have a bearing on how successful you will be, not just when teaching English to non-native learners but also to how you read through the information in this Course. I will highlight this with three stories.

The wealthy businessman and entrepreneur Richard Branson owes part of his success to the methods his mother used in his upbringing. For example, when he was only four years old his mother would occasionally take him for a drive in the family car. However, before

driving into town she sometimes stopped the car and told him to find his own way back home through the fields. Whilst this is something we wouldn't consider doing with our young children in this day and age, he did learn the value of independence at a very early age. He learned *kinaesthetically*; he learned by doing.

When I was four years old my father taught me how to play chess. He encouraged me to play one game with him every day, which was his way of teaching me how to become a successful and thoughtful chess player. My father was an excellent chess player and the only time I took a game from him was the year before he died, when I was 19 years old. I remember him nodding his head and smiling. "Well done," he said and then went off into the kitchen to make a cup of tea. I like to think that he was never prouder of me. I had become a good chess player, not by learning from books, but through the *kinaesthetic* way of learning; learning by doing.

Around the age of four my mother taught me to read and write (this was before I attended school). She did this by getting me to write out on a single page the things I had done that day and then she would correct my spelling and grammar, explaining what I had to do to make my English perfect. It is due to her early efforts with me in my formative years that I enjoy writing so much and probably why I am a successful English teacher today. Again, I did not learn by reading books on grammar. I learned by actively doing, using the *kinaesthetic* method.

In 1996 I went to live in Japan and spent four years there working as an English teacher. During that time I taught in Elementary schools, Junior High schools, Senior High schools, Hiroshima University and Hiroshima Prefecture University and I was able to observe first-hand the methodologies used by the Japanese to teach their students. Japanese are taught to listen and concentrate hard whilst teachers lecture. This the main learning style used in Japan even for teaching languages. There is often little or no opportunity for the students to practice English language structures using role-play, pair work or structured practice. Many students are encouraged to commit lists of vocabulary to memory rather than to speak or practice what they have learned out loud in controlled or free practice activities. Students learn aurally and by making notes rather than *kinaesthetically*, and I believe that their progress would be much better, certainly much faster if they were given a chance to speak (practice) more.

The next time you find yourself in the role of a teacher, whether it is in front of an audience in a class, helping your colleagues at work, or helping your children to understand something, stop and consider *how* you are teaching them. Can you *elicit* the information from them, encouraging them to work things out for themselves rather than you tell them? And can they become proficient and skilled by getting them to learn *kinaesthetically*, by practicing or by doing what they learn?

This Course will consider these and many other teaching methodologies that will enable you to learn how to become successful in teaching English as a Foreign Language.

Part Two: Learning Styles

What kind of learner are you? Discover this as you look at the following questions. There is no time limit, just take your time.

Which three activities do you think are most similar to language learning and why?

- Learning to ride a bike
- Learning to play the piano
- Learning to play chess
- Learning to walk
- Learning words in a play
- Learning mathematical formulae
- Learning to swim
- Learning dates for a history exam
- Learning to play cards

Which do you think are the best ways to learn English?

Try to number the sentences in order:

1 = most useful way for me

12 = least useful way for me

- Learning lists of vocabulary by heart
- Writing down the translation of every new word or phrase
- Learning grammar rules, with example sentences
- Reading as much as possible in class
- Speaking as much as possible in class
- Writing everything down in a notebook and learning it
- Forgetting about grammar and listening to people talking instead
- Doing lots of written grammar exercises
- Doing lots of oral grammar exercises
- Getting the teacher to correct you every time you make a mistake
- Trying to think in English and not translate into your own language
- Writing essays and getting them corrected by the teacher

Which personality do you think goes with what these students say?

Look at the following seven sentences expressed by some English language learners and match them with the personality descriptions below.

1. I didn't go shopping at the weekend because I wasn't sure of what to say. (A visitor to an English speaking country.)
2. I like it when my teacher lets me ask many questions in the class.
3. I prefer to be in the lower class, so that I can understand everything the teacher says.
4. I understand English grammar rules perfectly, but when I'm speaking in front of the class, I forget them.
5. I would rather study grammar at home than have it explained to me in class.
6. In the class I prefer to get the teacher to correct all of my mistakes.
7. When we do pair work, I want to be put with someone better than me.

- These learners are inquisitive / they want explanations / they are confident and enthusiastic about learning English / they are curious / alternatively they may be attention seekers ready to disrupt a class
- These learners are perhaps shy and insecure / not confident enough to use English in public for fear of embarrassment / frightened of the consequences of speaking English in public / they don't understand that it is inevitable that mistakes will be made
- These learners are theoretical, and perhaps don't understand the concept of speaking, which should be natural and spontaneous.
- These learners don't want to be stretched / they may not be so motivated, being content to rest on their laurels
- These learners perhaps don't understand the role of the teacher / they want to speak perfect English without making any mistakes (Japanese learners are like this) / they may want to be top of the class / they like their comfort zone / alternatively, they could be downright lazy
- These learners want communicative English, rather than academic dry explanations / they want a fun class / perhaps an extrovert and outgoing person / alternatively they may perhaps be afraid of making mistakes and showing themselves up because they don't know the grammar terminology

- **This statement can be understood in two ways: These learners want to improve / or alternatively they want an easy ride because they are lazy and want the better student to do all the work**

Questions to consider:

1. **Why is the context of each of these sentences so important?**
2. **Does a person's cultural background affect the reasons given?**
3. **Do the reasons given reflect positive or negative approaches to learning?**
4. **What kind of learner are you?**

How can you identify different types of language learners?

Here are a few names given to different types of language learner. How would you describe them? (Match them with the descriptions below)

1. **Aural**
2. **Kinaesthetic**
3. **Visual**
4. **Syllabus bound**
5. **Syllabus free**
6. **Field dependent**
7. **Field independent**
8. **Introvert**
9. **Extrovert**
10. **Holistic**
11. **Serialistic**

- **This person likes to hear language and imitate by example.**
- **This person likes to learn analytically in a planned and organised way.**
- **This person likes to learn by actively getting involved and doing the tasks asked by the teacher.**
- **This person likes to learn by analysing elements sequentially.**
- **This person likes to learn by being presented with a package of data, which is provided by the teacher.**
- **This person likes to learn by seeing the general structure, such as recognising a newspaper article or a story or a problem page in a women's magazine.**
- **This person likes to learn by seeing the language structure on the board.**

- **This person likes to learn by understanding how to use language outside the general learning context.**
- **This person likes to learn by looking at structures in larger bodies of text, such as newspaper articles, i.e. ‘14 people died, it was reported yesterday’ or problem pages in magazines, ‘You ought to confront your boyfriend’.**
- **This person likes to learn through global exposure.**
- **This person likes to learn through practice, by being more interactive with others.**

Questions to consider:

1. **Are we *always* these types of learners or do we change?**
2. **Do our ways of learning change as we grow older?**
3. **Are these labels cut and dried or could they be shades of grey?**
4. **Do we become different learner types when we learn something other than language?**

Important things to remember when teaching your students:

1. Try to promote the active learner. Active learners make faster progress than passive learners.
2. Try to encourage your students to make guesses at how to speak English. Errors are okay and should be encouraged within the confines of the classroom.
3. Be careful not to tell your students things or give lengthy explanations. Let them discover the language for themselves.
4. Remember that when we learn a language we are learning about the rules of grammar, even if they are not explicitly taught.
5. Your students will mostly learn English by doing, that is, kinaesthetically, although some people need to see the form or structure of something in order to learn it.
6. Also try to remember that there are circumstances when learning by rote does work for some people. For example, practicing certain sounds, words or structures over and over again is often important for low level learners to help them achieve the correct pronunciation of English (which in EFL teaching we call drilling).

Part Three: Why Study Grammar?

Unless you are teaching a skills-based lesson, it is good to have a grammar focus (sometimes called the target language) when you teach. This is particularly important for students at low levels (Beginner to Intermediate levels).

There are many aspects to understanding the grammar of the English language and no teacher understands everything. As you progress as an EFL teacher you will get to know and understand how our language works, though at times you may feel daunted that there are so many things for you to learn.

Why do we need to analyse language?

1. If we are teachers of the English language we ought to know how it works.

Of course, it is impossible to know everything about the English language.

2. So that we can understand and know well what we are teaching for each specific lesson.

If teaching how to give advice, make sure you are familiar with the different ways of offering advice (You should... / You ought to... / You'd better... / Why don't you...? / If I were you... / Have you thought about...? / Why not...?)

3. So that we can identify the 'component of meaning'.

If, for example, you have this structure: "I just *managed* to get here on time."
'Manage' here refers to succeeding with difficulty rather than 'to manage' people or 'to manage' time, or the past tense of 'managing' a shop or a business.

4. So you can anticipate problems your students may have, and answer their questions.

Look at this structure: "If I *were* you, I'd not bother."
A student may ask: "Why don't we say, 'If I *was* you, I'd not bother'?"

5. So that you can understand how to de-construct the language and therefore know how to answer problems correctly.

If, for example, your target language is the Present Perfect, it would be good for you to understand its structure and its various functions or meanings.

"I *have eaten* sushi." (The verb structure is highlighted)

- I = the subject
- *have* = the auxiliary verb
- *eaten* = the past participle of the main verb
- sushi = the object

6. So that we can select structures to teach at the appropriate level.

When do we teach our students this structure?

"If you look at my girlfriend again, I'll give you a smack!"

And when do we teach our students this structure?

"If I had treated my girlfriend better, she wouldn't have left me."

7. So that you can select appropriate contexts within which to teach the meaning of a structure.

When teaching the modal verb ‘can’, make sure that you make clear that you are teaching ‘can’ to express an ability. (“Can you play the piano?”) rather than ‘can’ for permission, (“Can I use the bathroom?”) or ‘can’ to make a request, (“Can you open the window?”) or even a prohibition, (“You can’t smoke in here!”)

8. When we teach language structures (or vocabulary) we generally teach in this order:

- **MEANING (What does it mean?)**
- **PRONUNCIATION (What does it sound like?)**
- **FORM (What does it look like?)**

This is a logical progression. Understanding the meaning of something must always come first. This usually takes place by understanding through context or a story. Next the students need to know how to say it or how to pronounce it. Finally they need to see it so that it is reinforced in their minds and they can write it down and practice it away from the lesson.

Parts Of Speech

Take a look at these words (meta-language) that we associate with grammar. They are used to describe the function of a word.

- A. Adjective
- B. Adverb
- C. Article
- D. Pronoun
- E. Modal Auxiliary Verb
- F. Auxiliary Verb
- G. Preposition
- H. Conjunction
- I. Main Verb
- J. Gerund
- K. Noun
- L. Past Participle Verb
- M. Present Participle Verb
- N. Phrasal Verb

Now look at the following sentences and decide how each underlined word or phrase is best described.

1. That's a beautiful dress.
2. She speaks too quickly.
3. I'm quite good at grammar.
4. I get up at six every morning.
5. It's in the lounge.
6. He's from Spain.
7. I can't speak Italian.
8. Have you seen him?
9. I love fish and chips.
10. I can't speak English.
11. I love fishing at the weekend.
12. Japanese is a complicated language.
13. Have you seen Mark?
14. I'm going on Sunday.

Grammatical Accuracy

Now look at the following sentences. There is something wrong with them. Which do you regard as ungrammatical? Can you explain why?

1. I was tired so I laid down for a while.
2. If I'd've known, I'd've done something about it.
3. I don't know nothing about it.
4. He gave the sweets to Richard and I.
5. If I was more practical, I would mend it myself.
6. A. "I like your dress!"
B. "Do you? I just bought it."

Part Four: The Qualities of an EFL Teacher

Think back to when you were at school:

- What were the lessons you enjoyed most?
- Why did you enjoy those lessons?
- What part of the lesson did you enjoy?
- What was it about the teacher that made the lesson fun and interesting?
- How did you learn things?
- How did you remember them?

Now brainstorm two lists:

- What you think are positive teaching qualities?
- What you feel are negative teaching qualities?

Don't look ahead yet. First ask yourself these questions.

- Can you explain why you have chosen these qualities?
- Could some qualities be both positive and negative?

Now choose the three most important on each side. There is no correct answer and your choices may have some bearing on your own personality.

A Practice Activity

There is a useful language practice activity you can do when you want your students to remember lists of vocabulary. There are three parts to it:

1. Brainstorm:

Split your students into groups of three or four and appoint a 'captain' in each group to take notes. The others in the group are to assist by *brainstorming*. Set a time limit or, alternatively, tell your students to raise their hands and shout "Bingo!" when they have reached a set number. When you are brainstorming pros and cons, suggest a total of fifteen words or phrases in each group.

2. Board Race:

Now take away the notes from each group and do a *board race*. Divide the class into two teams and make sure the groups are equally distributed. Make sure the rules of the activity are explained to the class (can you elicit the rules from your students?). If there are two lists, make sure that there are two clear columns on the board, one for the positive and one for the negative. Give a time limit.

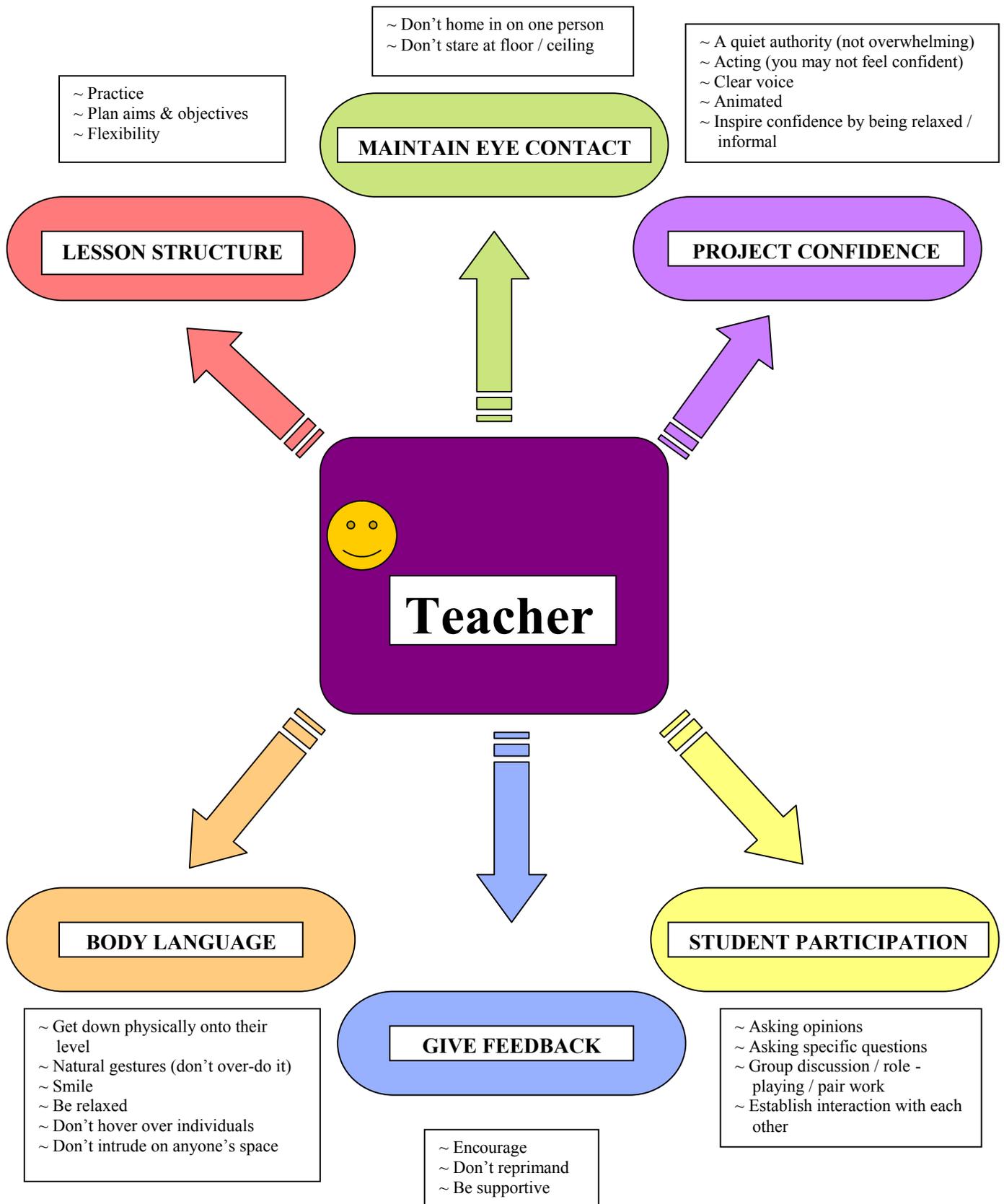
3. Feedback:

Bring all the students to the front of the class and do *feedback*. Get your students to explain their reasons for making these points. Can the ideas and thoughts from the board be grouped together into specific areas? With a partner or in groups, create a spider diagram grouping all the words, phrases or points discussed, similar to the one on the following page and see if all the points have been made clear.

Don't forget to monitor your class as you go through these three stages.

Questions to consider:

- 1. In your opinion how important is it to enjoy learning?**
- 2. How can you introduce a 'fun' element to your classes?**
- 3. What things have you learned from the suggested practice activities?**
- 4. How does it promote the active learner?**
- 5. Why is it important to focus on what your students are learning in each class?**
- 6. How does repetition play an important role in this class?**
- 7. Why is repetition such an important thing to consider when teaching?**



Part Five: Get to Know You Activities and Warmers:

There are many ‘warmers’ and ‘distracters’ used in EFL classes. They can be used at the beginning of the class as an introduction, (perhaps some students are travelling straight from work and are a little late), or perhaps in the middle of a lesson to provide a break from what you are teaching that session.

There are many, many warmers. The following suggestions are three that you can use for getting to know your students:

First Activity: Throwing a ball around the room

Show a ball (or cuddly toy) to your students and, without explaining anything, model a structure and pass the ball to another student. It is likely that they will imitate you. Here are a few structure suggestions:

- “I’m Mark and if I won the lottery I’d buy a big house on the north coast of Spain.”
- “I have two brothers, two sisters and a cat called Midnyght.”
- “I have travelled to Spain, Peru and Japan.”

Make sure everybody has a turn (monitor carefully) and then do it again, but this time your students have to remember what another member of the class has just said.

- “You are Yurie and if you won the lottery you would set up a charity to help people with leprosy in Borneo.”
- “You have one brother, no sisters and a dog called Rufus.”
- “You have travelled to France, the US and Italy.”

Questions to consider:

- 1. What were the grammar structures?**
- 2. Who does most of the talking?**
- 3. What was the teacher doing?**
- 4. How were ALL the students involved?**
- 5. How do students learn English?**
- 6. Was it fun?**

Second Activity: Find Someone Who

This is a milling activity where your students get out of their seats and literally mill around, interviewing each other. The questions are given to them on a handout. Don’t forget to explain clearly the rules of this activity. Perhaps you can elicit the rules from your students. By asking the following questions you allow your students to come to an understanding of the rules and you know that your students understand what you want them to do. These are called concept questions.

- Who do you have to talk to? (**Your class mates**)
- How do you ask the first question? (**“Have you ever travelled to Africa?”**)
- Can you stand up and leave your desk? (**Yes**)
- How many people do you have to talk to? (**As many as possible – depending on the size of your class, possibly everyone**)
- Can you use the same person’s name for each question? (**No**)
- What do you do when you have filled in all the names? (**Sit down**)
- Can you ask your teacher? (**This depends on your role in the class**)

When your students have finished interviewing each other don’t forget to do feedback.

Find someone who...	
...has travelled to Africa	_____
...has met a famous person	_____
...has done a road trip	_____
...has eaten lobster	_____
...has driven a bus	_____
...has spent time in a hospital	_____
...has visited La Sagrada Familia	_____
...has been in love	_____
...has read The Lord of The Rings	_____
...has sung a song in public	_____

Questions to consider:

1. **What is the grammar structure or primary language focus of these question forms?**
2. **Can you identify the main verb and the auxiliary verb?**
3. **What do you notice about the verb choice?**
4. **Who does the talking?**
5. **How was feedback conducted?**
6. **Is this practice activity controlled or free?**
7. **How much input does the teacher have?**
8. **What was the teacher doing during the activity?**
9. **Are the questions appropriate for the culture where you are teaching?**
10. **How were ALL the students involved?**
11. **How do students learn English?**
12. **Was it fun?**

Third Activity: Telling Lies

Ask your students to spend five minutes thinking of three things that they have done. Two must be true and one must be a lie, but one that others will easily believe. Now encourage your students to get up and talk to as many people as possible, sharing their three things. During this milling activity, it is important not to give away the lie. After the given time limit, do feedback where your students can guess what each person's lie is. Waiting for each student to reveal their lie can be quite good fun.

Again you can use concept questions to elicit the rules of this activity from your class.

- How many things do you have to think of? (Three – one of them is going to be false)
- Can you write them down? (If your students want to)
- Can you write down things when you interview your class? (If your students want to)
- Are you allowed to guess when you are speaking with your class-mates? (If your students want to)
- Are you allowed to give away your lie? (Certainly not)
- What is a 'poker face'? (Try to make sure that your face and eyes give nothing away)
- How long have you got to speak to as many people as possible? (As a teacher, you should set a time limit)

Questions to consider:

1. Which language structures were being used in this activity?
(You should be able to easily identify at least three tense constructions.)
2. How are these structures made? (Can you analyse them?)
3. How are the verbs treated?
4. What is the teacher's role?
5. Who does the speaking?
6. How can you get the students involved during feedback?
7. How were ALL the students involved?
8. How do students learn English?
9. Was it fun?

Part Six: The Tenses of the English Language:

Strictly speaking, there are only two tenses in English: The present and the past. There is no future tense. Think about it. What is the future verb for 'eat'? However there are thirteen tense constructions in the English language. That is, there are thirteen ways to construct verb formations and they all have names. Here they are using as a main verb: 'eat'.

Present Simple

I eat breakfast every day.

Present Continuous

I am eating breakfast.

Past Simple

I ate breakfast this morning.

Past Continuous

I was eating breakfast this morning, when there was a knock on the door.

Present Perfect

I have already eaten breakfast, thank you.

Present Perfect Continuous

I have been eating breakfast every day since I gave up that silly diet.

Past Perfect

I had eaten breakfast by the time Martin came to pick me up.

Past Perfect Continuous

I had been eating breakfast every morning when my doctor told me to stop.

Future Simple

I will eat breakfast later this morning.

Future Continuous

I will be eating breakfast on the beach with my girlfriend tomorrow.

Future Perfect

I will have eaten breakfast, by the time Martin arrives.

Future Perfect Continuous

I will have been eating breakfast every day for one year by the end of today.

Future with 'going to'

I am going to eat breakfast later.

Questions to consider:

1. What happens to the main verb 'eat' when it is a perfect tense?
2. What happens to the main verb 'eat' when it is a continuous tense?
3. What do you notice about the main verb 'eat' when using future tenses?
4. What language constructions (sentences) sound incomplete when the second clause is removed? Why?
5. Do some of the language constructions have the same meaning?

Here are some general comments to make about the tense constructions:

- Present tense and past tense clauses use only one main verb.
- Continuous tenses use a verb with an -ing on the end. These verbs are weak and need supporting with an auxiliary verb. That auxiliary verb is always '**be**'.
- Perfect tenses always use the past participle form. These verbs are weak and need supporting with an auxiliary verb. That auxiliary verb is always '**have**'.
- Sometimes you can mix continuous and perfect tenses. This means the main verb is supported by two auxiliary verbs. These auxiliary verbs are always '**be**' and '**have**'.
- Future formations always use the base form of the verb but to indicate a future time we precede it with the modal verb '**will**'.
- Future formations can use the perfect and the continuous constructions, which mean that the main verb is preceded by two or even three auxiliary verbs.
- Sometimes future forms use the structure '**going to**'. This unusual thirteenth tense is called The Future with Going To.
- Some tense constructions can only be used in a weak or subordinate clause. This means that the subordinate clause must be followed (or preceded) by a further main clause.

The world of tense constructions can seem daunting at first. However, you can easily familiarise yourself with these by first identifying the verbs in a sentence and then working out which is the main verb and which are the supporting or auxiliary verbs. Have a go by looking at the following sentences. Some sentences have two clauses, each clause having a different tense construction. Can you name them all correctly?

1. I have read all the Harry Potter Books.
2. Hello, I'm Mark.
3. I'm going to play squash later.
4. I'll do the washing up later.
5. By the time James arrived, John had already unpacked the car.
6. I had the impression that she liked me.
7. If I had filled my car with petrol earlier, I wouldn't be stuck in the woods now.
8. The sun was shining earlier, but now it's throwing it down.
9. I'm walking to the shops later.
10. I was going to finish the washing up, but I became engrossed in Harry Potter.
11. By the time you get to this sentence, you'll no doubt be feeling a little tired.
12. You've been going on about your new girlfriend all day, now shut up!
13. I've been to France on at least four occasions.
14. I'll have been driving for twelve hours by the time I get there.
15. All right, this is the last one!

Milling Activity

Here's an excellent activity which you can do by yourself to practice tense constructions, and with your students in a class.

Write the 'eat' sentences from two pages back onto cards or post-it notes and put them on the backs of your students. Now get your students to stand up, mill around, read the cards on the backs of their fellow students and note down their names against the appropriate tense below. This is a variation of a Find Someone Who Activity.

Whilst this does not encourage a lot of speaking during the activity itself, it will provoke a lot of speaking and learning during feedback.

IN THE SPACE PROVIDED, WRITE DOWN THE NAME OF THE PERSON WHOSE LABEL MATCHES THIS TENSE.

- | | | |
|-----|----------------------------|-------|
| 1. | PRESENT SIMPLE | _____ |
| 2. | PRESENT CONTINUOUS | _____ |
| 3. | PAST SIMPLE | _____ |
| 4. | PAST CONTINUOUS | _____ |
| 5. | PRESENT PERFECT SIMPLE | _____ |
| 6. | PRESENT PERFECT CONTINUOUS | _____ |
| 7. | PAST PERFECT SIMPLE | _____ |
| 8. | PAST PERFECT CONTINUOUS | _____ |
| 9. | FUTURE SIMPLE | _____ |
| 10. | FUTURE CONTINUOUS | _____ |
| 11. | FUTURE PERFECT SIMPLE | _____ |
| 12. | FUTURE PERFECT CONTINUOUS | _____ |
| 13. | FUTURE WITH 'GOING TO' | _____ |

Part Seven: How Do We Teach Our Students?

This part of the Course will look at the three parts of a *grammar*-based lesson:

- **Presentation**
- **Controlled Practice**
- **Free Practice**

Before you start preparing a lesson you need to know two things:

1. What am I teaching? (i.e. What is the target language?)
2. Who are my students? (i.e. What is their level?)

The Target Language: Giving Advice

What does it look like?

- You should ...
- You ought to ...
- You'd better ...
- How about ...
- Why don't you...?
- Why don't you try...?
- Have you tried to...?
- Have you tried ... ing?
- Have you thought about ing?
- Have you considered...?
- If I were you, I'd ...

Level: Lower Intermediate students

1. Presentation:

There are many ways to elicit this target language. One way that works well is to elicit a situation using pictures, realia or mime and get the students to give YOU advice.

The story about your girlfriend being unfaithful works well and captures the attention of your learners:

- Show a picture of your (imaginary) girlfriend and say how you feel about her
- You went to see her unexpectedly, without calling ahead first
- You bought flowers and chocolates to surprise her
- Your girlfriend was not alone in her house – you caught her with her ex-boyfriend
- You walk out of the house and walk the streets
- The following day you still feel sad

Elicit a list of advice from your learners and write get it on the board. It is likely that they will give you the advice without preceding it with the actual target language (see above).

Make sure you leave enough room to the left of your list on the board so that you can later elicit the different ways of giving advice, which is your target language. (Could you write this in a different coloured pen?) Separate the target language from the given advice with a line so that you can use elements of both from each column.

Next you need to elicit different forms of giving advice by asking students to precede the advice with different forms of the target language. As you do this, write the form on the board and drill for pronunciation if necessary:

• You should	find another girlfriend
• You ought to	talk to her about it.
• You'd better	join an Internet dating agency.
• Why don't you [Notice the question form]	give her ex-boyfriend a smack?
• How about [Notice the question form + the -ing form, which is a gerund]	dating her best friend?
• How about [Notice the question form + the -ing form, which is a gerund]	getting a new girlfriend?
• Have you tried to [Notice the question form]	write her a letter?
• Have you tried [Notice the question form + the -ing form, which is a gerund]	writing her a letter?
• Have you thought about [Notice the question form + the -ing form, which is a gerund]	talking to her about it?
• If I were you, I'd [Don't use this structure with Elementary students]	go down the pub and get drunk.

At lower levels you will need to do a lot of drilling with your students to get the intonation and the rhythm of the sentences correct.

2. Controlled Practice:

Many of our learners at lower levels need prompts because their English (and depending on their culture and sometimes their imagination) is not good enough; also, our learners will not wish to talk about the problems they have. Here is a suggested list designed to provide ready-made problems, which you can place on cards to give to your learners.

1. You have decided that you want to live in a tropical country. Ask for advice.
2. Your daughter borrowed £500 off you last year for a computer and hasn't paid you back yet. She hasn't mentioned it for six months now and you think she may have forgotten about it. Ask for advice.
3. Black smoke started coming out of your car as you drove here this morning. Ask for advice.
4. You can't unscrew the lid off the top of this jar of peanut butter. Ask for advice.
5. You are madly in love with your sister's best friend. Ask for advice.
6. You have had the hiccups for more than one hour. Ask for advice.
7. You have just found a big box of gold at the bottom of your garden. You don't know what to do with it. Ask for advice.
8. Your brother has joined a religious cult and he is always with his new friends. Ask for advice.
9. Your daughter wants to get married to a man she met only last week. She is only 18 years old. You are obviously concerned. Ask for advice.
10. You have just seen your boyfriend, (or girlfriend), kissing a stranger outside a nightclub. You are obviously upset. Ask for advice.
11. You found out recently that your friend has committed a murder and needs help disposing of the body. Ask for advice.
12. Your brother is unsure of his sexuality and is considering a sex change but has no idea of the risks involved. Ask for advice.

Tell them to look at the problem on the card they have been given. Monitor to make sure they all understand.

Ask your learners to work in pairs so that they can listen to, and give, at least five pieces of advice using different forms of the target language using prompts that you give them.

Get your learners to exchange partners regularly. You can do this as a milling activity or put your students in two concentric circles. Every few minutes get the inner circle to stand up and move in an anti-clockwise direction. Then get the outer circle to stand up and move in a clockwise direction.

Now get your learners to imagine that their new partner has the problem on the card in front of them. The students must not reveal the problem to their partner. Instead they should give advice to their new partner and see if he or she can guess what the problem is.

3. Free Practice (Production):

Put your learners into pairs or groups. Ask them to work together to write a letter to an Agony Aunt in a magazine. The letter need not be too long. Concentrate on getting people in your class to use their imagination to outline the problem as clearly as they can. Now they pass their problem to another team. Each team writes a reply that will appear in the next edition of the magazine. The problem page will feature all of the questions asked and the replies.

If necessary, allow the students to finish this for homework.

Questions to consider:

- 1. How was the target language elicited and later practiced?**
- 2. At what level would you teach this lesson?**
- 3. Why was the story at the beginning of the lesson so important?**
- 4. Why do you think stories and contexts are important in lessons?**
- 5. How did the story teach the meaning of 'giving advice'?**
- 6. Did the teacher elicit the target language?**
- 7. Which came first? Meaning or form?**
- 8. What is drilling and when did it take place?**
- 9. Why is drilling important?**
- 10. How was the practice activity set up?**
- 11. Who did most of the speaking?**
- 12. How important is Student Talking Time?**
- 13. How did the teacher monitor?**
- 14. Why is eliciting different from brainstorming?**
- 15. What are the psychological advantages of eliciting information from your students?**

Part Eight: Lesson Structures

Here is a classic way of teaching a grammar or structure based lesson to Lower Level students. This method has been used for many years in the EFL profession and works particularly well for the following levels:

Elementary, Lower Intermediate and Intermediate Students

Ten important steps to take:

MEANING

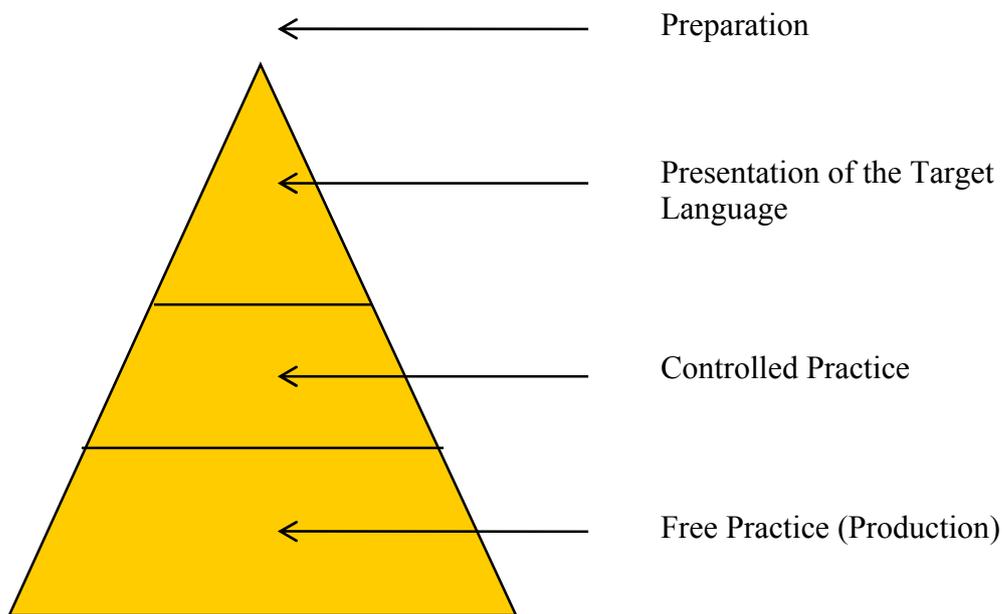
1. Provide a context through a situation or story - by doing this you are teaching the meaning.
2. Elicit the target language if you can. Find out if your students have been exposed to this structure before.
3. Model the new language if you are unable to elicit it (it may be an entirely new structure for them to learn).
4. Check to see if your students understand the meaning of the structure using concept questions or time lines.

PRONUNCIATION

5. Highlight aspects of pronunciation if necessary.
6. Get your students to repeat the structure chorally (Choral Drilling).
7. Get your students to repeat it the structure individually if necessary (Individual Drilling) though be careful no to embarrass individual students.

FORM

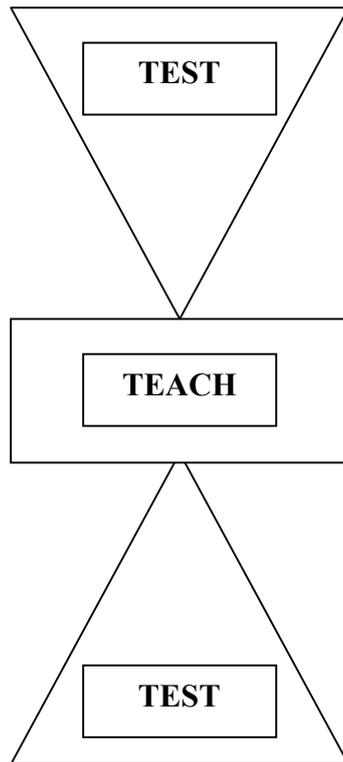
8. Show the form of the new structure on the board. Try to anticipate any pronunciation or grammatical problems your students may have when you initially prepare your lesson.
9. **Controlled Practice** of the new language
 - Prepare or elicit dialogues (in Q + A form if possible) first in open and then in closed pairs. Encourage your students to use communicative or 'real' English.
 - Prepare some teacher-controlled activities (such as a Find Someone Who activity) that will encourage repetition of the new structure in an interesting way.
10. Less controlled and more **Free Practice**
 - Games / language activities
 - Information gap
 - Personalisation
 - Student-centred activities



Upper Intermediate and Advanced Students

Eight important things to remember:

1. Students at this level have been exposed to most aspects of the English language so it is rare that you would need to model any new structures for them.
2. They are capable of looking at complicated sentence structures and discussing the language.
3. They have studied enough of the language to do so.
4. They have met and have used many English language structures many times before.
5. They need and enjoy additional practice.
6. They want more communicative practice in a natural way.
7. They are thirsty for unusual English such as idiomatic expressions and multi-verb forms.
8. They are Active Learners.



Questions to consider:

- 1. What is the role of the teacher in both of these models?**
- 2. How does 'eliciting' play an important part of the lesson?**
- 3. Who is teaching whom?**
- 4. How important is providing a context, especially for lower level learners?**
- 5. What is the importance of eliciting the target language, even if you are sure your students don't know it?**

Part Nine: Past Time

How do we know these sentences refer to a past time?

- Yesterday I went for a walk.
- I didn't stay very long.
- When did you leave?

Now take a look at the following questions and work out the answers:

1. Can you explain why these verbs go into two groups?

Take	Wait
Dig	Want
Spend	Talk
Hit	Answer
Hurt	Pick
Fall	Wash
Feel	Type
Sleep	Plant
Lie	Lay

2. Think about the pronunciation of these past tense forms and mark the following regular past tenses using the phonetic symbols below:

/t/ /d/ or /ɪd/

Haunted	Itched	Hoped	Waved
Fried	Faded	Wished	Waded
Carried	Banned	Smudged	Rigged
Squashed	Purred	Carried	Smashed

3. How are these questions different, and how would you explain the meanings to a non-native speaker?

Who invited Jane?

Who did Jane invite?

What caused the accident?

What did the accident cause?

How many people told you?

How many people did you tell?

Past Tense Forms

There are many situations when we need to talk about a past time. These could be talking about childhood, memories, biographies, alibis, holidays, school days, a previous job, a person's previous life.

There are many ways to talk about a past time:

1. Past Simple

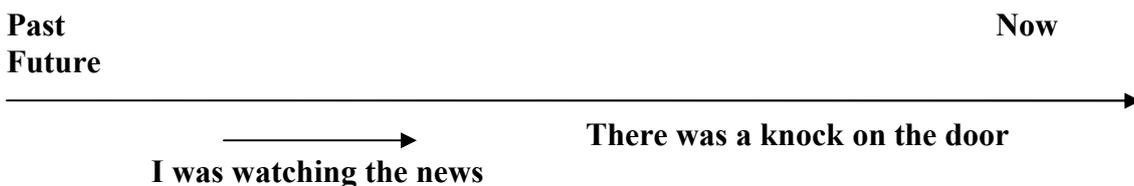
This is where we use the past tense of the verb to indicate a completed action.

- I enjoyed the film yesterday.
- I ate breakfast this morning.

2. Past Continuous

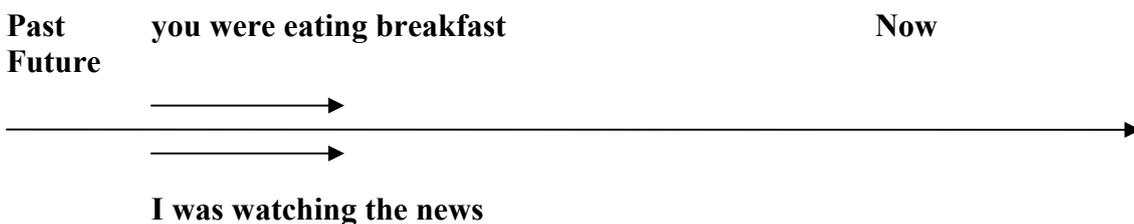
This is where we use the past auxiliary 'be' (was) followed by the present participle of the main verb (-ing). We usually need two clauses to describe two past events. In this case, one event is interrupting another 'ongoing' event (the continuous).

- I was watching the news when there was a knock on the door.
- A. "What were you doing when I called you this morning?"
B. "I was eating breakfast."



Sometimes we use the past continuous tense construction in both clauses to indicate that two people were engaged in two different past activities at the same time.

- While you were eating breakfast, I was watching the news.



3. Past Perfect (Simple)

We use the past auxiliary of 'have' (had) followed by the past participle of the main verb. We usually use two clauses to describe two past events.

- When I got to the cinema, the film had started.
- My breakfast had gone cold by the time I got out of the bath.

4. Present Simple

Newspaper headlines are usually written in the present simple even though they report what has happened in the past.

- Bush Declares War On Iraq!
- Strikers Unite!

The dramatic narrative uses the present simple to create immediacy yet the events took place in the past.

- And my girlfriend comes up to me and says, "Where's that fiver you owe me?"
- Then I take my blindfold off and I see twelve of my best mates sitting there and they start to sing, "Happy birthday to you..."

5. Present Perfect

We use the auxiliary verb 'have' followed by the past participle form of the verb. It describes something that occurred in the past that has relevance to the present (for example, an experience we remember clearly).

- I have been to the cinema twice this week.
- Have you eaten breakfast yet?

6. Present Perfect Continuous

We use the auxiliary verb 'have' followed by the past participle of 'be' (been) followed by the past participle of the main verb. It indicates something that has been ongoing for a period of time and still continues.

- I have been watching films at the cinema since I was four years old.
- I've been taking the tablets for five days now and I still don't feel better.

7. Past Perfect (Continuous)

The past perfect continuous is often used in literature when past events are told from a present perspective.

- I had been watching the film for about 20 minutes when the fire alarm went off.
- I had been enjoying a long, hot, relaxing bath when the telephone rang.

8. Third Conditional

Where the first clause in the examples use the past perfect and the second clause uses the modal verb ‘would’ followed by the present perfect. Note that these clauses can be reversed. We use the third conditional to express regret about a past action or a rebuke.

- Look! If you hadn’t told me the end of the film, I wouldn’t have smacked you in the mouth.
- If I had treated my girlfriend better, she wouldn’t have left me for another man.

9. Used To

We use the modal verb ‘used to’ followed by the base form of the verb. It describes a past habit or routine that no longer exists.

- I used to go to the cinema twice a week.
- I used to eat cornflakes for breakfast but now I always have bacon and eggs.

10. Would

We can replace ‘used to’ with the modal verb ‘would’. It gives the sentence a literary feeling.

- In my youth I would go to the cinema at least twice a week.
- When I lived with the family I would eat cornflakes for breakfast every day.

11. Modal Verbs

Where we use a modal verb (ought to / should) followed by the auxiliary verb ‘have’ followed by the past participle of the main verb. We use this to express regret about a past action (or something we didn’t do).

- I ought to have watched The Lord of The Rings when it was showing at the cinema.
- I shouldn’t have eaten so many eggs for breakfast this morning. I’m feeling ill now.

12. Had To (Perfect Infinitives)

Where we use the past auxiliary of ‘have’ followed by the infinitive form of the verb. We use this form to talk about obligation or a past strong desire to do something.

- I just had to see The Lord of The Rings again last night. It is such a great film.
- I had to eat breakfast this morning. I was so hungry.

13. The Future with 'going to' using the past of the auxiliary verb (the Future in the Past)

Where we use the past auxiliary verb 'be' followed by the structure 'going to' followed by the base form of the main verb. We often use this tense construction to give excuses.

- I was going to watch The Lord of The Rings but my friend came round to visit me.
- I was going to eat breakfast this morning but I got up too late.

Some Problems Encountered by our Students:

- Sometimes they forget to use the auxiliary verb.
- Occasionally they have don't have a concept of the time line
- They are not sure of the correct pronunciation or which words to stress
For example, the auxiliary verbs 'was' and 'were' are not stressed in the following sentence: "I was eating breakfast this morning when my brothers were working out in the fields."

Part Ten: Lesson Planning

For a new teacher, lesson planning is one of the hardest things you have to cope with. The most important reason is perhaps because you haven't yet had the chance to develop the skill of preparing an effective lesson plan. This module is designed to help new teachers develop this skill.

The first two steps

The first two things you need to ask are these:

- Who are my students?
- (Elementary / Lower Intermediate / Intermediate / Upper Intermediate / Advanced)
(Adults / Teenagers / Children)
- What is my target language?
- (i.e. What is the grammar focus of my lesson?)

There are other questions to ask but for the moment these are the two things of primary concern. Let's assume that your class is **Lower Intermediate** adults and your target language is **Past Perfect**.

Now, ask yourself, what is Past Perfect and what does it look like?

Here is an example:

“When I got to the venue, the concert had started.”

What do we notice about this sentence?

1. It has two clauses:
 - ‘When I got to the venue’
 - ‘the concert had started’
2. Therefore it has two main verbs:
 - ‘got’ (past simple)
 - ‘started’ (the past participle of the main verb)
3. The tenses of each clause are:
 - Past Simple
 - Past Perfect
4. Are there any auxiliary verbs?
 - Yes. Past Perfect uses the past auxiliary verb ‘had’.

5. Is it necessary to have two clauses?
 - Yes, because you cannot say, “the concert had started” without creating some kind of context.

6. What is the function of this target language? (i.e. what is the meaning of the grammar and how is it used?)
 - It is used to talk about something that happened in the past (usually used in story telling). It is looking from a present perspective at something that happened in the past which was affected by something that occurred previously.. (But please do not explain this to your students! It is boring, complicated and causes the teacher to speak too much!)

7. How many other different sentences can we make where we can use the Past Perfect?
 - Here are five suggestions:
 - a) When I got to the venue, the concert had started.
 - b) After I got to the venue, the concert had started.
 - c) My car broke down, before the concert had started.
 - d) If I had set off earlier, I wouldn't have been late for the concert.
 - e) Why was Mark late for the concert? Because his car had broken down.

We are going to concentrate on the first of these structures to make this lesson plan as simple as possible.

What have we learned so far?

That in order to prepare a grammar-based lesson the teacher needs to discover two things by asking:

- **What is the structure?**
- **What is the function?**

(In other words: How does it work? What does it mean? What is its purpose?)

Once we understand these two things we are ready to start writing a lesson plan.

There are three steps. Here is the first:

PRESENTATION

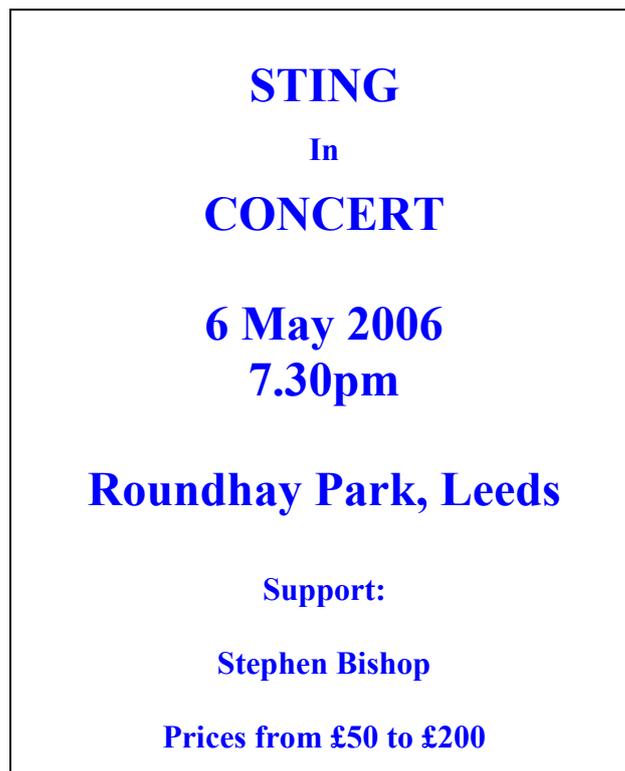
In order for our learners to understand the meaning of the structure we need to create a context, that is, to tell a story where we can naturally use the target language. Let's assume that our audience is young adults and we will use the example sentence:

“When I got to the venue, the concert had started.”

In order to create a context, we need to go back in time to set the scene. Therefore, there are a few questions we need to ask ourselves:

- What kind of concert is it?
- Where is the venue?
- Who is performing?
- Who is the main act?
- Why does he/she want to go to the concert?
- Is he/she going with a friend?
- How will he/she get to the concert?
- What happens when he/she gets to the concert?

It is often good to start with something for the students to talk about. How about using this concert poster?



- **Play** some of Stephen Bishop’s music to your students and **ask them** what they think. It is not important for them to like the music; just to realise that Steven Bishop is a singer-song writer. You can even **show** a picture of Stephen Bishop or one of his CDs. [Please feel free to use any performer you wish when creating your own teaching materials.]

- **Inform** your learners that you are going to tell them a story about something that happened recently.
- **Show** your students a poster (you can use the one I have created – see above or create your own) to **elicit** that you were aware that Steven Bishop was performing at Roundhay Park.
- **Elicit** from them that he was the support act and that he was on first. Sting was the main act and that he performed last.
- **Elicit** that it was too expensive (at least £50 and maybe as much as £200) and you couldn't afford to go (poor English teacher!).
- **Show** your learners a picture of your very good friend Shirley ~ **elicit** that she is rich and could afford to go and was happy to treat you. (Do your learners understand 'treat'?) I usually use a picture of a famous person.
- **Elicit** that you live (or work) far from the venue (Roundhay Park) and that you had decided to travel in your car.
- Now **show** a picture of your car. Use a flash card or draw a picture. **Elicit** that it is old and doesn't work very well (after all, you are a poor English teacher). On the way to the venue your car broke down. You decided to walk (run) the rest of the way but by the time you arrived at Roundhay Park...
- You were late for concert by 1 hour – you arrived there at 8.00pm!
- Now **ask your learners to make a sentence** with verb **start** (give gradual hints if your learners have difficulty with making this structure). The sentence you want your students to make is:

“When I got to Roundhay Park (the venue), the concert had started.”

Notice how you as a teacher **show** the story. You **ELICIT** it! You do NOT tell them: To do this you can use mime, flash cards, pictures, posters, CDs, music, the white board. Whatever happens, **do not tell** the story – get your students to tell the story for you!

Now your learners understand the **MEANING** of the target language. They can understand it, not through the teacher's explanation, but through the long and elaborate story you have elicited from your students.

They also understand the **STRUCTURE** or **FORM** of the target language. Now it is time to make sure they can say it. It is time to **DRILL**. Drilling, first chorally and then individually (if necessary) helps your learners **PRONOUNCE** the sentence correctly. You may have to spend time saying the sentence slowly at first, perhaps breaking the longer words into syllables. After you do this, speed up so that your learners are speaking the structure naturally.

When you are confident that your learners can use this structure write it on the board for them to see it in all its glory. Once your learners see the FORM on the board, they may wish to write it down immediately. It's up to you if you want your learners to do this or you may wish to tell your students that they can write it later.

What have we learned so far?

That in the PRESENTATION of our lesson, we need to show three things:

- **Meaning**
Create a context or story
- **Pronunciation**
Drill new or unfamiliar structures with our learners
- **Form**
Show your learners what it looks like in the written form

CONTROLLED PRACTICE

Now it is time to PRACTICE the Past Perfect by using other examples. It is good practice to 'milk' the context you have spent time creating so let's look at other sentences we can create using the Past Perfect using this scenario.

- By the time I got to Roundhay Park, my friend John had gone into the stadium / concert hall.
- By the time I got to Roundhay Park, John had sold my ticket to a passer-by.
- By the time I got to Roundhay Park, the support act (Stephen Bishop) had already started performing.
- By the time I got to the box office / ticket counter, all the tickets had sold out (beware of phrasal verb).

By making suggestions, can you get your learners to make these sentences? After further drilling and oral practice, write down the sentences on the board.

This is called Controlled Practice. It is controlled because it is very teacher centred.

What have we learned so far?

That our learners need a lot of practice using different forms of the structure so that they can get used to speaking it fluently and so that they can get used to the structure i.e. remember it.

FREE PRACTICE

Let's continue this story.

- First remind your students of the situation and concept check. I had arrived at Roundhay Park.
 - a) Did I listen to any music?
 - b) Did I manage to buy a ticket?
 - c) What did I do?
- Elicit from your learners that you went back to the car, only to find that it had been broken into:
- Now get your learners to work together in pairs and create sentences from the new scenario:

When I arrived at my car, I discovered that:

- a) Someone had smashed my car window.
- b) Someone had stolen my CD player.
- c) A thief had taken my Stephen Bishop CDs.
- d) The thief had left my grammar books.
- e) Someone had seen the incident and had reported it to the police.
- f) The police had already arrived.

ADDITIONAL FREE PRACTICE

If there is time and if your students are at a level to cope with these structures you may wish to get your learners to turn the ACTIVE sentences into PASSIVE sentences:

When I arrived at my car, I discovered that:

- a) My car window had been smashed.
- b) My CD player had been stolen.
- c) My Stephen Bishop CDs had been taken.
- d) My grammar books had been left on the back seat.
- e) The incident had been reported to the police.
- f) The police had been notified.

What have we learned so far?

That when we practice structures with our learners during a lesson, the teacher has less and less involvement, the students producing much of the language themselves.

- It is important to have a DETAILED lesson plan.
- It is important to PREPARE well.
- A written lesson plan gives a new teacher CONFIDENCE to teach.
- It is important to provide a CONTEXT for your learners to understand.
- Will you include a REVISION of the previous lesson?

Why should you write out your lesson plans?

1. It helps with nerves.
2. It is easy to see how you allocate time.
3. You can use it again when you next teach this subject.
4. It helps clarify ideas being taught.
5. It helps work out (through trial and error) what will and what will not work in a lesson.

What should you include on your written lesson plan?

1. Your name.
2. The level of your class.
3. The date and time taught.
4. The aims and objectives of your lesson.
5. Any anticipated problems that you think your students may have.
6. It is always good to think ahead for grammatical / pronunciation / conceptual problems your students might encounter.
7. The materials you will use in this lesson.
8. A plan of how you will use the white board to show the form of the structure.
9. Prompts to give your students to get them using the target language.
10. As a teacher, what are your personal aims?

Part Eleven: Student Levels

Most people in the world speak some English. On occasions we might come across someone who has never studied English, though this is rare as the English language has slowly but surely permeated the world. This is due to the influence of variety of factors including:

- Hollywood movies
- English literature
- Native speakers of English being located all over the world
- The popularity of English pop songs
- English speaking television programmes

Most people have had exposure to English through school. English is a popular second language that people all over the world want to learn. Occasionally we meet people who can't speak English at all. They have little or no vocabulary. These people are referred to as:

- **Absolute Beginners**

However, occasionally we encounter learners of English who had had a little exposure to the English language. These people are referred to as:

- **Beginners**

But by far the majority of non-native speakers we will meet around the world we can usually split into five levels or categories:

- **Elementary**
- **Lower Intermediate**
- **Intermediate**
- **Upper Intermediate**
- **Advanced**

After engaging in conversation with non-native learners of English for a few minutes, it is not difficult to distinguish between low-level learners and high-level learners. However, placing them in the correct category can be a little challenging because we would need to consider all aspects of their English language skills.

Japanese students tend to have excellent writing skills but poor speaking skills. Many non-native European students tend to have pretty good speaking skills but poor writing skills. Some students may understand you, the clear, slow speaking, patient teacher with your emphasised body language and facial expressions yet, when they listen to you speak naturally with a colleague or friend with natural idiomatic expressions, cultural references and phrasal verb forms, they often find themselves at a loss.

How then do we categorise the level of our students?

Have a look at the list below. Look first at the words and then the sentences and try to determine which level it would be appropriate to teach these to. Can you say why? You may wish to consider the structure list that follows this exercise to complete this exercise.

a.	Baby	E
b.	Ambitious	I
c.	Get by (financially)	UI / A
d.	Bride	LI
e.	Aisle	UI
f.	Teenager	E
g.	Get on with	UI
h.	Angry	E
i.	Detritus	UI / A
j.	Married	E
k.	Ambiguous	UI
l.	Composition	LI
m.	Get up	E
n.	Knock up	UI / A
o.	Toddler	I
p.	Had I known, I would've told you	I
q.	She used to be married	LI
r.	I suggest that she stay there	I
s.	He is... so lazy / such a lazy boy	I
t.	It's high time you did it	UI
u.	I saw Sally yesterday	E
v.	If I were you, I'd tell her about it	I
w.	Do you like swimming?	E
x.	No sooner had he gone than I remembered	UI
y.	Are you waiting for someone?	LI
z.	If I knew, I'd tell you	I

Structure List

What follows is a list of the grammar and language targets we teach our students between Elementary and Intermediate levels. They don't necessarily have to be taught to our students in the order they are presented, and the targets can be varied according to our students' needs. This list is by no means exhaustive. Where and when do you start to teach articles? Do our students pick them up as they go along or do we need to have a lesson focussing on the rules of articles? Feel free to add to this list as your teaching experience accumulates.

Remember that along with the acquiring of language structures, your students will pick up more and more vocabulary as they progress as learners of English. By the time students are ready to move to Upper Intermediate or Advanced level, they will have covered the more than 120 grammatical items on this list.

Elementary Classes

1. **To be: Affirmative - Interrogative - Negative**
Hello. I'm Mark. / How are you? / I'm not so well.
2. **Question words: Who? What? Where? Why?**
Where do you live? / What do you do?
3. **Indefinite articles with occupations:**
I'm a doctor.
4. **This / that - these / those**
What is this? / What is that? / What are these? / What are those?
5. **Singular and plural nouns, regulars and irregulars**
That's a chair – These are chairs / That's a bus – Those are buses
6. **Present Simple:**
He works at the supermarket / I teach at a school
7. **Imperative and negative imperative**
I have to go to school now. / I don't have to do my homework.
8. **Adjectives and word order**
It's a red bus. / It's a beautiful flower.
9. **The auxiliary verb 'do' in question forms**
Do you drink coffee? / Do you like sugar?
10. **The gerund with likes and dislikes**
I like swimming / I don't enjoy drinking whiskey
11. **Present Continuous**
He's playing / I'm teaching / They're working.
12. **Have for possession**
I have two brothers. / He has a nice car.
13. **Question forms with 'Whose' and possessive adjectives**
Whose book is this? / It's my book
14. **Possessive pronouns**
His girlfriend / My car / Her house
15. **The genitive (or possessive) form**
With people: It's Chloë's cat. (Singular) / It's the children's room. (Plural):
With things: The back of the book.
16. **Prepositions of place**
In – on – under – behind – near – next to
17. **There is / there are**
There is a bus stop in my street. / There are five rooms in my house.
18. **Some / any / question forms and negative forms**
Do you have any sausages? / We have some. / We don't have any.
19. **The modal verb 'can' for ability**
Can you play the piano? I can do card tricks.
20. **Telling the time**
It's five o'clock. / It's half past seven.

21. **Was / were**
It was raining yesterday. / The people were sheltering from the rain.
22. **Simple Past Tense using regular verbs**
I walked to school this morning. / I talked with my friend at break.
23. **Simple Past Tense using irregular verbs**
I went shopping yesterday. / I ran a marathon when I was 22.
24. **The weather as adjectives**
It's cloudy, rainy, fine, bright
25. **The weather as Present Continuous**
It's raining. / It's snowing.
26. **The weather as Present Simple**
It rains a lot. / It snows in winter.
27. **The future with 'going to'**
I'm going to go to the cinema tonight.
28. **Adverbs using the -ly formation**
He walks quickly. / She works slowly.
29. **Adverbs of frequency**
Often, never, sometimes, always, usually, rarely
30. **Adverbs of manner**
He works hard. She works fast.
31. **Adverbs of place**
He works at home. / She works in an office.
32. **Adverbs of time**
He works every evening. / She works every afternoon.
33. **Countable and uncountable nouns**
Apples and oranges v. water and rice
34. **Determiners: a lot / many**
There are a lot of chairs in this classroom, but not many students.
35. **Determiners: a little / a few**
There are a few biscuits left. / There is a little water left in the bottle.
36. **Determiners: much**
I don't have much energy. / There isn't much time left.
37. **Future Simple: using 'will' and 'won't'**
I'll do the washing up. / I won't go to Japan next year.
38. **Question forms using the modal: 'shall'**
Shall I do my homework later? / Shall I open the window?
39. **Past continuous, contrasting with Past Simple using 'while'**
'While he was writing, the door opened'
40. **First Conditional:**
If it rains, we'll go to the cinema. / If you do your homework, I'll be happy.

Lower Intermediate Classes

41. **Present Perfect with 'just'**
I've just finished my homework.
42. **Present Perfect with 'for'**
I haven't seen my ex-girlfriend friend for three years now.

43. **Present Perfect with 'since'**
I haven't seen my ex-girlfriend since 2004.
44. **Present Perfect with 'yet'.**
I haven't finished writing this book yet.
45. **Present Perfect with 'already'**
I've already done the washing up.
46. **Present Perfect Question forms**
Have you done it yet?
47. **Present Perfect contrasted with Past Simple**
I've been there already. / I was there yesterday.
48. **Too / enough**
It's too difficult. / I'm not good enough.
49. **Simple comparative adjectives**
An elephant is bigger than a mouse. / A mouse is smaller than an elephant.
50. **More complicated comparative adjectives**
More beautiful / more intelligent
51. **Simple superlative adjectives**
The biggest / the smallest
52. **More complicated superlative adjectives**
The most beautiful / the most intelligent
53. **Relative clauses using who**
A dentist is a man who repairs your teeth.
54. **Relative clauses using that**
A teacher is someone who imparts information.
55. **Used to**
Did you use to eat sweets? / I never use to eat sweets but I used to eat chocolate.
56. **Must / Mustn't**
You mustn't eat at work. / You must smoke outside the building.
57. **Need / Needn't**
You needn't wear a tie in the office. / You need to wear a shirt in the office.
58. **Comparative adjectives**
A mouse is not as big as an elephant. / An elephant is not as small as a mouse.
59. **Comparative adverbs**
Mark doesn't run as quickly as James. / James doesn't read as slow as Mark.
60. **The same as _____**
Mark looks the same as Bruce Willis. / David doesn't look the same as Bruce Willis.
61. **Can / will be able to**
I can do it for you later. / I will be able to do it later for you.
62. **Want to _____**
I want to build some shelves. / Catherine wants to have a new career.
63. **Prepositions of time**
At the end of the week... / In half an hour's time...
64. **Reported commands**
He told me to do it. / The teacher asked us to be silent.
65. **Reported commands in negative**
He told me not to do it. / The teacher asked us not to talk.
66. **Future: have to / must**
I have to take this cheque to the bank. / I must take this cheque to the bank.

67. **Past: had to**
I had to take a cheque to the bank.
68. **May for permission and possibility**
May I go to the toilet, please? / It may rain later today.
69. **Simple phrasal verbs and word order with pronouns**
I get up every morning at six. / I go out of the house at seven.
70. **Present Continuous with a future meaning**
I am eating out on Wednesday. / We're watching a movie at the cinema tonight.
71. **Although**
I might go out for dinner tonight, although I might go to the cinema instead.
72. **Clauses of purpose (so that / in order to)**
I shower every day so that I don't smell. / I shower every day in order not to offend anyone.
73. **Unless with First Conditional**
Unless it rains, I won't go to the cinema. / unless it's cheap enough, I won't buy that book.
74. **Question tags**
You're Bruce Willis, aren't you?

Intermediate Classes

75. **Second Conditional**
If I went to Japan, I'd visit Tokyo.
76. **Adjectives followed by the infinitive**
It's pleasant to live in the countryside where the air is clean.
77. **Reported speech (present to past)**
Mark: "I like chocolate cake." - He said that he liked chocolate cake.
78. **Reported speech (present continuous to past continuous)**
Mark: "I am watching a movie at 3.00pm" – He said that he was watching a movie at 3.00pm.
79. **Reported speech (present perfect to past perfect)**
Mark: "I have been to Japan." - He said that he had been to Japan.
80. **Reported speech (using past modals)**
Mark: "I will go to America." - Mark said that he would go to America.
81. **Reported questions**
Mark: "Are you going to America?" – Mark asked if I were going to America
With / if / whether
82. **Adjective phrases and participle**
A man, carrying a gun, approached a Bank'
83. **Noun clauses**
I don't know what to do. / I don't know how to say it.
84. **The passive voice with simple tenses**
The dog bit the man / The man was bitten by the dog.
85. **The passive voice with continuous tenses**
Mark is cooking a meal. / The meal is being cooked (by Mark).
86. **Making logical conclusions**
He must be a policeman

87. **Think, hope, suppose and expect**
I expect that he will be there on time as he is so punctual.
88. **Should and ought to for obligation**
You ought to tell the police about what you have discovered.
89. **The various uses of the definite article**
The Alps / The Bahamas / The United Kingdom / The moon
90. **The past perfect using the conjunctions: after, before, because, as soon as**
After I got home, I realised that I had left my wallet on the bus.
I couldn't find David at the café because he had left ten minutes earlier.
91. **The past perfect following: realised, remembered**
I was drinking coffee in a nice café when I remembered that I had left my money at home
92. **Past Perfect Continuous**
I had been enjoying a nice coffee when someone asked me to leave the café.
93. **Verb + gerund: finish / enjoy / intend etc.**
After I finish reading this book, I'll lend it to you. / I intend seeing the doctor tomorrow. / I enjoy drinking coffee in a nice café.
94. **Verb + infinitive (and to)**
I began to understand what children were like after a day babysitting my sister's daughter.
95. **Future Continuous**
I'll be flying to Japan next week.
96. **Say / tell**
Mark said that he was going to be late. / Mark told me that he was going to be late.
97. **Difference between so and such**
This meal is so expensive. That was such an expensive meal.
98. **Habits with have and do**
I don't have lunch. / I don't do lunch.
99. **Inversion with so**
So can I / so do I
100. **Inversion with neither**
Neither can I / neither do I
101. **Future Perfect Simple**
I will have worked as an English teacher for twelve years by the end of the year.
102. **Future Perfect Continuous**
I will have been working as an English teacher for thirteen years, by the end of this year.
103. **Be / get used to + gerund in various tenses**
I am getting used to cycling to work. / I must get used to my boss shouting at me as he shouts at everybody.
104. **Uses of either / neither**
Either we go to the cinema or we eat out. / Neither I nor David want to eat out as we've just eaten.
105. **Do + activity.**
Let's do karaoke. / Don't make me do the washing up.
106. **Suggest with the subjunctive form in the present and past**
I suggest we get together sometime.
107. **Suggestions with let**
Let's go shopping. / Let's visit David.

- 108. Suggestions with try**
Try pulling it with some pliers. / Try to grip it with your teeth.
- 109. The future in the past**
I meant to do it, but I was distracted. / I was going to do it but I forgot /
When I was young I would sit on the beach and think about the future.
- 110. Obligation**
I am meant to clean the back yard every Wednesday. / I am supposed to wash
up after dinner.
- 111. To make, as in to construct**
Let's make a plan for tomorrow. / Shall we decide what we want to do?
- 112. Make + object + verb (contrast: be made to do)**
I'll make her work hard for her money. / The boss made me work so hard
today.
- 113. Statements of regret**
If only I had saved my money./ I wish I hadn't spent it all.
- 114. Third Conditional**
If I hadn't treated my girlfriend so badly, she would still be with me.
- 115. Remember + ing + preposition**
Remember walking up Snowden last week? / Remember driving to the
north of Scotland in 2002?
- 116. Stop + ing + to**
Stop trying to impress me. / Stop looking at me like that.
- 117. Deductions**
He must have gone out. / He must have been talking to my girlfriend.
He can't have gone out. / He can't have been talking to my girlfriend.
He might have gone out. / He might have been going out.
- 118. Needn't have – didn't need to**
You needn't have done that. / You didn't need to do that.
- 119. Surely / certainly**
Will you do that for me? / Surely. – Certainly. / I'll surely do that for you.
- 120. Fairly / rather**
It's fairly difficult./ It's rather easy.
- 121. Expressions with 'time'**
It's high time we left./ It's about time we started.
- 122. Rather**
I'd rather you didn't do that. / I'd rather you took my old umbrella.
- 123. Reporting a visual event**
I saw a man cross the road. / I saw a man crossing the road.
I noticed a girl get on her horse. / I noticed a girl getting on her horse.

Part Twelve: Future Time

The English language doesn't have a future tense as such.

For example: When we put food in our mouth and swallow, we use the present tense of the verb **eat** as in: "I eat breakfast every day." If we had done it earlier in the day we use the past tense form **ate** as in: "I ate breakfast this morning." If we were talking of some unusual food we enjoyed eating in Japan some time ago, we would use the past participle form **eaten** as in: "I have eaten sushi." But there is no future verb for **eat** or any other verb in the English language.

However, there are many ways to talk about a future time in English. Here is a list of ten with some examples.

1. 'Going to'

- I'm going to do my homework later
- I'm going to go home after this lesson.

This is 'going to' with pre-meditated intention. That is:

- I have every intention of doing my homework later.
- I intend to go to the pub tonight.

Strictly speaking there should be no difference between going to and intend, but some feel there is. Some feel that going to is more positive than intend. What are your feelings on this?

2. Modal verb 'will'

The modal verb 'will' has many functions:

A. 'Will' with intention (the same as 'going to'):

- When I get home I'll have a stiff drink.
- I'll do my homework later.

The general rule is this: If you can substitute the word 'intend' then it is 'going to' / 'will' with intention.

B. 'Will' with a prediction – not an intention:

- If the children keep playing up, I'll have a nervous break down.
- It'll snow tonight.
- England will win the World Cup.
- Jesus Christ will rise again.

C. 'Will' when we make a spontaneous decision:

- Okay, I'll do the washing up.
- I think I'll go to Peru next year.
- I'll help you with that.

D. 'Will' as an inevitable fact:

- I'll be fifty years old soon.
- It will be Saturday tomorrow.
- I will leave this world with nothing.

If we declare: "I am going to do the washing up" it is a plan, not a decision. If the washing up needs doing after a tasty meal and no one really wants to do it but because of your altruistic nature you make the decision (right there and then) to do the washing up (after all, your friend made a lovely meal) you say: "I'll do the washing up."

3. Modal verb 'shall'

- Cinderella shall go to the Ball.
- I shall get a job this year.

The modal verb 'shall' seems to have fallen out of use over the past twenty years. These days it is used more in the way of a suggestion, as in: "Shall we go to the cinema tonight?" However, it is sometimes used to indicate a sense of dedication of purpose, as in: "I shall lose weight this year (and nothing will prevent me from doing this)!"

4. Other modal verbs

- Mark might become rich.
- Catherine may become famous.
- Chloë could get an A in English this year, if she tried hard enough.
- Mark would lose weight (if he stopped eating doughnuts).
- Martin should be at the cinema by the time we get there.
- I ought to be more careful how I spend my money.

These modal verbs are used when the future is not definite. It is a possible or even probable future, often depending on external factors.

5. Present Continuous with a future meaning

- I'm going to Spain tomorrow. (I am travelling to Spain tomorrow)
- I'm having a party on Saturday.
- I'm playing squash this weekend.

This is Present Continuous with a Future meaning. The context of the sentence indicates the future meaning: 'tomorrow' / 'on Saturday' / 'this weekend.' It suggests that there is a plan, it is arranged, the court is booked and I know the person I'm playing. It has passed beyond intention – it is a fixed arrangement.

6. Present Simple with a future meaning

- The train leaves in 30 minutes (station announcement / timetable)
- Pope Arrives Tomorrow (newspaper headline)
- Go the Bank / Buy shower gel (itineraries and to do lists)
- Let's go out tonight (suggestion)

7. Future Continuous

- I'll be flying to France at the weekend.
- I'll be lying on a beach in the south of France drinking pina coladas this time on Saturday.

Introduce Future Continuous to students at Intermediate level.

8. Future Perfect

- I'll have had a nervous breakdown by the end of this Course.
- I'll have written my novel by the end of this year.

Introduce Future Perfect Simple to students at Intermediate level.

9. Future Perfect Continuous

- I will have been teaching for nineteen years by September this year.
- I will have been living in Bangkok for two weeks by tomorrow.
- I will have been going out with my girlfriend for five weeks this week.

10. First Conditional

- If I work hard, I will pass my exam.
- If you're in town next week, I'll invite you to the cinema.
- If you go near my girlfriend again, there'll be trouble!

When teaching future forms it is always good to elicit the meaning of the structure by looking at appointments in a diary - it won't fail. It is good to concept check with questions such as:

- Is it certain to happen?
- Am I sure I will do it?
- Does the event have to happen on this particular night?
- Is it definite?

Future Tense Functions

Look at the following functions and apply them to one of the sentences at the bottom of the page.

The sentences are future forms and include the following (will / going to / present continuous / present simple and future continuous).

- A. A fixed arrangement for the future.
- B. Belief or opinion
- C. First Conditional
- D. Inevitable future fact
- E. Itinerary or timetable
- F. Offer of help
- G. Intention
- H. Plan
- I. Prediction
- J. Promise
- K. Request for a favour
- L. Request for information (present or future)
- M. Something already arranged or fixed in the future
- N. Spontaneous decision
- O. Statement about the future based on present evidence
- P. Suggestion
- Q. Threat

- 1. I don't think England will win. **Belief or opinion / (Educated prediction?)**
- 2. I'll be thirty next week. **Inevitable future fact**
- 3. I'll smash your face in, if you touch my girlfriend again! **Threat**
- 4. I'll give you a helping hand with that. **Offer of help**
- 5. I'll give you the money tomorrow. **Promise**
- 6. I'll probably go home after this film. **Prediction / (Plan or Intention?)**
- 7. I might treat myself to a DVD when I go shopping tomorrow. **Intention**
- 8. I'm meeting James at three o'clock. **A fixed arrangement for the future**
- 9. If I work hard, my English will improve. **First Conditional**
- 10. In tonight's programme we'll be interviewing the Prime Minister. **Something already arranged or fixed**
- 11. My plane leaves at seven tomorrow. **Itinerary or timetable**
- 12. OK, I'll meet you at eight, then. **Spontaneous decision**
- 13. Shall we go out to see a film at the cinema? **Suggestion**
- 14. She's going to have a baby. **Statement about the future based on present evidence**
- 15. Will you give me a lift, please? **Request for a favour**
- 16. Will you let me know how many people will be coming? **Request for information (present or future)**
- 17. I am going to drive over to my sister's house for 7.00pm tonight, as she is cooking dinner for me. **Plan**

Part Thirteen: Classroom Management

Managing a class is very important to the success of your lesson. Here are some questions for you to consider:

The Physical Environment

Seating

- How do you want the students to sit?
- What choices are open to you?
- What may influence your decision?
- Are you going to give them a chance to move in your lesson? Why? Why not?
- Where are you going to place yourself?
- Are you going to stand or sit?
- Where are you in relation to your students?
- How will this affect the atmosphere of the room?

Voice Projection:

- How loudly are you going to speak? Why?
- How important is it that all the students hear and understand one another?
- How can you ensure this?

Board Work:

- Can all the students see the board?
- Do they need to see it in your lesson?
- Will there be times when you want your students to write on the board?

Rapport between Teacher and Students

Physical Position:

- Are you near your students or separated from them?
- Are you sitting behind a desk?
- How does distance and position (i.e. sitting, standing) affect your relationship with the students?

Eye Contact:

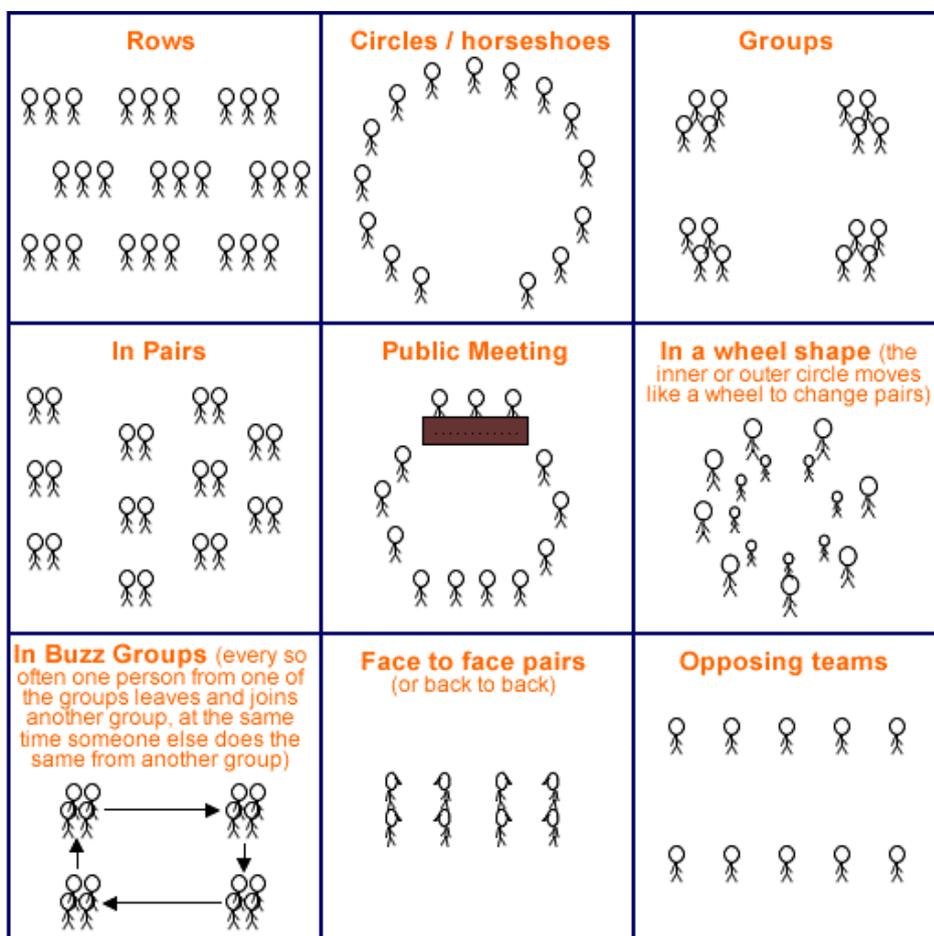
- How important is it to share eye contact with all of your students?
- If you share eye contact with only a few students, how will this affect the feeling in a group of students?
- How will the seating arrangements assist or detract from eye contact?
- Do your students have eye contact with each other?
- What must you guard against?

Using Your Students' Names:

- How can you remember all your students' names quickly? Is this important?
- What can you do if you forget a name?
- What is wrong with nominating a student to answer a question before you ask it?

Seating Arrangements

Consider the advantages and disadvantages of the various seating arrangements shown below:



Questions to consider:

1. How is the relationship between the teacher and students likely to vary in each case? How will it affect the classroom atmosphere?
2. Which arrangements are the most conducive to the teacher maintaining effective control over a class?
3. What arrangements maximize English-speaking production?

4. **In which situation will the teacher dominate most? What will the teacher's role be in each case?**
5. **Which arrangement is most suitable for the students to be able to talk to each other?**
6. **Which arrangements allow students to communicate without interference from the teacher?**
7. **How will the size of the group affect the arrangement?**
8. **What activities might be suitable for each arrangement?**

Part Fourteen: A Foreign Language Lesson

If you have done a TEFL Course, then you will undoubtedly have experienced being in a class where you were learning by total immersion in a foreign language.

This part of the Course centres on the tutor presenting an unknown language to the students. It doesn't matter which language it is or what target language is taught. What is important is having the experience of being taught this kind of lesson as it teaches you what it is like for the English learner, who will one day be sitting in your class facing you and learning from you.

It is very important to do feedback with the students after this lesson and concentrate on the teaching methodology that the EFL teacher used so that you could actually learn how to teach within the confines of an alien language.

These points will undoubtedly be covered in such a lesson:

- 1. The importance of preparation and having a target language (or grammar focus)**
What was the language you were learning and what was the target language? How do you know the teacher was well prepared?
- 2. The amount of teacher talking time (TTT) vs. student talking time (STT)**
Why is it so important that TTT be low?
- 3. How the teacher elicited in every part of the lesson**
Even if you think your students don't know a specific language point, why should you still elicit?
- 4. How and when the teacher modelled the language structure**
How did the teacher encourage you to imitate him/her?
- 5. The teacher's body language: mime, gesture and facial expressions**
Can you think of any examples of what your teacher did to help you understand?
- 6. How the teacher used props: pictures, flash cards and realia**
What did your teacher use?
- 7. The teacher's voice: intonation, modulation and sense stress**
How did you understand the meaning of what the teacher said, even though it was said in a foreign language?
- 8. Syllable stress to help correct pronunciation**
How did this help you with your pronunciation of a foreign language?
- 9. The importance of praise**
How does this encourage our weaker students?

10. Student correction

Is it the job of the teacher to correct every mistake made by the students? Why? Why not?

11. Choral and individual drilling

Can you think of any non-native speakers who will need to be comprehensively drilled to help them overcome pronunciation difficulties?

12. Open and closed pair work

Why does open pair work always come before closed pair work?

13. The importance of this order: Meaning - Pronunciation - Form

Why will there be a big problem if you drilled a structure *before* your students understood the meaning?

14. At what part of the lesson the structure of the target language was put on the board

Can you think of any reasons why you teach your learner to say something *before* you write it down?

Questions to consider:

- 1. Which language did you learn?**
- 2. How did the students feel about being on the other side of the fence?**
- 3. Did you understand what was being said by the teacher? How?**
- 4. Was any English used in the lesson at all?**
- 5. Was this useful or not?**
- 6. How did you practice the language structures?**
- 7. Did you feel confident by the end of the lesson?**

Part Fifteen: Modal Verbs

Have a look at the following questions and see if you work out the answers. If you wish to use a grammar book please feel free to do so.

1. How many modal verbs are there and what are they?

- Can
- Could
- Shall
- Should
- Will
- Would
- Must
- May
- Might
- Ought to
- Used to

2. What always follows a modal verb?

A main verb appears after a modal verb, but not always immediately. Sometimes there is an adverb or a pronoun that precedes the main verb:

- A teacher **should** always be on time
- **Could** he be the teacher?

3. Are modal verbs like auxiliary verbs (be, have, do etc.) or ordinary main verbs?

Auxiliary verbs

4. Can a modal verb act as a main verb?

No

5. Where does the modal verb appear in questions forms?

“**Can** you play the piano?” Modal verbs appear at the beginning of a question.

6. Where does the modal verb appear in negative forms?

“I **can**’t play the piano.” The subject + the modal verb + ‘not’ + the main verb + the object.

7. Do modal verbs change when they conjugate?

Never!

8. Do modals have past forms?

Only on two occasions with **could** (“When I was young I **could** play the piano.”) and **would** (“When I was young I would sit on my mother’s knee and listen to her stories.”)

9. Do modals have weak forms?

Sometimes! **Can** you open the window please? / I **must** concentrate on my life

10. Do modals have contractions?

Only with negative forms and ‘would’. (If I were you, I’d get some rest.)

11. How many true modal verbs exist in the English language?

Many grammarians and language teachers have their own ideas on what actually constitutes a true modal verb. Some main verbs (such as dare, need and have to) are used like modals and have the same functions but they do not fit in with the criteria outlined above.

For example, ‘dare’, ‘need’ and ‘have to’ all have past forms (‘dared’, ‘needed’ and ‘had to’.) Linguists who study the English language at a higher level will argue that there are many forms of modals. To understand how to teach English language structures to your non-native learners it is important at this stage to realise that there are eleven verbs that do not fit the normal pattern of verbs. These are the eleven modal verbs outlined above.

Functions of Modal Verbs

Look at the following modal auxiliary verbs and write a sentence that expresses the correct function.

1. Can

Ability	I can do a magic card trick.
Permission	You can go in now.
Request (polite order)	Can you switch on the air con for me?
Prohibition	You can’t smoke in here.
Possibility (also = sometimes)	It can get pretty cold up here in the winter.
Offer	Can I help you?
Deduction	This can only mean one thing, Watson.

2. Could

Request	Could I have a word?
Suggestion	Could it be the butler who committed the crime?

Past ability	I could run a marathon when I was young. (Past tense of 'can')
Permission (in the past)	We could do anything when we were at school.
Possibility / speculation	It could rain this afternoon.
3. Shall	
Suggestion	Shall we get a take-away?
Insistence	Cinderella shall go to the ball.
Arrangement	I shall see you later.
Promise	I shall fix it for you tomorrow.
4. Should	
Advice	You should get your hair cut.
Moral obligation	You should treat everyone as equals.
Probability	He should be here any time now.
Hypothetical future	We should all be travelling to Mars by 2050.
Blame / criticism (in the past)	You shouldn't have done that.
5. Will	
Insistence	You will complete your homework now.
Characteristic behaviour	He'll come in drunk after the pub closes.
Promise	I'll have it finished for this weekend.
Willingness	I'll do it!
Threat	I'll break his bloody neck!
Request	Will you give him a call for me?
Offer	I'll carry that for you.
Prediction	It'll rain later.
Probability	You'll enjoy that book.
6. Would	
Habit/characteristic behaviour	He would always leave the light on at night.
Request	Would you mind leaving the light on.
Willingness	I would help you, but I'm out tonight.
Hypothetical / conditional use	I would've helped, if you hadn't been so unkind.
7. May	
Possibility	It may rain later.
Asking permission	May I borrow that?
Giving permission / concession	You may smoke outside, but not in here.

8. Might

Advice
Possibility
Suggestion

You might be better off **not** reading the last page.
It might rain tonight.
You might want to try a larger size Sir.

9. Must

Deduction / certainty
Obligation
Prohibition

She must have practiced hard for this event.
You must play the piano every day.
You must not play behind the bike sheds.

10. Ought to

Advice
Probability
Obligation

You ought to see the doctor.
He ought to be here right now.
I ought to do the washing up now.

11. Used to

An ongoing thing in the past
Familiarity with a task

I used to eat sweets as a child.
I am used to cooking for large groups.

12. Need

Obligation
Absence of obligation

I need to get to work by 8 o'clock
You needn't go to the shops just yet.

'Need' is not a true modal verb, but sometimes acts like one, being used as an auxiliary verb in the above sentences.

Questions to consider:

1. Which modal verbs have the same or similar functions?
2. When speaking does your choice of modal verb depend on differing situations?
3. Can you explain?

Modal Verb Focus: Can

There are many ways in which the modal verb 'can' is used in English. Look at the following functions and the examples of each.

1. Ability

- Can you swim?
- I can't hear you very well.

2. Offer

- Can I get you a drink?
- I can drive you into town today, if you like.

3. Refusal (negative of offer)

- I can't drive you into town today. I have too many things to do.
- I can't give you any money.

4. Permission

- You can give it to me later.
- Can I ask you something?

5. Prohibition (absence of permission)

- You can't come in yet.
- You can't smoke in here.

6. Request

- Can you hold this for me a minute?
- Can you come here please?

7. Deduction

- She can't have heard us.
- He can't be from Wales. Listen to his accent.

8. Possibility / Probability

- Students can find this idea difficult to grasp.
- It can get quite hot in summer.

9. Warning

- I warn you, I can do Kung Fu.
- Remember that I can whoop your arse.

10. Suggestion

- You can try the Japanese restaurant – I heard it's ok.
- If you can stand the neighbours, Mitford Road is a cheap place to buy a house.

11. To express surprise

- I can't believe Mark is only 33.
- I can't believe that Sarah has had so many boyfriends.

12. Boasting / Speculation

- I can drink 17 pints in one hour.
- I can hold my breath for five minutes.

Task

Now look at the following sentences and decide how the modal verb 'can' is used in each case.

- Be careful! My dog can give a nasty bite!
- Can I ask you a favour?
- Can I get you a coffee?
- Can you come back in ten minutes?
- Can you play squash?
- I can hit the bull's-eye in one shot.
- I can't believe it's not butter.
- I can't walk down that street.
- That can't be right.
- The snow can get quite deep in winter.
- You can drink a glass of water upside down.
- You can't eat food in class.

Preparing a lesson using 'can' for ability

Your students are Lower Intermediate students

What is the Target Language?

In other words, what does the dialogue look like?

- Can you play (verb) the piano (noun)?

Yes, I can.

Yes, actually I can.

Yes, of course I can.

(For obvious questions)

- How well can you play the piano? (Can you play the piano well?)

I'm ok. / I'm not so bad / I'm pretty good. / I can play the piano really well. / I'm an excellent pianist.

- Can you play the piano?

No, I can't.

- Why not?

Because I've never been taught. / Because I don't know how. / Because it's too difficult. / Because I'm not skilful enough.

- Can you touch the ceiling?

No, I can't.

- Why not?

Because it's too high. / Because I'm not tall enough.

What other prompts can you use?

It is always good to write down a list of prompts to use so that your students can practice. Let them come up with these ideas first. Only prompt them when it is necessary.

These are just a few suggestions – you can be inventive and create your own.

Run 100 metres in 15 seconds

Use a computer

Cook a meal for six people

Speak a foreign language

Play a musical instrument

Play a sport

Write poetry

Cook okonomiyaki (Japanese dish)

Compose music

Read on a crowded bus

Type using all your fingers

Play chopsticks on the piano

Repair a bicycle

Repair a car

Wash and iron your own clothes

Drive a bus

Knit a scarf

Use chopsticks

Type quickly
Do crosswords
Dance
Ski
Snowboard
Play chess / shogi (Japanese game)
Drive a bus
Ride a bicycle
Juggle
Drink 4 litres of beer in 30 minutes
Lift 30 kilograms

Use a knife and fork
Ride a motorbike
Drive a car
Speak more than one language
Write a story
Make fried egg and bacon sandwiches
Repair a photocopier
Paint a picture
Paint and decorate a room
Make your own clothes
Do card tricks

Presentation

How do you introduce and elicit the target language?

1. Think about a skill you are either good at doing or can do particularly well that is easily demonstrated. For example: do a card trick or do some juggling.
2. Now ask the students what you are doing and get them to make a sentence about your ability. (Sometimes this works better by eliciting the negative first, especially if you fail to do the card trick or juggle three balls.)
3. Mark **can do** card tricks. / Mark **can juggle** three balls.
4. Ask the students about their own abilities: Can you _____? (Is it possible to get your students to form the question first?)
5. Now get the students to ask each other (open pair work first, then closed pair work while you monitor)
6. Sometimes low level students need prompting so be prepared to use pictures, flash cards or mime to help them. [Remember that sometimes you don't need a noun after the verb, e.g. draw, ski, swim, type, knit].
7. Get the students to practice the structure by using the simple dialogue above. As you elicit the dialogue write it up on the board. Try to elicit as many responses from your class as possible. For example: "On a scale of 1 to 10, how well can you play the piano?"
8. To elicit the negative use examples that you know the students can't do, for example: "Can you swim to France?" Then you will be able to elicit the reason ("Because it's too far." "Because I can't swim." etc.)

Controlled Practice

You could do a ‘Find Someone Who Can ...’ activity. You would need to prepare a handout for this. Have a look at the one below to give you some ideas.

When telling your students what to do, don’t forget to use a few concept questions to make sure that your students understand what they have to do.

- Do you need a pen or pencil? (Yes)
- Do you have to stand up and move around? (Yes)
- How many people do you have to talk to? (As many as possible)
- How many questions can you ask each person? (Only three)
- What do you do when you have finished? (Sit down)

This is a milling activity. Stand up and interview the other students in your class and ask them if they can do any of these tasks. You can only ask each student three different questions.

Find someone who can:-

- | | | |
|-----|-------------------------------|-------|
| 1. | Make fresh coffee | _____ |
| 2. | Paint a portrait | _____ |
| 3. | Bake a cake | _____ |
| 4. | Design clothes | _____ |
| 5. | Do card tricks | _____ |
| 6. | Play tennis | _____ |
| 7. | Fix a bicycle | _____ |
| 8. | Write a letter in English | _____ |
| 9. | Speak more than two languages | _____ |
| 10. | Ride a motorbike | _____ |

Free Practice

1. Put your students in a circle and, holding a soft ball or cuddly toy, tell them to listen carefully.
2. Say clearly: “I can play squash.”

3. Now throw the ball to a student. Don't tell them what to say. Let them work it out for themselves. If they really have no ideas what to say give them a prompt, such as: "I can..." Try to avoid explaining what they have to do.
4. Once all the students have had a go, throw the ball to a student and say: "You can draw pictures" (or whatever that student said previously). This activity becomes challenging, as it is now a test of memory as well as a way of practicing the target structures.

You can introduce further targets depending on the level of your students and the time you have left in your lesson.

For example:

- "How long have you been able to _____?"
- "Do you enjoy _____?"
- "When was the last time you _____?"

Part Sixteen: Language Functions

Understanding how the English language functions is a vital part of preparing how to teach. In order to help you create a context in which to teach a structure you must understand how the language functions and what it means.

Look at the following six sentences:

1. If you pass this Course, you will get a certificate.
2. If you look hard enough, you will find teaching work in another country.
3. If you touch the wire, you will get an electrical shock.
4. If you scratch my car, I'll smack you in the mouth.
5. If you turn left at the traffic lights, you will find an ATM on the right.
6. "If you build it, he will come."

What are the similarities between these six sentences?

- They all begin with 'if'
- They all have two clauses
- The first clause uses present simple tense
- The first clause is always a subordinate clause
- The second clause uses future simple tense
- The second clause is always a main clause
- These sentences are first conditional structures

What is the main difference between each of the sentences?

- They all have different functions:
 1. Advice
 2. Promise
 3. Warning
 4. Threat
 5. Direction
 6. Quote (from the marvellous film Field of Dreams) (Note that this could also be a promise or prophecy depending on the context)

There are many functions in the English language and many depend on the context in which language is presented. Look at the following sentences and decide:

- What is the tense used?
- What is the function? (There are many functions or meanings in language)
- Which is the odd one out and why?

1. **May I have another pint please?**
2. **Hey! What's up?**
3. **I'm sorry, what's your name?**
4. **You can stay over if you like.**
5. **No, I think you're wrong.**
6. **Get out of my sight!**
7. **My flight tomorrow leaves at five.**
8. **That soup smells delicious.**
9. **Caterpillars turn into butterflies.**
10. **US Declares War On Iraq**
11. **He comes into the room and he says, "Stick your hands up."**
12. **Got a light, mate?**

Rather than give the list as a handout you may wish to do a running dictation activity with your students.

Running Dictation:

1. Put your students in pairs. Decide who's writing first and who is running first.
2. Put this list on the wall in or even outside the classroom.
3. The person who is running first goes to the list and remembers the first sentence. He or she then runs back and whispers the sentence into the ear of their partner, who writes it down.
4. The runner becomes the writer and the writer becomes the runner.
5. The first team to write all 12 sentences down on their sheet of paper is the winner. You can encourage your students to raise their hands and shout "Bingo!" when they have completed the task.

Concept questions to help the students understand clearly what they have to do

- Do you have to take it in turns? **(Yes)**
- Do the sentences have to be in order? **(Yes)**
- How many sentences are there? **(12)**
- How accurate must you be? **(Very! Full stops, commas, upper and lower case letters in the right place please)**
- Can you push your classmates out of the way? **(No pushing, shoving, tripping up, kicking, punching...)**
- What do you do when you have finished? **(Put your hands up and shout "Bingo!")**

Why is this activity so good?

It practices the four main language skills: reading, writing, listening and speaking. It is good to help expand the memory and gets the students moving around. Physical activity gets the blood circulating and wakes up your students and makes them alert. This activity also focuses on clear pronunciation, an attention to the detail of punctuation and proper use of cases. The element of competition makes this activity exciting and fun.

It is also good to save this activity when your photocopy machine or printer breaks down and you have been unable to make handouts for your class.

Feedback:

1. **May I have another pint please?** ~ This is a request for a service
2. **Hey! What's up?** ~ This is a greeting
3. **I'm sorry, what's your name?** ~ This is a (re-) request for information (it is not an apology as "I'm sorry" can be substituted for "Excuse me")
4. **You can stay over if you like.** ~ This is an invitation (the context of which depends on how you would say this)
5. **No, I think you're wrong.** ~ This is an opinion; also a statement of contradiction
6. **Get out of my sight!** ~ An order or a command
7. **My flight tomorrow leaves at five.** ~ A timetable or an announcement. A future meaning
8. **That soup smells delicious.** ~ A statement of opinion; also a statement of a temporary thing
9. **Caterpillars turn into butterflies.** ~ A scientific or general truth
10. **War In Iraq Created To Help The US Economy** ~ Newspaper headline
11. **He comes into the room and he says, "Stick your hands up."**

This is often referred to as the *dramatic narrative*. It refers to something that occurred in the past, yet retold using the present simple to make the story more immediate. Used by modern writers such as Iain Banks, David Mitchell, Haruki Murakami, Irvine Welsh etc. It is used in sports commentaries and stage directions.

12. **Got a light, mate?**

This is a request for a service (not a request for information) and is most like the first one on this list. We often miss out the pronoun and the auxiliary verb when we use informal English.

Formal and Informal English

Formal English:

When we use informal English our expressions are often long and sometimes wordy. The context or situation we find ourselves in often dictates how we speak. When talking to our superiors in the work place, giving a presentation to our colleagues, writing an essay or preparing a report, we often find ourselves using formal English. For example:

- It's a pleasure to meet you.
- Pass me the bread, would you?
- Excuse me. Have you got the time?
- I think you may be mistaken.
- I'm afraid I have no idea.
- I don't think we've met before.

Can you think of some formal expressions? See if you can write down a list of ten.

Informal English:

When we use informal English, our expressions are often short and to the point. We tend to miss out the subject and modal or auxiliary verbs when we speak. For example:

- "Got a light?" Rather than, "Have you got a light?"
- "Drink some water." Rather than, "You should drink some water."

In addition native speakers often use idiomatic expressions or phrasal verbs to make their language more colourful. For example:

- "What've you been up to?"
- "I feel as rough as a badger's arse."

(Please note that informal English does not necessarily mean that the speaker always uses taboo language or slang.)

When using informal English the speaker often uses phrases rather than clauses. That is, there is often the lack of a verb and a subject. For example:

- Hi!
- What?
- Great!
- Sleep okay?
- Let's dance.

Look at the list of formal sentences that you have written down and see if you rewrite them using informal English. Note that not all formal English can be used in an informal way and

vice versa. For example, look at the following informal request: “Got a light, mate?”

How would you rephrase this to make it sound formal? It is not easy. “Would you mind lighting the end of my cigarette, for I wish to partake in a little smoking activity?” Saying this to a native speaker of English may get the non-native speaker into trouble.

Questions to consider:

- 1. How would you teach the difference between formal and informal language to your students?**
- 2. At what level would you introduce them?**
- 3. Is the age or gender of your students important?**
- 4. What dictates whether we use formal or informal expressions?**
 - a) Who is talking to whom?
 - b) What is the situation?
 - c) What is the subject of your conversation? Style: (also referred to as register)
 - d) Is the language you are using appropriate for the situation?

Further work on Language Functions:

Part One:

Divide these words and expressions into two groups: informal and formal? Can you ‘translate’ any of them from formal to informal, or from informal to formal? Can you think of any other words and expressions that are very formal or very informal?

- Hi!
- It’s a pleasure to meet you.
- What?
- Great!
- Pass me the bread, would you?
- Excuse me. Have you got the time?
- Sleep OK?
- I think you may be mistaken.
- I’m afraid I have no idea.
- Let’s dance.
- I don’t think we’ve met before.
- How do you do?

Part Two:

Here are some ‘language functions’ – things that we do with language. Do you know how to do all these things in English? Can you add some more functions to the list?

- Asking for information
- Offering something
- Offering to do something
- Apologising
- Inviting
- Accepting an invitation
- Asking for something to be repeated
- Giving reasons
- Greeting someone
- Interrupting
- Asking for assistance
- Asking for permission

Part Three:

Now prepare a dialogue which contains three or more of the language functions from part 2 and some of the expressions from exercise 1 and think how you would elicit it from your students in the presentation part of your lesson.

Part Seventeen: An Introduction to Phonology

Non-native speakers of English have many problems with the sounds of English and often have difficulty in making themselves understood by using the incorrect pronunciation.

First Example:

A young Italian boy doing a home stay in Leeds, Yorkshire innocently upset his host family by asking for the following items:

- “I want a piece... I want a piece on my plate.”
(He was referring to toast)
- “I want a sheet on my bed.”
- “I want you to give me a fork on the table.”

Why had the Italian boy upset his host family?

Second Example:

In Japan, a student invited his teacher to have dinner with the family. While eating at the table the Japanese student asked his teacher:

- “Are you come for table?”

The teacher rebuked his student for using the incorrect auxiliary verb and reminded him to use an article before the object: “Have you come for the table?”

The student looked very confused and repeated the same question as he had earlier. His structure was perfect. However, something was wrong. What was it?

Sounds

1. From your experience of listening to non-native English speakers, which sounds seem to cause particular problems?
 - Are you familiar with the phonetic alphabet?
 - Think of some example words.
2. Why would the following words cause problems for students even if they could produce all the sounds?
 - Read (past form)
 - Cough
 - Leicester Square

Stress and Connected Speech

3. Where is the stress in the words below? How would you mark the words and how would you mark the stress? Where do you think a non-native speaker might put the stress?

- Vegetable
- Interesting
- Japan
- Policeman
- Controversy
- Comfortable

What is the vowel sound in many of the *unstressed* syllables?

4. Why is there a stress problem in this word family?

- Photograph
- Photographer
- Photographic

5. Mark the stress words in the sentences below, as if they are being said in a 'neutral' way:

- I like him.
- Where were you born?
- She must have gone home.

How could the stress pattern change? Why?

How might a non-native student stress the sentences?

What happens to some of the words that are not stressed when the sentences are said quickly?

What problems do you think this might cause for non-native learners?

Intonation

6. Intonation is important in all the sentences below. Why?

- Could I borrow your pen?
- Really? (in answer to 'I saw Amy yesterday')
- You're Catherine, aren't you?
- You ought to be careful.

What problems might non-native speakers have with this?

Pronunciation

7. Look at the following sentence. What problems do you think non-native speakers are going to have?

- I coughed while passing the bough of a tree through the woods in Scarborough but thought though how rough my chest felt.

Although it sounds unusual, this sentence is grammatically correct. There are seven words with “ough” in them. What different sounds can you hear?

- Cough – **off** /ɒf/
- Bough – **ow** /aʊ/
- Through – **oo** /uː/
- Scarborough – **uh** /ə/ (this is the ‘schwa’ sound – the most common sound in the English language represented by the phonetic symbol, the upside down ‘e’)
- Thought – **aw** /ɔː/
- Though – **oa** / oh /əʊ/
- Rough – **uff** /ʌf/

Why is it important that we must teach pronunciation BEFORE showing the form; that is, writing the language structure on the board?

8. Now look at the following sentence. What problems do you think non-native speakers are going to have?

- My friend Sean Connery, a patient, not a vicious man, with a glass of Schweppes in his hand, said to me, “I will, with a good conscience, pay you £200 for your washing machine.”

How many ways of spelling the “sh” sound can you find? **s – ti – ci – sch – sci – sh - ch**

Which phonetic symbol is used to show this sound? /ʃ/

9. Now look at the following sentence that we learned as children from the Bible:

- Jesus tortoise, “I will make you vicious old men.”

This is what our non-native speakers hear. What did we really learn from the Bible?

10. Our learners will sometimes use the Phonetic Alphabet to help them with their pronunciation. Most good English dictionaries will show how to pronounce each word using phonetic symbols and many will often show the difference between British English and American English.

There are slight differences between the different forms of the phonetic alphabet.

Take a look at the phonetic chart below. There are 44 sounds in the phonetic alphabet: 24 consonants and 20 vowel sounds. First read the story that follows and then please write a short letter to your tutor. You should find the phonetic alphabet easy to use as there are examples of how to pronounce each symbol.

The Phonetic Alphabet as used in the Longman Dictionary

The Consonants:

/p/ as in pen, up and push
/b/ as in bad, gob and about
/t/ as in tea, at and feet
/d/ as in did, mad and do
/tʃ/ as in chain, church and watch
/dʒ/ as in joke, enjoy and pledge
/k/ as in cat, kick and action
/g/ as in get, peg and good
/f/ as in fall, photo and enough
/v/ as in van, gave and television
/θ/ as in thin, theatre and south
/ð/ as in the, these and that
/s/ as in so, story and mess
/z/ as in zoo, amaze and lives
/ʃ/ as in she, passion and action
/ʒ/ as in vision,
/m/ as in man, Mark and him
/n/ as in no, hand and run
/ŋ/ as in sing, doing and playing
/h/ as in hat, who and him
/l/ as in leg, tall and lunch
/r/ as in red, arrange and drive
/w/ as in wet, windy and went
/j/ as in yes, yoga and yeti

The Vowels:

/ɑː/ as in arm, car and father
/ɒ/ as in got, octopus and watch
/ɪə/ as in ear beer and near
/eɪ/ as in say, may and play
/ɔɪ/ as in boy, enjoy and oyster
/ʊə/ as in pure, lure and demure
/əʊ/ as in go, so and yoga
/eə/ as in air, bear and fair
/aɪ/ as in eye, excite and alive
/aʊ/ as in now, plough and sound

/iː/ as in see, read and be
/ɪ/ as in sit, written and indicate
/ʊ/ as in put, book and look
/uː/ as in too, blue and you
/e/ as in ten, bet and end
/ə/ as in the, about and a (thing)
/ɜː/ as in bird, further and earn
/ɔː/ as in saw, lord and caught
/æ/ as in cat, act and chat
/ʌ/ as in cup, fun and under

ə fənetɪk stɔːri

wʌns əpən ə taɪm ðeə wɔz ə biːjuːtɪfəl prɪnses huː lɪvd ɪn ə hjuːdz kɑːsel ən tɒp ən ə bɪg maʊnteɪn.

wʌn deɪ ʃiː sed tuː hɜː fɑːðə, "aɪm bɔːd. faɪnd mi ə hænsəm prɪns hu wɪl teɪk mi əweɪ frəm ɔːl ðɪs bɔːdʊm."

hɜː fɑːðə θɔːt əbaʊt ɪt fɔː ə waɪl. aɪ dəʊnt nəʊ eni hænsəm prɪnses, hi sed tuː hɪmsɛlf əz hi lækt əʊv ðə bælkəni ɪntuː ðə væli baɪləʊ. bʊt ðɪs ɪz wən hel ən ə pleɪs tə duː ə bənʒi ʒæmp frəm.

hi θɔːt əbaʊt ɪt fɔː sʊm mɑː. ʒes ə wʊndəfʊl pleɪs hi θɔːt. səʊ ðə kɪŋ krietɪd ə lɒŋ ɪlæstɪk rəʊp ɔːldəʊ hi ɡɒt ə bɪt kærɪd əweɪ ænd meɪd ɪt ə bɪt tuː lɒŋ.

"dɪtɜː" hi kraɪd. "kəm hɪθz ænd nevz bi bɔːd əɡen. taɪ ðɪs rəʊp əraʊnd ðaɪ weɪst ænd hæʊld ən wɪð ðaɪ veri maɪt."

ðə kɪŋz dɔːtɜː dɪd æz ɪnstɹækted ænd lept ɒf ðə pæræpet. ʃɪ wɔz nevz bɔːd əɡen.

/plɪːz raɪt miː ə ʃɔːt letə ʒuːzɪŋ ðə fənetɪk ælfəbet/

Part Eighteen: The Present Perfect

If it's any consolation, Present Perfect is difficult to elicit though easy to practice.

The form

- I have done (something).

Subject + auxiliary verb 'have' / 'has' + past participle of the main verb

We often, but not always, use irregular verbs when using the Present Perfect.

Things to consider when we teach the Present Perfect

- Present Perfect has many different meanings
- Be careful when teaching the form or structure
- Provide a context in which to use this language construction
- Anticipate any possible problems your students may have with the language
- Remember that tense tells you about the time! This is talking about the PAST TIME but it is not a PAST TENSE.
- When we teach grammar, we don't tell the full story – we just give the students enough language to cope with.
- The Present Perfect is a nightmare to elicit and many teachers have found it better to just demonstrate the meaning.

1. Experience:

To describe the things you have experienced in your life:

- I've travelled to Japan many times.
- I've had measles twice.
- I've been there (and I don't want to go again).

Usually the experience is something we remember well and can easily recall.

2. Ever and Never:

We select 'ever' and 'never' for unusual things:

- Have you ever thought of becoming a Buddhist Monk?
- Have you ever eaten sushi?
- I have never ever eaten snails.

But we don't ask:

- Have you ever been to the cinema?
- Have you ever swum in the sea (or a swimming pool)?

Why? Because it's boring - almost everyone has been to the cinema or has at least swum once in their life!

3. Just / Already / Yet:

We select 'just', 'already' and 'yet' to give a sense of time:

- "Cigarette?"
- "No thanks, I've just given up."
-
- "How about lunch?"
- "No thanks, I've already eaten."
-
- "Have you put the rubbish out yet?"
- "I'm doing it now."

However, it is difficult to teach the concept of these words. For example, people's concept of 'just' can range between a couple of seconds and a few weeks.

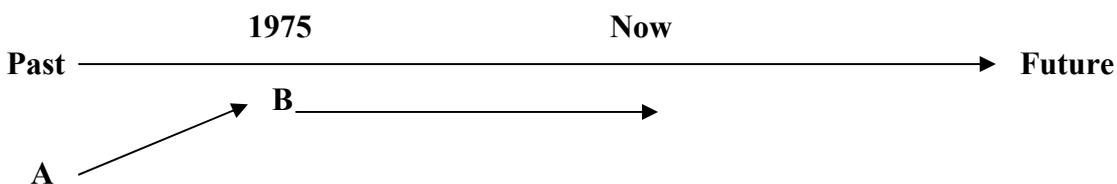
- "I've just run out of chocolate."
- "We've just got married."

How would you teach the concept of 'already'? It's not easy.

4. For and Since:

We select 'for' and 'since' to give a more accurate sense of time:

- "I've worn glasses since I was 16 years old." (A)
- "I've worn glasses for thirty years." (B)



Though sometimes it is not always so specific:

- “I’ve worn glasses for ages!”
- “I’ve worn glasses ever since I was a kid.”

Problems that some of our students may face:

- French and German Constructions: “I am here since 3.00pm.”
- Spanish and Italian Constructions: “I live in London since 3 years.”

5. Something that is evident now:

This refers to something that has finished recently and we have just noticed:

- Oh! You’ve shaved off your beard – you look awful!
- The kettle’s boiled...
- The plane’s landed...
- The taxi’s arrived...
- Oh no! I’ve cut myself!

6. To check that something has been done:

Question forms:

- Have you put the rubbish out?
- Have you written to your mother?
- Have you done your homework?
- Have I remembered my packed lunch?
- Have I remembered to call Martin?

7. Something that started in the past that has relevance now or is still ongoing:

- I have finished my homework.
- I have cleaned my room.
- I have put my name down on the volunteer list.
- I’ve written a complaint to the Council.

The point about Present Perfect is all to do with ORIENTATION! (Though don’t try to explain this to students – it will be difficult for them to understand and besides, it will only increase your teacher talking time.)

It is easy for us as native speakers of English to interchange between Present Simple and Present Perfect without any bother. Don't try and teach this to students – let them discover it for themselves.

The Present Perfect Continuous

There isn't a great deal of difference between this tense construction and Present Perfect Simple except that this is more of a mouthful to say.

1. 'For' and 'Since'

To give a sense of time and orientation:

- I've been living here since I was a kid.
- I've been waiting here for ages.
- He's been going to the cinema since he was four years old.
- Mark's been travelling to Japan for ten years, on and off.

2. The Recent Past

Often we ask the question: "What have you been doing recently?" (or, "What've you been up to recently?")

- I've been mending my bike.
- I've been playing tennis.
- They've been widening the road.

3. Recently / Lately

To give a sense of something recent:

- The weather has been getting a lot worse recently (during the last few days).
- Mark's been overdoing it lately.

Mistakes Students Sometimes Make:

They sometimes confuse Present Perfect Simple with Present Perfect Continuous.

How to teach a lesson using the present perfect

Objective:

To get your learners to practice present perfect tense constructions using two different functions:

- **An experience that you remember in the present**
- **Checking to see that something has been done**

Level:

You may wish to do this lesson at Intermediate level to practice a tense that your learners should already be familiar with. You may find that some learners, even at this level, are not familiar with using present perfect to check if something has been done or not.

Target Language:

In other words, what does it look like?

- **Have you visited Japan?**
- **Have you ever eaten sushi?**

In sentences one and two, the questions are to ask about a person's experience.

- **Has Mark done the washing up?**
- **Have you called the plumber?**

In sentences three and four, the questions are to check that something has been done.

The structure:

The auxiliary verb have (or has) + the subject + the past participle form of the verb (visited / eaten / done / called)

First part of the lesson

Talking about an experience you had in the past but remember in the present. Here is one suggestion you could use to elicit this from your class.

Presentation:

Show your learners a picture of a young couple. If you don't have a picture, draw one on the board. Elicit their names and what they do and how old they are:

(Let's call them Chris, who is 28 and Amy, who is 25. Chris is a cinema projectionist and Amy works in an office.) Chris and Amy have been going out for a few months and they have decided to go on their first holiday together. They have never been away together before and are deciding where to go.

What questions do you think they ask each other? When eliciting, you may need to give hints to elicit these and similar questions:

- Have you ever **been** to Thailand / Japan / Spain?
- Have you ever **seen** La Sagrada Familia?
- Have you ever **visited** the pyramids of Egypt?
- Have you ever **climbed** mountains in the Sierra Nevada?
- Have you ever **swum** in the Mediterranean?
- Have you ever **toured** around the United States?
- Have you ever **walked** in the Sahara Desert?
- Have you ever **trekked** in Nepal?
- Have you ever **eaten** okonomiyaki?

Notice that there are a variety of past participle verbs used in these questions. Try to get your learners to practice this structure but using a variety of different verbs:

- Have you ever been to Japan?
- Have you ever travelled to Japan?
- Have you ever visited Japan?

Potential problems:

- Some question forms use an additional preposition (been **to** / swum **in** / toured **around** / trekked **in**).
- Be aware of the problems that irregular verbs pose.

Controlled Practice:

See the handout below as an example of a 'find someone who...' handout. Or you can create your own, based on your own knowledge of your class. Please be careful to ask questions that are appropriate to the learners in your class and are appropriate to the culture in which you teach.

Find someone who...

...has travelled to Africa

...has met a famous person

...has done a road trip

...has eaten lobster

...has driven a bus

...has spent time in a hospital

...has visited La Sagrada Familia

...has been in love

...has read The Lord of The Rings

...has sung a song in public

Free Practice:

Can you think of an activity that your students might do in order to practice the present perfect in a freer way?

Questions to consider:

1. **What concept questions can you ask to make sure that your students can do a task correctly?**
2. **How long will you give your students to do this task?**
3. **How will you monitor your students during the task?**
4. **How will you conduct feedback?**
5. **Can you think of a free practice task to give your students in which they can write?**
6. **Can you think of a free practice task for your students to do in which they have to use their memory?**
7. **What will you do at the end of your lesson (i.e. a plenary)?**

Second part of the lesson

Asking questions to make sure that something has been done. Here is one suggestion you could use to elicit this from your class.

Presentation:

Show your learners a picture of a young couple. If you don't have a picture, draw one in the board. Elicit their names and what they do and how old they are:

(Let's call them Chris, who is 28 and Amy, who is 25. Chris is a cinema projectionist and Amy works in an office.) It's a special date: 15th December.

- Why is today a special day for Amy? **It's her birthday**
- What are Chris and Amy going to do? **Have a party**
- Who are they going to invite? **Their friends**
- What do they need for the party? As you elicit, draw these items on the board (try to make them colourful but don't spend too much time drawing):

1. **Birthday cake**
2. **Invitations**
3. **Extra chairs**
4. **Balloons**
5. **Music**
6. **Party hats**
7. **Alcohol**
8. **Food (sausage rolls)**
9. **Ashtrays for the smokers**

It is now the day of the party. Amy wants to make sure that Chris has done all the preparation for her party. What questions is she going to ask him? [Make sure you elicit the target language!]

1. **'Have you brought the birthday cake?'**
2. **'Have you sent out the invitations?'**
3. **'Have you set out the extra chairs?'**
4. **'Have you blown up the balloons?'**
5. **'Have got enough CDs?'**
6. **'Have you made the party hats?'**
7. **'Have you made the sausage rolls?'**
8. **'Have you put the ashtrays out for the smokers?'**
9. **'Have you collected the drink?'**
(or **'Have you been to the supermarket / liquor shop / off-license?'**)

A note on drilling:

Your students are at Intermediate level so you may not have to drill. However, if they are having difficulty with pronunciation, drill by pointing to the pictures on the board and make sure that when you drill, you do it naturally. Drilling may be conducted with your arms so that your learners can get the rhythm as well as the pronunciation correct. Make sure that you conduct from your right to left (the learners left to right). This is the way we write.

Drill until your learners can reproduce the question forms with the right intonation. Make sure that all your learners are making an effort and pick on a few students to do individual drilling.

Don't forget to write the form up on the board.

You may wish to do invisible drilling, that is you wipe off the picture from the board and point to the empty space. Your learners will remember what was in the space.

Potential problems:

There may be some problems with the past participle forms as some of them are irregular verbs. Look at these irregular verbs:

- Buy – Bought – Bought
- Send – Sent – Sent
- Set – Set – Set
- Blow – Blew – Blown
- Make – Made – Made
- Put – Put – Put

However, it is good to have a variety of regular and irregular verbs to give your learners a chance to use a lot of vocabulary and introduce different kinds of verb forms.

Controlled Practice:

Chris has drunk a lot of beer at the party. When he wakes up, Amy has gone to work. She has left a note for Chris.

You can give this to your learners as a handout or you can use the white board or the OHP.

Dear Chris,

I hope you are feeling okay this morning.

When I woke up I saw that the house looks terrible.

Can you:

wash up the dishes and ashtrays
throw away the empty bottles
open the windows
clean the carpet

Don't forget that my Dad is coming round this evening.

Don't forget to apologise to Chloë. Tell her that you didn't mean what you said.

See you soon,

Amy

When Amy is taking her lunch she calls Chris. What questions do you think she will ask him?

- Have you washed the dishes?
- Have you cleaned the ashtrays?
- Have you thrown away the empty bottles?
- Have you opened the windows?
- Have you cleaned the carpet?
- Have you remembered that my dad is coming round tonight?
(or more simply) Have you remembered about my dad?
- Have you said sorry to Chloe?

Free Practice:

Can you think of an activity for your students to do to practice the present perfect in a freer way?

Part Nineteen: Skills Based Lessons

Our students have four basic skills that we need to help improve as they learn English:

- Reading
- Writing
- Listening
- Speaking

As soon as our students enter the classroom they are already practicing listening and speaking. Without these two skills they cannot learn English.

Some students want to learn only **how** to communicate using the spoken word in English and therefore are not interested in reading or writing. However, in order to make notes for future reference and to practice their English skills outside the class we should encourage all of our students to read and write at least to a certain extent. Also there will be times when we use handouts in our classes and our students have to understand how to read these.

Therefore a learning of all these four skills is an ongoing process as we teach our students to communicate in English.

Skills based lessons

It is often a good thing to concentrate on these skills in a lesson instead of focusing solely on teaching grammar.

The form these lessons usually take is this:

- Reading and Writing or Reading and Speaking
- Listening and Speaking or Listening and Writing

Notice that your lesson will generally start with a ‘receptive’ activity – that is, either Reading or Listening.

The second part of your lesson will generally end with a ‘productive’ activity – that is, either Writing or Speaking.

Preparing a skills-based lesson

It is not enough to go into a class and read a story from a book or get them to read an article from the newspaper. In order for your lesson to be successful there are a number of things to think about during the preparation of your lesson.

First Stage: Creating Interest

Your responsibility as a teacher is to create interest in the subject first through a discussion. If the text (reading or listening) is about living in the countryside, first ask your students which of them lives there or who would like to live there. If it's about the population explosion, ask about their country and whether there are problems because of over-population in cities.

Draw your students into the discussion by making it personal, finding out about them and what they think. When looking at the text, prepare a list of questions you might want to ask your students. It is better to have more questions than few, even if you don't ask all of them. Your role is like that of a talk show host. You need to become Michael Parkinson who is the master of getting his interviewees to talk about themselves and their lives.

There is a section at the back of this Course which deals with the different types of discussions you can set up with your students.

With a partner, make a list of different subjects you might discuss before reading / listening to a text. There are a lot of valuable suggestions in the appendices to help the new EFL teacher prepare for discussion classes that lead into a skills based lesson. In the meantime here are a few subjects to get you going:

- Education
- Crime
- Space travel
- The Justice System
- Travel
- Holidays
- Cultural differences
- Shopping

Second Stage: Pre-teaching Vocabulary

When constructing your lesson plan you need to prepare your students for what they will read or listen to by pre-teaching new vocabulary.

When we come across a text in a book that we want to read with our class, or if you have chosen a specific authentic text, such an extract from a book or an article from a newspaper or magazine, look carefully at the text and pick out a few words that you think might need pre-teaching, words that they might not be able to deduce from the context of the text.

Also, when using authentic materials for reading and listening materials we need to ask whether it uses any informal English. Sentence constructions using idiomatic English and phrasal and multi-verb forms often need to be pre-taught.

Look at the following extract from a text and choose words that you might want to pre-teach and think of how you might pre-teach them.

Travelling in Lima:

Yesterday, my friend Silvana came to pick me up from my hotel in Miraflores and we visited a very **prestigious** school in Lima, called Hiram Bingham. The school is unusual in that you can't really see it from the outside. We took a taxi to the end of the street and went through a small wooden door in a fence, **guarded** by a man who knew Silvana. (Almost everyone, the teachers and the maids seemed to know her.) We were given passes, and inside the grounds was the most beautiful school I have ever visited. The pupils ranged in age from 3 to 16 years.

Originally it was a girls' school, but boys are now allowed to attend. This was the school where Silvana had spent most of her early life, including her work there as teacher trainer (she is an English teacher), and here I met her second and third mothers, both of whom **had a hand in her upbringing**. Her second mother is the **head honcho** of the school, a lovely lady who welcomed me warmly.

The sun was shining and the sky was blue, (the country is experiencing a heat wave at the moment), and the children played respectfully during the dinner hour. As Sil's second mother gave us a tour of the school I noticed that the teachers had a great relationship with the pupils. The Peruvians, like the Spanish, are a very **demonstrative** people who kiss each other on the cheek at every opportunity. I too was kissed by many of the people to whom Silvana introduced me, thankfully only by the women; the men were happy to give me **hearty** handshakes.

I decided, as I walked through the school being introduced to everyone, that I love the Peruvian nature, their wide welcoming smiles, their warmth and the way they treated each other; far nicer than the formal bowing that I **became accustomed to** in Japan. Even the **interaction** between teacher and pupil was heart-warming, unlike the 'do not touch the pupil' policy that has **pervaded** the British education system these past two decades. Teachers wanted to know who I was and what I did, and, learning that I too was a teacher, they seemed to welcome me even more warmly into their embrace. It had been seven years since Silvana had visited the school, and everyone welcomed her like a long lost daughter returning.

Suggested words to pre-teach:

- **Prestigious**
- **To guard**
- **Had a hand in her upbringing**
- **Head honcho**
- **Demonstrative**
- **Hearty**
- **To become accustomed to**
- **Interaction**
- **To pervade**

Questions to consider:

1. **With which level would you use this text?**
2. **How would you create interest in this text?**
3. **What discussion questions would you use?**
4. **What words would you choose to pre-teach from this text?**
5. **How would you create a context to pre-teach these words?**
6. **Would you pre-teach all of them?**

Third Stage: Setting a Task

Before reading a text it is good to give your students a reason for reading it. You need to set them a task. Usually this is in the form of two or three questions. What questions would you ask your students to answer from the above text?

Which of the following suggested questions would you use and why?
Which ones would you not use and why?

- How long had it been since Silvana visited the school?
- In what ways did Hiram Bingham School differ from schools in the UK and Japan?
- Was this the first time the writer had visited the school?
- Were the Peruvian people kind?
- What kind of people were the Peruvians?
- What role did Hiram Bingham School play in Silvana's early life?
- What was the weather like?

Questions to consider:

1. **What kind of questions do you need to ask your students?**
2. **What is the difference between closed or simple questions and questions that are not directly answered in the text?**
3. **How can we make sure that our students understand the task that has been set?**
4. **What kind of concept questions could we ask on the questions we have chosen for this reading activity?**

Fourth Stage: Doing the Activity

It is not enough to just read or listen to the text just once. Sometimes our students need to listen or read a text up to two or three times, perhaps more with lower level learners.

It is often good to do silent reading with our students. That is, they read to understand the gist of the text, perhaps not understanding the text completely. As they read silently ask your students to underline any words they don't know. As we monitor the group we can notice the words they don't know and go back to stage two of our lesson and pre-teach these words.

Who reads the text out loud? If we get our lower level students to read the text for the first time it may sound nonsense. To illustrate this, read aloud the following sentences and try to work out what they really say. (Hint: it's not really French)

- Un petite d'un petite ça t'en a ouale.
- Lit taille mise me faite ça t'un heure te faite.

You may need to speak aloud these sentences many times before you understand that you are really reading out lines from two English nursery rhymes.

A similar thing may happen when we get our lower level students to read aloud for the first time. Not only will the intonation and sense stress of the reading be inaccurate, it will be laboriously slow. It is often good for the teacher to read using the correct sense, stress, modulation, rhythm and pace to create English that is easy to understand and creates a sense of meaning for the listener. You as a teacher need to set a model of 'good' English for your students to follow and imitate.

Fifth Stage: Feedback

Always remember to do feedback with your students. If you give them a task to do, make sure that they have found the correct answers to the questions you set earlier. It also gives them the opportunity to speak in the class, which is the reason they are there - to practice their English. After doing the activity, whether it is listening or reading, try to ask more concept questions to clarify further points of the text. Make it personal and try to find out how your students feel about the subject.

Questions to consider:

- 1. What additional concept questions would you prepare to ask your students when using the above text?**
- 2. How would you personalise the lesson so that your students have an opportunity to share things with the class?**
- 3. How would you cope with quieter students?**
- 4. How would you cope with a confident student who is in danger of taking over the class?**

Sixth Stage: Follow-on Activity

A reading activity (receptive) is often followed by a writing activity (productive) and a listening activity (receptive) is followed by a speaking activity (productive), and vice versa. Make sure that the receptive activity is followed by a productive activity.

Questions to consider:

1. Using the above text what kind of writing activity would you give your students?
2. What kind of speaking activity would you give your students?
3. Do your students want to spend half the lesson writing an essay?
4. What considerations do you have to make before assigning homework to your students?
5. What are the advantages to using 'authentic' texts (both reading and listening)?

You are now going to look at a text called 'A Meeting on the Snicket', which uses many dialectical and made-up words. The purpose of this activity is to help you to understand what non-native learners face when learning English.

Stage One: Creating Interest

Show your students a picture of your husband / wife / boyfriend / girlfriend / partner and get your students to guess how you met.

You can make up any story you like; it doesn't have to be true. The picture could be that of Jennifer Connelly or your favourite actress / personality.

Here is a possible scenario which you could elicit from your students:

I first met Jennifer on the set of the movie Die Hard III: Die Hard with a Vengeance. I was the guy playing with a dog behind Samuel L Jackson and Bruce Willis when they were in Central Park trying to defuse the bomb with gallon buckets of water. I was there initially doing my university dissertation on the music Michael Kamen wrote for the Die Hard series. Jennifer was going out with the cinematographer at the time. We chatted and found out that we both enjoyed listening to film music and exchanged telephone numbers. Later she split up with her boyfriend and called me. We arranged to meet up for coffee when I was in Los Angeles earlier last year. So we met up for a coffee, then for dinner, then we went to see a movie; after that we went to Las Vegas for a weekend together. One thing led to another and now she is my girlfriend.

[You can make up any story you like. The main thing is that you need to concentrate on the mating ritual order.]

Questions to ask your students to create discussion:

- If you are single, how do you go about getting a girlfriend or boyfriend?
- What is the mating ritual order in your country?
- When you get a girlfriend / boyfriend, what are some places that you might want to take them?

- Pub
- Cinema / Theatre
- Restaurant
- The Fair
- Art Gallery
- Shopping
- Abseiling
- Paintballing
- A walk in the countryside

If your students want to tell their own stories let them, though be wary that some may want to keep their private life secret.

Stage Two: Pre-teaching new vocabulary

When you are walking in the countryside what do you walk on?

Footpath, bridleway, track, **snicket (n)**

And how would you walk down the snicket? At a fast march?

Walk sedately, stroll, **amble (v)**

And what things do you need to carry with you (in case it gets cold?)

Rucksack, bag, container, **billet (n)**

And as you amble along, holding hands, what else would you do?

Talk, chat, converse, ruminate, get to know each other, **rumble (v)**

Write these words down on the board and show whether they are nouns or verbs.

Stage Three: Set a task

Questions:

1. What were Tom's plans for the day?
2. How do you think Amy feels about Tom?
3. How does Tom feel after the meeting on the snicket?

Stage Four: Do the activity

If your students are in a higher level class (Upper Intermediate or above) and one of them is a particularly good reader, ask them to read the text or (as a perfect English speaker) do it yourself. The text is on the following page.

After the reading, make sure that all the students understand the meaning of the new vocabulary, which they should be able to do by working them out through the context of the story and make sure that each word is written clearly on the board.

New vocabulary:

Snicket. (noun)	footpath, track, road, bridleway, alley.
Billet. (noun)	sack, container, bag, rucksack.
To rumble. (verb)	to chat, to converse with.
Wungle. (verb)	to meet, bump into, arrangement.
To scav. (verb) (scavving – continuous)	to have (for free), to take, to obtain,
To grok. [verb]	to think, to ponder.
Smeed. (adj.)	happy and content.
Fallentious. (adj.) fallentiously. (adv.)	seductively, demonstratively, sexily, cheekily.

A Meeting on the Snicket

A young lad called Tom from Smither’s Farm was ambling down the **snicket** near Pasture’s Gate with a huge **billet** of taters slung over his shoulder. He was feeling rather **smeed** with himself, whistling a merry tune and **grokking** about how much he should charge folk for his taters down at the market. Before long he **wungled** into Amy, one of the young girls from the neighbouring village.

“Hallo there!” said Tom. “Would you be interested in **scavving** some of me taters?” Actually, the young lad didn’t want to give Amy any of his taters, he just wanted to **rumble** with her, but not being used to **rumbling** with the opposite sex, he wasn’t quite sure of what to say. If the truth be told, he rather fancied Amy and had been sweet on her for some time now.

“Now why would I want to **scav** any of your taters, young Tom?” she replied all **fallentious** like.

“Well,” said Tom, pulling the **billet** of taters from his shoulder and dropping them to the floor, “You can boil them up and serve them with a plate of lovely veggies and a fine slab of mutton. Or you could slice and dice them and throw them into a frying pan with a few herbs and spices.”

“Is that an offer you’re making me, young Tom?” asked Amy **fallentiously**.

Well, Tom’s face went redder than a ripe beet and without even thinking about what he was going to say, blurted out, “I’ll be free tomorrow night; that’s if you’re interested.”

“So where do you **grok** we should **wungle** up then, young Tom?”

“I’m **grokking** that we should **wungle** outside Sam the butchers shop down in the town square in Pasture’s Gate. How does seven o’clock sound to you?”

“I’ll wear my best frock,” replied Amy. “It was nice **rumbling** with you.” And off she **smeedily** ambled down the **snicket** towards Pasture’s Gate, **grokking** dreamily about tomorrow’s **wungle** with young Tom.

Stage Five: Feedback

1. What were Tom’s plans for the day?
He was going to sell his potatoes at the market.
2. How do you think Amy feels about Tom?
She likes him, maybe a lot, but she calls him “Young Tom”

What does this mean?

She is a little condescending towards him – could it be an age thing? – Is he younger than she is?

3. How do you think Tom feels after the meeting on the snicket?
He feels smeed, happy, elated, pleased, excited, enthusiastic,

Why?

Because he has liked Amy for some time and is excited about his date with her tomorrow.

Stage Six: Follow-on Activity

Ask your students in groups or pairs to brainstorm a story about the first time a man and a woman go on a date for the first time. It can be entirely fictional or it can be based on personal experience.

Here are some things to think about:

- Get them to first write an outline of the chronological events, then to write the story out in full.
- It is good to plan ahead, deciding on the number of paragraphs in the story.
- Your students MUST use some of the new vocabulary they have learned in today’s lesson.

Part Twenty: Using Music to Teach English

Music can be used to teach English, not just for children but for adults too. It is fun as everyone enjoys listening to music. Many people around the world listen to music with English lyrics. Some of our students listen to music paying particular attention to the lyrics of songs. One student from Grenoble, France carefully studied the lyrics of her favourite singer-songwriter, Sting, in order to teach herself English.

Questions to consider:

- 1. What kind of music would you use to teach children?**
- 2. What kind of music would you use to teach adults?**
- 3. What are some considerations when choosing music to play in a class?**
- 4. What music should we beware of?**
- 5. How can some lyrics be construed as ‘bad’ English?**
- 6. What songs would you use in your class? Why?**
- 7. How would you prepare a lesson using the six steps in the previous module?**

Here is an example of a music activity you can do with your class:

The Beatles – She’s Leaving Home

This is a listening activity in the form of a song. The focus of this lesson is on discussion, looking for specific information, giving opinions and role-play. You can do this activity with students anywhere between Lower Intermediate and Advanced level. You will need:

1. A recording of *She’s Leaving Home*. It is found on the Beatles’ *Sgt. Pepper’s Lonely Heart’s Club Band* album. If you don’t have this album you will probably know someone who does. Try the local library and hire the CD and make a copy of the song for yourself. If you wish to use a different song rather than this one, please do so.
2. You may wish to create a cloze (or gap fill activity), or cut the lyrics into strips so that when listening to the song the students can arrange the song so that it is in order. The lyrics of the song are on the next page along with a suggested cloze you may wish to do with your students.
3. Role cards (see below)

The vocabulary and the language structures used in this song are not so difficult. Although this lesson is aimed at adults, you can teach this lesson successfully with teenagers, getting them to think about their future plans when they leave home and the reasons they may have for leaving home.

Wednesday morning at 5 o'clock as the day begins
Silently closing her bedroom door
Leaving the note that she hoped would say more
She goes downstairs to the kitchen clutching her handkerchief
Quietly turning the back door key – stepping outside she is free
She (We gave her most of our lives)
Is leaving (Sacrificed most of our lives)
Home (We gave her everything money could buy)
She's leaving home after living alone for so many years (Bye Bye)

Father snores as his wife gets in to her dressing gown
Picks up a letter that's lying there
Standing alone at the top of the stairs
She breaks down and cries to her husband, "Daddy, our baby's gone...
Why would she treat us so thoughtlessly – how could she do this to me?"

She (We never thought of ourselves)
Is leaving (Never a thought for ourselves)
Home (We struggled hard all our lives to get by)
She's leaving home after living alone for so many years (Bye Bye)

Friday morning at 9 o'clock she is far away
Waiting to keep the appointment she made
Meeting a man from the motor trade...

She (What did we do that was wrong?)
Is having (We didn't know it was wrong)
Fun (Fun is the one thing that money can't buy)
Something inside that was always denied for many years (Bye Bye)
She's leaving home (Bye Bye)

Wednesday morning at _____ as the day begins
Silently closing her _____ door
Leaving _____ that she hoped would say more
She goes _____ to the kitchen clutching her _____
Quietly turning the _____ key – stepping outside she is _____

She (We _____ her most of our lives)
Is leaving (Sacrificed _____ of our lives)
Home (We gave her everything _____ could buy)
She's leaving home after living _____ for so many years (Bye Bye)

Father _____ as his wife gets into her dressing gown
Picks up a _____ that's lying there
Standing _____ at the top of the stairs
She _____ and cries to her husband, "Daddy, our baby's gone...
Why would she treat us so _____ – how could she do this to me?"

She (We never _____ of ourselves)
Is leaving (Never a thought for _____)
Home (We _____ hard all our lives to get by)
She's leaving home after living alone for so many _____ (Bye Bye)

Friday morning at _____ she is far away
Waiting to keep the _____ she made
Meeting a man from the _____

She (What did we do that was _____?)
Is having (We didn't _____ it was wrong)
Fun (Fun is the one thing that _____ can't buy)
Something inside that was always _____ for many years (Bye Bye)
She's leaving home (Bye Bye)

First Stage: Introduction Questions for Discussion

- When did you leave home?
- How old were you?
- Why did you leave home?
- Did you want to leave home?
- How did you support yourself?
- If you are still at home, are you looking forward to living away from your parents? Why? Why not?

Second Stage: Pre-teach new Vocabulary

The vocabulary in this song is quite simple though some of the words you may want to pre-teach may include the following:

- Handkerchief
- Sacrifice
- Dressing gown
- Snores
- Thoughtlessly
- Motor trade
- Denied

Third Stage: Pre-set Listening Questions

You could just dictate these questions to your students. However, a running dictation would give the students an opportunity to practice their reading, writing listening and speaking skills. Place the list of questions outside the classroom. Then put the students into pairs.

Student A runs to the list, memorises question one, returns to their team mate and then whispers the question to them. Student B writes it down. The writer and runner exchange places and Student B runs to find question two, memorises it and returns to Student A who writes it down. The activity comes to an end when all the questions have been written down.

Make sure that your students understand the rules of this activity. A few concept questions are always useful:

- How many questions can the runner remember? **(The teacher must decide this)**
- Can he person running also write? **(No!)**
- If the runner forgets the question can he/she run back and look at the questions again? **(The teacher must decide this)**
- You don't want anyone to have an accident! **Please be CAREFUL when running.**

The Questions:

1. How does the girl say goodbye to her parents?
2. What first upsets the mother?
3. Why does the daughter leave at 5.00am?
4. Do you think the parents love their daughter?
5. How do they show it?
6. Why is the daughter unhappy?
7. What time is the daughter's appointment with her boyfriend?
8. What do you think the man from the motor trade does for a living?
9. Why do *you* think the girl is leaving home?

(Remember that you don't have to ask ALL of these questions at this stage)

Fourth Stage: Listening

You can choose to do one of the following activities as you play the song:

- Put the students into groups of three to four. Give them the lyrics to the song on strips of card that are all mixed up. As they listen to the song, they are to put the strips in order. This is a good reading as well as listening activity. It can be done on desks or on the floor (if the floor is clean).
- Put the students into pairs. Give them a handout. On each line of the song there is a missing word (you will need to doctor the lyrics sheet). As the students listen to the song they have to listen carefully to the song to identify the missing word. This is a good writing as well as listening activity.

Think about how many times you will play the song to the class.

Fifth Stage: Feedback

Get the students to discuss the pre-set questions with a partner or in a group. Then after an allotted time period, ask your students to give feedback to the class. Try to be fair when getting feedback from each group. Do not let one group dominate.

Sixth Stage: Follow on activity

Put the students in groups of four and give them a role card each (see below). One student will take the role of the father, one will be the mother, one will be the young girl, Lydia, and one will be the boyfriend, Mike.

Role Cards

Father:

Your daughter, Lydia, wants to leave home. She wants to live with her boyfriend, Mike. Mike is a mechanic. Lydia is 18 years old and Mike is 22. You know Mike's father. You don't like him. If Lydia leaves, you will never speak to her again.

Mother:

Your daughter, Lydia, wants to leave home. She wants to live with her boyfriend, Mike. Mike is a mechanic. Lydia is 18 years old and Mike is 22. You are very upset. You don't want your daughter to leave home. You want her to study and go to University. You don't think Mike is good enough for your daughter.

Lydia:

You want to leave home because you think your parents are too old-fashioned. You want to live with your boyfriend, Mike, who is a mechanic. You are 18 years old and Mike is 22.

Mike:

You want Lydia to leave home to live with you. You want her to be a housewife and have babies. You don't think she should study. You think her parents are boring and old-fashioned. You are 22 years old and Lydia is 18.

Monitor each of the groups. Praise the students for their inventiveness. Encourage the students to have heated discussions. There are many clues on each of the cards to help them with what to say.

Questions to consider:

- 1. Why is this a 'fun' activity?**
- 2. Who is doing the speaking?**
- 3. What is the teacher's primary role?**
- 4. How does fluency play a major role in this activity?**
- 5. Apart from listening and speaking what further skills are your students practicing?**

Part Twenty-One: Simple vs. Continuous Tenses

Look at these groups of sentences and decide what the difference is between them, decide which tense is being used and to think of some concept questions to ask their learners.

Task One

- **I have read The Da Vinci Code.**
(One clause: Present Perfect)

I have finished reading the book. It could be recently or it could have been a long time ago. It is something I did at some unknown time in the past, which I remember in the present.

- **I have been reading The Da Vinci Code.**
(One clause: Present Perfect Continuous)

This is a recent activity. We don't know if the reading is complete or not – there is not enough information given.

Concept questions:

- Have I finished reading the book?
- Could I have read the book four years ago?
- Was it last week?
- Is there enough information in each sentence?

Task Two

- **I don't eat dinner until 7.30pm.**
(One clause: Present Simple)

This is a regular activity / habit.

- **I'm not eating dinner until 7.30pm.**
(One clause: Present Continuous)

A decision made on this occasion possibly because of a reason (which is not given).

Concept questions:

- Is this a regular event?
- Do I usually eat dinner at the same time every day?
- When did I make this decision?

Task Three

- **When we got to the station, the train had just left.**
(Two clauses: Past Simple / Past Perfect)

The people running for the train didn't catch the train.

- **When we got to the station, the train was just leaving.**
(Two clauses: Past Simple / Past Continuous)

The people running for the train may have caught the train. We don't know - not enough information has been given here.

Concept questions:

- Had the train gone?
- Did you see the train?
- Did you catch the train?

Task Four

- **Will you join us for lunch?**
(One clause: Present Simple)

This is an invitation. This could be done over the phone or from a distance.

- **Will you be joining us for lunch?**
(One clause: Present Continuous)

This could be to check for confirmation that the person is still joining them for something to eat. It could be an on the spur of the moment invitation done face to face.

Concept questions:

- At what point is the first question asked?
- When is the invitation given?
- Is the second question an invitation?
- Is it a prior arrangement?
- Could it be a clarification?

Task Five:

- **The class stood up when Mark entered the room.**
(Two clauses: Past Simple / Past Simple)

One event takes place as a result of something that happened.

- **The class was standing when Mark entered the room.**
(Two clauses: Past Continuous / Past Simple)

Something was already in progress when another thing happened.

Concept questions:

- Why did the class stand up in the first sentence?
- Why was the class standing when Mark walked into the room?

Task Six

- **My students are always asking questions in class.**
(One clause: Present Continuous)

The context is not clear here and the meaning may depend on how this remark is made. It is possible that the teacher is fed up with the continual interruptions his students make.

- **My students always ask questions in class.**
(One clause: Present Simple)

This could be a teacher who generally allows or even promotes discussion in class because he or she feels that is it an important part of the education process. Or it could be that the teacher is proud of his or her students, that they ask questions because they are interested in the subject and the teacher encourages them to do so.

Concept questions:

- Who is speaking?
- How does the teacher say this?
- Is there a feeling of pleasure or exasperation on the part of the speaker?
- Could this be a general observation?
- Does the teacher want his students to ask questions in class?

Task Seven:

- **I think Tony Blair is stupid.**
(One clause: Present Simple)

He is generally a stupid man.

- **I think Tony Blair is being stupid.**
(One clause: Present Continuous)

He is being stupid on this occasion.

Concept questions:

- Who is speaking?
- Is it an opinion?
- Is he always stupid?
- Has he done something stupid?

Task Eight:

- **I usually cook dinner when my children arrive home.**
(Two clauses: Present Simple / Present Simple)

The dinner begins to be cooked after the children arrive home

- **I am usually cooking dinner when my children arrive home.**
(Two clauses: Present Continuous / Present Simple)

The cooking of the dinner began before the children arrived home

- **I have usually cooked dinner when my children arrive home.**
(Two clauses: Present Perfect / Present Simple)

The cooking of the dinner is usually finished when the children arrive home

Concept questions:

Please state what is wrong with these questions:

- What's for dinner?
- What's her occupation?
- Is she divorced?
- Are they her children?
- Does she want to cook dinner?
- Does she sometimes take them to MacDonald's?
- What was the woman's name?

Part Twenty-Two: One-to-One Teaching

Practical Tips

1. Teacher Student relationships

It is said that we should “love” our students. Saying ‘love’ your student is a touch extreme. However, be prepared to take an active interest in your student’s life.

2. Encourage movement in a one-to-one classroom

When you teach larger classes, you would naturally allow time for language activities where your students would get up and move around, so even with a one-to-one class, change the seating, get your student to stand and move about. Encourage your student to use the board. It is not good for either of you to be sitting still for a long period of time.

3. Interactive patterns

Give your student a chance to initiate, lead and sometimes be in control, for example, controlling the cassette player, the video recorder and writing on the board.

4. Changing activities and pace

Ensure there is a variety of activity, material and pace appropriate to the individual student’s learning style, personality and language level. Be flexible about breaks. Always take in much more material than you expect to use and be prepared to shelve or even abandon activities when it seems appropriate. If your student excitedly brings a CD into the class asking you to explain the lyrics of an English song he or she has discovered, be prepared to explain the meaning of the song (presuming the song has some meaning).

5. Student pace

At times the student can benefit from being left alone to prepare a task, review material or listen to a cassette. However, try to give these periods direction so that you can do feedback with your student.

6. Help the student to be organised

Suggest ways of organising handouts, taking notes, recording vocabulary and the best way of reviewing his or her material before the next lesson.

7. Create links between your one-to-one student and others

Where appropriate, give your one-to one student a chance to give a presentation to a group of students. Where different one-to-one students share common interests and needs, they can be put together for role-play and presentations. The students can be filmed, where suitable, so that feedback can be given.

8. Recording and Filming

Recording or filming a one-to-one class is often useful for your student. Student presentations, examples of structures modelled by the teacher, practice dialogues or pronunciation problems, so that the student can have something to watch and listen to at home can be very useful. This is, of course, refers to individual adults who bring their own recording equipment into the class or gives you permission to record them.

9. Objectives / Goals

At regular intervals during the Course, establish reasonable objectives. One-to-one students often have unrealistically high expectations of what they can achieve.

10. Personalisation

Use your student as a resource for material. You, as a teacher, need to know and understand your student's job, the company he or she works for, the kind of career they want, their hobbies, their family and even their outlook on life. This will help you to prepare meaningful lessons for them.

Part Twenty-Three: Testing Your Students

Look at the following and choose the correct answer from the four options.
For example:

Hello, how c you?

- a) has b) is c) are d) she

1. My sister _____ 25 years old.

- a) has b) is c) are d) she

2. _____ three bedrooms in my house.

- a) It has b) Have c) I got d) There are

3. The shop opens _____ 9 o'clock every morning.

- a) at b) in c) on d) by

4. My father _____ in Leeds.

- a) works b) work c) is work d) working

5. It's 8.50 = It's _____.

- a) nine to fifty b) fifty past eight c) ten to nine d) ten past eight

6. Mark lives with _____ girlfriend in New York.

- a) your b) his c) their d) us

7. I don't like this tea. There _____ sugar in it.

- a) isn't any b) isn't some c) aren't some d) aren't any

8. I can't come to the phone now. I _____ a shower.

- a) have b) am having c) has d) have got

9. _____ you like to go to Hiroshima with us?

- a) Can b) Did c) Do d) Would

10. Which of these words is different?

- a) train b) bicycle c) kitchen d) car

11. I _____ lots of photographs in Peru last year.

- a) took b) take c) taking d) taken

12 This flat is _____ to have a party.

- a) very small b) not small c) too small d) smaller

13. My brother is _____ than me.

- a) younger b) young c) very young d) more young

14. What _____ do after the lesson?

- a) are you going to b) have you c) will you d) do you have

15. She works as a _____ in a hotel.

- a) artist b) receptionist c) visitor d) restaurant

16. Everest is _____ mountain in the world.

- a) high b) the high c) higher d) the highest

17. Martin and Julie _____ married for 3 years.

- a) are b) have been c) have d) got

18. _____ I borrow your pen for a minute please?

- a) Do b) Would c) Could d) Have

19. You look very ill. You _____ go home.

- a) have to b) are c) should d) went

20. Which of these is something to eat? _____

- a) cheap b) cheese c) meet d) better

Weddings These Days

The following is an extract from a larger text. Please read it and insert the correct word in the 25 missing spaces.

It seems to me _____ many people are going crazy. They're talking about _____ married or even worse, actually doing it! My good friend Catherine _____ the knot with her boyfriend _____ and my friend Martin wants to marry 'me Julie', despite the fact that this will be the third time for him. There must be something in the _____.

Actually, getting married _____ to have taken off in a big way, people _____ just content to live together _____ a piece of paper saying it's okay. Also you can tell it's wedding season _____ the average bridal magazine I looked at recently in W H Smith, currently weighs _____ than the average bride.

Bridal magazines are huge because they carry massive _____ of adverts designed to _____ the bride-to-be that her wedding will be a hideous _____ if it costs less than a nuclear aircraft carrier. The message to brides from the UK wedding _____ is: "If your parents have any money _____ over for retirement, you have FAILED!"

But have you _____? There are no wedding magazines for men. The groom's only wedding _____ is to arrive at the ceremony on time, wearing trousers and not actively throwing up. Everything else is up to the bride who _____ make thousands of critical wedding decisions, such as should she _____ all her relatives, or just the nice looking ones? What colour should the bridesmaids wear? Where should the wedding _____ sit and should they be allowed to throw rice into the air?

Now, we need to _____ out a common wedding misconception here because somehow a rumour got _____ that you should not throw rice at the bride and groom. Why? Because if birds eat the rice, it _____ up in their stomachs and they explode. Well, guess what? _____ to the Internet (and if we can't trust the Internet, who the hell can we trust?) birds do NOT explode from eating rice. Grapefruits, yes! And that is _____ why we do not throw grapefruits at the bride and groom.

Questions to consider:

1. **What kind of tests are these?**
2. **What level would you give these tasks to?**
3. **When would you expect to give your students a task like this?**
4. **What language points (grammar areas) must your students be able to grasp in order to answer these questions?**

Testing Your Students

1. Informal testing is a continual process and should be a part of every lesson. This is a helpful way to monitor, not just your students' development but also the effectiveness of your teaching. Are you regularly asking appropriate concept questions? Are you using every opportunity to elicit from your students especially (if possible) the target language of the lesson? Is there enough creativity in your class, using role-play and personalisation?

2. Formal testing

- Placement and aptitude: Usually done at the beginning of a year's Course by your school. Are your students interviewed prior to being placed in the correct class?
- Diagnostic: Do you assess your student's needs? Although this is done at the beginning of a Course, a student's needs may change, therefore a continual assessment of your class could take place. Don't be frightened to move a student to a higher level if you feel he or she is in the wrong class.
- Progress tests: These are the ones over which the teacher has most control. Small regular reviews of previous language structures taught and practiced is not only good for repetition, but can show a student that he or she is making progress,
- Achievement: This is usually set by your school or at least by the Course Book you are using

3. Criteria of effective tests

- Is it valid? That is, does it test what it aims to test? Or does it test other things unnecessarily?
- Is it reliable? Will it give the same or similar results with the same or similar students? Will different scorers get similar results?
- Is it practicable? That is, is it easy to administer and to score?

- Is there any spin-off? That is, will it improve your teaching? Is it a useful focus for review?
- Is it fun? Tests should always be fun and students should welcome them as a form of review and advancement.

4. Progress tests

These are based on what you have taught your students, or on what the syllabus has directed you to teach or a combination of the two. They are retrospective to the teaching. They are often popular with the students because they act as a summary, and they are a measure of improvement. Many students find testing motivating.

Sample testing activities:

- Gap-fills (How _____ have _____ lived _____ Llandudno?)
- Answers (Where do you live?) – Your students write the answer.
- Questions (I live in Llandudno.) – Your students write the question form.
- Completing one half of a dialogue
- Jumbled sentences (live / where / do / you?)
- Expanding skeletal sentences (How long / live / Llandudno?)
- Transformation exchange. For example, changing the First person into the Third or changing the active voice into the passive.
- Or: “He’s a fast runner. He runs _____.”
- Sentence completion: “If I had money, _____.”
- Error recognition: which part of the sentence is wrong?
 “I’m frightened / that you’ll / feel angry / to me.”
 A B C D
- Mini-situations: You want a day off. What do you say to your boss?

Note that most of the above are examples of ‘Discrete’ item tests. That is, they isolate a particular linguistic feature, in order to test it. Tests aimed at testing the whole (as opposed to the parts) are called ‘Integrative’. For example: tests and dictations.

5. Communicative testing

The above mentioned tests tend to test what the student knows or doesn’t know, as opposed to what the student can do or can’t do. That is, traditionally we have tended to test the means, not the end. Hence, there is often a gap between the student’s test result and our subjective assessment of his or her ability.

6. Communicative tests

These aim to bridge this gap: to test the end rather than the means. By definition, they involve some form of aural / oral interaction. Since they aim to duplicate, as near as possible, conditions existing in the 'real world' authentic materials are preferred, and an element of unpredictability is worked in. Success or failure is assessed on whether the language achieves the desired result.

Note that these criteria are shared by the production stage of a lesson,, for example, a role-play or a discussion.

The problem is to decide on the criteria or assessment for this, success or failure being rather too black and white for grading purposes.

These criteria have been variously categorised such as:

- Size of utterance
- Complexity of utterance
- Speed
- Fluency
- Flexibility
- Appropriacy
- Accuracy
- Fluidity

7. Institutionalised communicative test

This is the Cambridge CCSE (Cambridge Communicative Skills in English). The test of oral interaction involves an Interlocutor (generally a teacher known to the student) and an Assessor. This is followed by a second stage where several candidates perform a specific task together; usually involving some sort of information gap.

8. Student-designed tests

These work well and are a lot more fun. Put the students into groups to prepare a test on their previous lessons. Show them some examples of discrete-item testing activities. Supervise the test writing; pair students off from different groups to administer the test to each other, or have the groups exchange tests and work on them as a group.

English Language Examinations

Cambridge

There are five Cambridge examinations – one for each level:

KET	(Key English Test)	Elementary
PET	(Preliminary English Test)	Pre-Intermediate
FCE	(First Certificate in English)	Upper-Intermediate
CAE	(Certificate of Advanced English)	Advanced
CPE	(Certificate of Proficiency in English)	Post-Advanced

Each exam has five papers.

1. Reading
2. Composition
3. Use of English (a grammar based test)
4. Listening Comprehension
5. Speaking (Oral interview – individual or small groups)

(Security is a big thing with Cambridge exams due to the possibility of cheating in other countries.)

Trinity College London

These ESOL examinations comprise 12 grades, grouped into four stages of language development. So, whatever a learner's level, there is the opportunity to participate and gain recognition for what he or she can already do with the language. Trinity's spoken examinations take students from their first steps in English to near first-language fluency. The Integrated Skills in English examinations include a portfolio approach. By taking 'classroom' work into account as well as tasks carried out under examination conditions, a wide and varied sample of learner work is assessed.

IELTS

This exam is jointly managed by The University of Cambridge Local Examinations Syndicate (UCLES), The British Council and IDP Education Australia: IELTS Australia. It tests the four skills and all the candidates take the same listening and speaking modules. There is an option of either a General Training exam, which is suitable for candidates planning to do non-academic work or training abroad or, an Academic exam, which is designed for students who wish to do academic study abroad.

TOEFL

The TOEFL test is designed for learners of English who plan to study in either undergraduate or postgraduate programmes at Universities or colleges in North America. The computer-based test takes approximately 3½ to 4 hours and consists of four sections: Listening

Comprehension, Structure, Reading and Writing. Two of the sections, Listening Comprehension and Structure are computer adaptive, which means that the questions you are given are based on your skill level. You cannot skip or go back to any questions. The paper-based test takes approximately 3 hours and consists of four sections: Listening, Structure and Written Expression, Reading Comprehension and the Test of Written English (TWE).

TOEIC

The TOEIC test is a two-hour paper and pencil multiple-choice test that consists of 200 questions divided into two separately timed sections:

Section One – Listening (45 minutes):

This section consists of 100 questions and is played on audio cassette. Learners taking the examination listen to a variety of statements, questions, short conversations and short talks and then answer the questions given. It is divided into four parts:

- Part 1: Photographs - 20 items with 4 choices
- Part 2: Question-Response - 30 items with 3 choices
- Part 3: Short Conversations - 30 items with 4 choices
- Part 4: Short Talks – 20 items with 4 choices

Section Two – Reading (75 minutes):

This section consists of 100 questions presented in written format in the test booklet. The learners taking the examination read a variety of materials and respond at their own pace to questions given. It is divided into three parts:

- Part 5: Incomplete Sentences - 40 items with 4 choices
- Part 6: Error Recognition - 20 items with 4 choices
- Part 7: Reading Comprehension - 40 items with 4 choices

Examinees respond to test questions by marking one of the letters (A), (B), (C), or (D) with a pencil on a separate answer sheet. Although the actual testing time is approximately two hours, additional time is needed to allow examinees to complete the biographical questions on the answer sheet and to respond to a brief questionnaire about their education and work history. Therefore, you should allow approximately 2½ hours for the test to take place.

Michigan University

These American examinations are between FCE and CPE level and are used in many countries in Central / South America and Greece. Michigan claims that the exams are equivalent to the Cambridge exams. Michigan is almost entirely multiple-choice, whereas Cambridge requires a lot more ‘production’, especially in the writing section of the exam.

Cambridge Examinations

As you complete these exercises, decide which level of Cambridge exam they belong to: PET, FCE, CAE or CPE?

Fill each numbered blanks in the following passage with one suitable word.

About three years ago, (1) in my mid-forties, I had a sudden and severe mental breakdown. There was nothing unusual about the breakdown itself, more / only (2) about the events in my own life that led (3) up to it. The one / only / most / single (4) exceptional feature was that I am a (5) Psychologist and should therefore be able to view the events of my illness from (6) two standpoints; subjectively as the patient and more / also (7) objectively as the detached professional observer.

Until I broke down, I had (8) always regarded myself (9) as reasonably well-balanced; although / though (10) I had sometimes worried about (11) physical illness, the (12) thought that I might be subjected to (13) the torture and humiliation of a severe mental illness had never entered my head. For (14) many years I had been (15) outgoing, efficient, continually active and reasonably cheerful: I thought (16) of myself as well-meaning, though (17) possibly somewhat insensitive about / towards / to (18) my own and other's feelings. It (19) never occurred to me that one day my existence would disintegrate within (20) the space of a few hours.

CAE

Read the article below and circle the letter next to the word that best fits the space.

e.g. I can strongly _____ this restaurant.

A: tell

B: try

C: recommend

D: offer

A new restaurant with a difference has opened in the High Street next door to the Royal Theatre in Bristol. It is called 'Starters' and is (1) **run** by Carol and Philip Wells who opened a (2) **similar** restaurant in London last year.

Instead of a traditional three-course (3) **meal**, customers can choose whatever (4) **they** want from a list of (5) **over** a hundred starters or first courses. The list also includes recipes from all over the world and customers are recommended to (6) **choose** at least three starters to (7) **make** a satisfying meal.

Prices vary, depending on what you have, (8) **so** it is possible to eat quite cheaply if you (9) **don't** want to spend a lot of money. The new restaurant is becoming very popular and it's (10) **best** to book a table to avoid waiting.

- | | | | | |
|-----|-----------|----------|-----------|---------|
| 1. | A got | B held | C run | D taken |
| 2. | A similar | B same | C several | D like |
| 3. | A tea | B meal | C food | D plate |
| 4. | A you | B he | C they | D we |
| 5. | A only | B up | C more | D over |
| 6. | A read | B choose | C look | D want |
| 7. | A make | B be | C want | D need |
| 8. | A so | B then | C unless | D if |
| 9. | A do | B can | C don't | D will |
| 10. | A well | B best | C great | D fine |

FCE

Complete the following extract from a pamphlet on deafness by writing the missing words in the spaces provided. Use only one word in each space. The first answer has been given as an example.

This pamphlet is not about empty statements and false promises; rather it is concerned with the co-operation needed by deaf people from those who speak to them. Any person who is willing to give their co-operation by practicing the following points will:

not only make conversation easier (1) **for** deaf people, but also for (2) **themselves**.

Please avoid shouting at deaf people (3) **where / wherever / if** possible. Shouting contorts the face of the speaker (4) **to** the embarrassment of the listener, and (5) **makes** the conversation unnatural and strained. Speech is (6) **best** heard when it is given in a clear voice (7) **only / just / and / spoken / speaking / pitched** slightly louder (8) **than** normal.

Clarity (9) **rather** than volume is often the main requirement when speaking. Many deaf people have some ability to lip-read, (10) **some** going to lip-reading classes. Some partially deaf people (11) **often / might** practice this skill without realising it. They feel that they can hear a speaker (12) **better / easier** when he is facing them. In actual fact this probably isn't the case, (13) **as** they are likely to understand (14) **more** accurately because what they only partially hear is assisted (15) **by** what they also see in the speaker's expression and lip-movements.

CPE

Complete the following text using only one word in each gap:

When Walter was eight years old, in 1968, he used to work for an old lady who lived in his village. Every day, before and after school, he **would** (1) chop wood, light fires, and go shopping for her. He was paid 5p **every** (2) week, which was **not** (3) very much, even then.

This old lady kept **so** (4) many cats that she did not know exactly **how** (5) many. **One** (6) day, one of the cats was found dead in the garden, and the lady, **who** (7) was very upset, asked Walter to dig a grave and bury it.

Walter did this and **was** (8) given 10p. He couldn't **help** (9) noticing that he got **twice** (10) as much for burying a cat **than** (11) for a whole week's work. **This / That** (12) made him think. He had many friends **whose** (13) fathers, the local farmers, often had to shoot cats to protect their chickens. He offered his friends 2p for every dead cat they **found** (14). He would **then** (15) place the cat in the old lady's garden where she would find it, think it **was** (16) one of her own and **pay / give** (17) Walter 10p for burying it.

By (18) the time he left school, Walter **had** (19) saved quite a lot of money. Later in life he became a very **wealthy / successful / rich / corrupt** (20) businessman.

CAE

Part Twenty-Four: Passive v Active Voice

First set

Look at these sentences.

- People **grow** apples on trees. [active]
- Apples **are grown** on trees. [passive]
- People in France **export** apples. [active]
- Apples **are exported** from France. [passive]
- People in Japan **make** cars. [active]
- Cars **are made** in Japan. [passive]
- Architects **design** houses. [active]
- Houses **are designed** by Architects. [passive]
- People in South America **produce** tobacco. [active]
- Tobacco **is produced** in South America. [passive]
- People **mine** for diamonds in South Africa. [active]
- Diamonds **are mined** in South Africa. [passive]
- Construction companies **build** houses. [active]
- Houses **are built** by construction companies. [passive]
- Songwriters **compose** music. [active]
- Music **is composed** by songwriters. [passive]
- Leeds University **employs** teachers. [active]
- Teachers **are employed** by Leeds University. [passive]
- Water **covers** the Earth. [active]
- The Earth **is covered** by (or with) water. [passive]
- People **grow** cotton in Egypt. [active]
- Cotton **is grown** in Egypt. [passive]

Structure:

These sentences use the **Present Simple** Passive:

The present form of 'be' (is / are) + **past participle** form of the verb

Questions to consider:

- 1. What is the difference between each of these pairs of sentences?**
The first sentence is active – the second is passive
- 2. How is the verb in each of the second sentences different from the first?**
The verb used in the second sentence is the past participle form of the main verb
- 3. What kind of verb does the passive voice use in addition to the main verb?**
The auxiliary verb ‘be’ precedes the main verb
- 4. What happens to the ‘subject’ of the sentence?**
It becomes unimportant and often is not mentioned in the passive sentence. It is no longer a subject – it becomes the ‘agent’
- 5. What happens to the object?**
The focus shifts from the subject to the actual doing of the deed. The object usually goes to the front of the sentence.
- 6. What effect does changing the sentences to the passive voice from the active voice have?**
The sentence sounds more formal
- 7. What do these sentences have in common? What do they tell us?**
They are in answer to the question: Where do / does _____ come from?
- 8. What is the meaning (function) of these sentences?**
They are statements of fact:

Long term – Water covers the Earth / Music is composed by songwriters
Short term – Apples are exported from France

Now make five more sentences, showing both the active and the passive form.

Second Set

Look at these sentences:

- John Logie Baird **invented** the television. [active]
- The television **was invented** by John Logie Baird. [passive]
- Alexander Graham Bell **invented** the telephone. [active]
- The telephone **was invented** by Alexander Graham Bell. [passive]
- Christopher Columbus **discovered** America. [active]
- America **was discovered** by Christopher Columbus [passive]
- The earthquake **damaged** Mark’s house. [active]
- Mark’s house **was damaged** by the earthquake. [passive]
- Someone **stole** a new car from the garage yesterday. [active]
- A new car **was stolen** from a garage yesterday. [passive]

Structure:

These sentences use the **Past Simple Passive**:

The past of 'be' (was / were) + **Past Participle** form of the verb

Questions to consider:

1. These sentences use a different structure to the first two sets. What is it?
2. Sometimes it is important to include the subject in the passive form. Why is this?
3. What is the meaning (function) of these sentences?

Who invented _____? Who discovered _____? - Reporting finished events.

Third Set:

Present Continuous:

- The police are **looking** into the causes of the rail crash. [active]
- The causes of the rail crash **are being looked** into by the police. [passive]
- Scientists are **planning** to build a base on the moon this century. [active]
- A city on the moon **is being planned** for this century. [passive]

Past Continuous:

- They were still **building** the hotel when I arrived for my holiday. [active]
- My hotel **was still being built** when I arrived for my holiday. [passive]
- Japan was **exporting** cars all over the world when I was there last. [active]
- Cars **were being exported** all over the world from Japan when I was last there. [passive]

Structure:

These sentences use the **Continuous** form (verb + ing)

The present of 'be' (is / are / was / were) + the continuous form of 'be' (being) + **Past Participle** form of the verb

Questions to consider:

1. What is the structure in these sentences?
2. What is the meaning (function) of these sentences?
3. What role does the passive voice play in reporting past and ongoing events?
4. Why is it important to know and understand the minutiae of how structures are formed and particularly how verbs function?
5. What kind of practice activity games can you think of to practice these different language structures?
6. How could you use the box on the following page to create an exciting quiz game for your students?

Diamonds	“Jurassic Park”	The Television	“The Four Seasons”
Rice	“The Kiss”	Money	Contact Lenses
“My Heart Will Go On”	Cattle	Fish	Cars
William Shakespeare	Films	Wine	“The Lord of the Rings”

Use one of the following verbs and make a question in the passive form for each of the boxes above. Remember to end each question with ‘Whom...’ ‘When...’ or ‘Where...’

Born - Breed - Catch - Compose - Direct - Export - Grow - Invent - Keep - Mine - Paint - Produce - Sing - Show - Wear - Write

- What role do general knowledge questions play when teaching English to your students?
- How would you set up this activity? What instructions could you give your students?
- What other practice activities can you think of to get your students to use the passive voice?

Diamonds are mined in South Africa	“Jurassic Park” was directed by Stephen Spielberg	The Television was invented by John Logie Baird	“The Four Seasons” was composed by Antonio Vivaldi
Rice is grown in Japan	“The Kiss” was painted by Gustav Klimt	Money is kept in banks	Contact lenses are worn by people with eye problems
“My Heart Will Go On” was sung by Celine Dion	Cattle are bred in the USA	Fish are caught in rivers	Cars are exported from Japan
William Shakespeare was born in 1582	Films are shown at the cinema	Wine is produced in Spain	“The Lord of the Rings” was written by J R R Tolkien

Use one of the following verbs and make a question in the passive form for each of the boxes above. Remember to end each question with ‘Whom...’ ‘When...’ or ‘Where...’

**Born - Breed - Catch – Compose - Direct - Export – Grow - Invent - Keep - Mine
- Paint - Produce - Sing - Show - Wear - Write**

Part Twenty Five: Understanding Our Students' Errors

What kind of error is Boris making?

Use one of the following words to answer the questions below. You can only use each word once:

Cultural Awareness
Pronunciation

Functional language
Situational language
Vocabulary

Grammar
Spelling
Vowel

Intonation
Stress

1. Boris, a non-native English speaker, goes to England on holiday and asks someone, "Do you have **fire**" instead of "Do you have a **light**." What kind of mistake is this?

Vocabulary

2. You ask Boris, "How long are you here for?" He replies, "Since April." The correct reply should be "Until May." What kind of mistake is this?

Grammar

3. Boris tries to buy some paper and is given pepper. What is the problem here?

Pronunciation

4. The verb *record* is pronounced differently from the noun *record*. Boris doesn't know what the main difference is?

Stress

5. These two sentences don't sound the same if you hear them. What makes the difference?

Intonation

That's Boris.
That's Boris?

6. Boris doesn't know whether to write *necesary*, *necessary*, *neccesary*, or *necessary*. He has a problem with what?

Spelling

7. Boris doesn't know which letter is the odd one out: *b*, *m*, *a*, *c*, *f*, *z*? Why?

Vowel

8. Boris is asked, “How are you?” and he replies with a long description of his health problem and his addiction to vodka. He needs to learn more about what?

Cultural Awareness

9. Boris knows a lot of grammar and vocabulary, but he doesn't know what to say in a shop or when making a phone call. What does Boris need to learn?

Situational Language

10. Boris knows a lot of grammar and vocabulary but he doesn't know how to apologise, complain, interrupt politely, give warnings or change the subject. What does he need lessons in?

Functional Language

Correcting Students

There is a difference between making errors and mistakes. Generally, native speakers don't make errors they only make mistakes. Non-native learners, however, usually make errors and these need correcting.

Types of Errors

1. Phonological

- a. Pronunciation
Used to / walking / rough
- b. Wrong stress
Com-for-ta-ble / pho-to-gra-phy
- c. Intonation
She's your girlfriend? (How many ways are there to say this sentence?)

2. Grammatical

- a. Syntax ~ incorrect word order (What I call 'The Yoda syndrome')
My work I am doing / Raining outside it is / Search your feelings you must
- b. Agreement ~ plural noun with plural verb (incorrect collocations)
I drive a Ford / He drive a Ford / My friend drive a Ford

- c. Tenses ~ mixing past, present and future
**I had been having a great time with my friends since the weekend
On Sunday I will going for a swim with my friends**
- d. Articles ~ problems with 'a' and 'the'
The car hit bus and a man called out to a driver of a bus, "I'm sorry"
- e. Prepositions ~ problems choosing the correct one
I will get out the plane at 7.40pm / Mark is opposite the door

3. Lexical

- a. Not having sufficient vocabulary
You work mañana no?
- b. Choosing the wrong word
Will you take a coffee with me?
- c. Choosing an inappropriate word
After eating a large meal: "I am very fulfilled" (instead of satisfied or simply full)

4. Appropriacy and Register

- a. Confidences
**My teacher, he tell me he no like this class
My friend he tell me he fancy you**
- b. When to keep silent
**I no like your hairstyle
Why you grow beard – it no suit you**
- c. When to say the correct thing
When teaching: "Never mind" - You wouldn't say it to someone whose friend had died at the weekend.

One girl from Romania was living as a student in Britain. Her teacher asked her to write an academic essay comparing two cultural differences between Britain and her own country. Her opening lines were: "I don't like British food I fucking hate it." It later transpired that she was living with three 18-year old English girls in order to improve her English, who used this kind of language quite liberally.

5. Orthographical

- a. Script ***I like the way this looks.***
- b. Spelling **I liek to taik fotografs / I feel ruff todai / I fort about it**

Causes of Errors

1. **L-1 Interference** (‘Interlingual Interference’ or interference from the student’s mother tongue)
 - a. False cognates (aka false friends.) These are similar words from their own language (L1) but which have a completely different meaning.
“To close the light” – rather than, to switch off the light (Greek)
 - b. Phonology
“Thesh desert thebo tomuv the garden” – rather than, the shed is at the bottom of the garden
 - c. Grammar
“I have 40 years” - rather than I am 40 years old. (Spanish)
2. **L-2 Interference** (‘Intralingual Interference’ or interference from their new language)
 - a. Where the rules of English are over-applied.
**For example: Irregular plurals “childs” (children) / “sheeps” (sheep)
Irregular verbs “I goed” (I went) / “I eated” (ate)**
 - b. Too many words that mean the same thing

For example:

I	advised told warned asked	him not to go.
----------	--	-----------------------

3. Bad Teaching!

- As a teacher you will need to be aware of this!

How do you correct students?

There are three basic steps:

1. Try to encourage your learner to “repair” a bad structure. Often our students know when they have made a mistake or they see from your expression that they have said something incorrectly. They will often immediately try to “repair” it by saying it in a different way.
2. Get your learner’s peers to help. Often in a class they will do this automatically.
3. If your learner is struggling, give a hint, perhaps by giving the correct form of the word or start the sentence for them. Using your fingers or a cloze on the board will help your student see the structure clearly.

Part Twenty-Six: Teaching Children

Teaching children is not an easy option. It is not just a question of running around playing games. Our attitude towards teaching children should be the same as teaching adults: they are there to learn. Parents often pay a lot of money for their children's education, so it's up to us, as teachers, to do the best we can.

Questions to consider:

- 1. What are some advantages to teaching children?**
- 2. What are some disadvantages?**
- 3. What are some of things you can do to keep a child's attention?**
- 4. Children love playing games. Can you think of any games that focus on learning English?**
- 5. Why do we teach phonics (the sounds of the letters) rather than the alphabet?**
- 6. What are some of the first structures we teach our children?**
- 7. How can we help our children with their pronunciation?**

For your lesson to be successful you need to spend considerable time thinking about your lesson plan. Here is an example lesson plan that has proved to be successful teaching Japanese children.

Typical Lesson Plan for Children's Classes:

Usually you will want to have between 10 – 12 activities for a one-hour class with your children. Each activity will last about 5 minutes. It's not advisable to do an extended activity with children, as they get bored very easily. Occasionally you will teach a class that is very mature and have a good attention span. If your young learners want to continue doing an activity for longer than 5 minutes, adjust your plan accordingly.

Assumed knowledge:

The children in the class should be familiar with all the phonics and have had practice putting letters together to form three letter words. This is the first time they are being introduced to double-letter-sounds (**DLS**).

Always start with some form of revision:

1. Practice Structure:

“Hello”

“What's your name?”

“How are you?”

Get your children to ask each other in open and closed pair work.

2. Practice phonics using flash cards:

(A good school will have flash cards for teaching children):

Use 16 cards: picture side up

A	B	C	D	E	F
X	T	G	N	R	I
O	U	P	Y		

Slowly reveal the picture on the flash card. The first person to shout out the correct phonic, (i.e. a = apple / b = book / c = cat), gets a point. Put the points on the board. Get the children to decide how much each card is worth.

3. Vocabulary:

Animals:

Cat Dog Ant Bee Fox

You can use an activity such as a variant of Slam to do this. (Slam is a game where you shout out the object's name. The first child to 'slam' the correct card with the palm of their hand gets the point.) Give points to the children.

4. Check homework:

Award points to the children for completion and neatness. Add this to the running score.

5. Practice Phonics using flash cards:

Use the same 16 cards you used previously: this time, phonic side up

Play Finger Slam (touching the card with their finger). Get the winner of each card to choose the next one. Teach the children to begin each round with 'hands on heads.' All the children must put their hands on their heads before starting. (You can progress to 'hands on shoulders' or 'hands on knees' etc. to practice body parts.)

6. Vocabulary:

Non-Animal words:

Bag Bat Bed Bus Boy Box
Cap Cup Car

Guessing game. "Is it a _____?" "No, it isn't." / "Yes, it is."
Get the children to take turns being teacher.

7. Run and write:

Three-letter words:

Dog	Cat	Bag	Bat	Car	Ant
Bed	Bee	Bus	Boy	Cap	Cup
Fox	Box				

8. Introduce new DLS sounds (This is your target language):

- Ea - seal
- Ee - tree
- Oy - toy
- Ar - car

9. Practice DLS with phonics:

Play variants of Slam and Concentration. (This is a game where if the child picks up two face down cards that are the same they can keep them. Make sure the child practices the phonic sounds and the words they are associated with before you award the point.)

10. Writing in books:

New DLS sounds

11. Dictation:

Three letter words

(Pay attention to the pronunciation of: ee - bee, oy - boy and ar - car)

12. Homework:

Prepared Handout:

- Cloze
- Match word to picture

Questions to consider:

- 1. Why should we give homework to our children?**
- 2. Why is it important that we do writing at the end of the class?**
- 3. Why should we have so many activities in each class?**
- 4. In what ways can we involve the children in a practical way?**
- 5. Why award points?**

Part Twenty-Seven: Conditional Forms

Conditional structures have the word 'if' and have two clauses. Look at these words and phrases and make conditional sentences from them.

1. Play with matches / burn yourself
2. Pass my exams / happy
3. Not do homework / teacher angry
4. Tell you / not believe me
5. Annoy dog / bite you
6. You wash up / I dry
7. Can't come / ring?
8. Miss bus / taxi
9. Stay six months / English better
10. Film too long / go home
11. Rain / stay at home
12. Without umbrella / wet
13. Leave me / kill myself
14. Not apologise / speak to you

Please create some sentences by joining these phrases into one using the conditional form. Each sentence must include the word 'if'.

1. Tom's father is the director. That's why he got the job.
2. They were wearing life-jackets. That's why they didn't drown.
3. All the people in the club died. The fire doors were locked.
4. The police caught the thief. He didn't wear gloves.
5. I didn't work hard at school. That's why I couldn't get a job.
6. I didn't know it was broken. That's why I bought it.
7. I didn't give it to you because I didn't know you wanted it.

Conditional Structures

There are four conditional structures in the English language.

Zero conditional (sometimes called Present Conditional)

Examples:

- If you work hard, you get rich.
- If the weather is nice on Saturdays we go to the beach.
- If the temperature drops to zero degrees, water freezes.
- If you go out in the rain without a coat, you get wet.

Structure:

First clause - **Present simple**: If + subject + infinitive form of main verb

Second clause - **Present Simple**: Subject + infinitive form of main verb

Function or meaning:

A general statement of fact

A possible future situation

First Conditional

Examples:

- If you finish the job quickly, I could give you a bonus.
- If you touch the fence, you may get paint on your hands.
- If you come here again, I might have to call the police.
- If you turn right at the traffic lights, you should see the post office on the left.
- “If you build it, he will come.”
- If it rains, I’ll go to the cinema.
- If I finish my project, my girlfriend might buy me dinner.
- If you think about this long enough, you will understand the meaning of this sentence.

Structure:

First clause - **Present Simple**: If + subject + infinitive form of main verb

Second clause - **Future Simple**: Subject + will (or another modal verb such as might / should / may / could) + infinitive form of main verb

Function or meaning:

1. A piece of advice
2. A promise
3. A warning
4. A threat
5. Giving directions
6. An instruction (Also a quote from a film - "Field of Dreams" 1989)

Second Conditional

Examples:

- If you stopped eating chips every day, you would lose weight.
- If I ran naked down the street, I would get arrested.
- If I ran the marathon in my condition, I probably wouldn't finish it.
- If the politicians lowered Income Tax, I'd do a jig in the street.

Structure:

First clause – **Past Simple**: If + subject + past tense of main verb

Second clause – **Present Simple with 'Would'**: subject + would + infinitive form of main verb

Meaning:

1. A piece of advice
2. An explanation
3. A hypothetical future (but not impossible) situation
4. An improbable future situation

Third Conditional

Examples:

- If you hadn't swerved to the left in time, you would've hit my car.
- If I had treated my girlfriend better, she wouldn't have left me for another man.
- If only you hadn't scratched my car, I wouldn't have smacked you in the mouth.
- If Iraq hadn't been invaded, many people wouldn't have died.

Structure:

First clause - **Past Perfect**: If + subject + past auxiliary verb 'had' + past participle form of main verb

Second clause - **Present Perfect with 'Would'**: subject + would + present auxiliary verb 'have' + past participle

Meaning:

1. A statement of regret
2. An imaginary or hypothetical situation

Conditional sentences

Look at the following sentences and decide how each conditional structure is created (i.e. what tense constructions are being used). Can you label which sentences use which condition structure. How does the meaning change?

1. If I work hard, I'll be able to pay off my debts
If I work hard, I'd have to change my whole lifestyle
2. A Give me a ring tomorrow.
B I will if I can.

A Give me a ring tomorrow.
B I would if I could.
3. If you will play with matches, then it's your fault if you get burnt.
If you play with matches, you might burn yourself.
4. If he doesn't come, let me know.
If he won't come, let me know.
5. Will it be all right if I use your phone?
Would it be all right if I used your phone?
6. If I had told them I spoke French, they might have offered me the job.
If I spoke French, they might have offered me the job.
7. If I had accepted the job, my girlfriend would have been pleased.
If I had accepted the job, I would be in France now.

- 8 I would come with you tomorrow, if I hadn't already arranged to go to Paris.
I would come with you tomorrow, if I weren't going to Paris.
- 9 If I had accepted the job, I'd be Director now.
If I had accepted the job, I'd be earning a good salary now.

Questions to consider:

- 1. Does each conditional structure have a distinct meaning?**
- 2. Can you explain?**
- 3. What contexts could you think of in order to teach conditionals?**

Part Twenty-Eight: Concept Questions

What is Concept?

- a. Concept is meaning
- b. As a teacher you must teach meaning (a language structure means nothing to a student unless they understand it)
- c. You should also teach what it doesn't mean

To teach a new structure of language you must present it first in an imaginary context (or story).

For example, when teaching 'used to': "My sister used to suck her thumb."

Ask concept questions that are relevant:

- Does she suck her thumb now?
- Did my sister suck her thumb just once or many times?
- Did she suck her thumb when she was a young girl?

Questions that are not relevant:

- What did my sister use to do?
- Did you use to suck your thumb?

Notice that the relevant concept questions did not include the target language being taught.

You can use many concept questions, but you don't have to concept check absolutely everything! However, it is important to concept check the **meaning** of the target language. When preparing your lesson it is good to prepare concept questions in advance.

Important points to notice:

1. The language structure is the GRAMMATICAL FORM.

For example, when teaching 'used to': "My sister used to suck her thumb."
Subject + modal verb 'used to' + infinitive form of main verb + object

2. The language function is the SOCIAL CONTEXT in which the language is used.

For example: "Have you got 10p?"

This is not a question requiring information. It is a request for 10p. In other words: "Please give me 10p!"

Another example: "Would you mind if I open the window?"

This is asking permission. In other words: "Will you allow me to open the window?"

Ask concept questions that are relevant:

- Is this a formal or informal situation?
- Do you know the person or persons in the room?
- Are they your friends?

Context Situations are often best told in the first person.

For example: I am very hot and would like to open the window. I ask the others in the room:
“Would you mind if I opened the window?”

Ask concept questions that are relevant:

- Are these people my friends?
- Who is going to open the window?
- Is the window opened or closed?
- Is the open window going to be a problem for an old lady?
- Would you say this to your very good friend?

Always try to ask the student instead of telling them.

When do we Concept Check?

- a. Present the target language clearly
- b. Drill (Choral and Individual) your students
- c. Now concept check

Other things to consider would be

- Did you elicit the target structure?
- Did you have to model the target structure?
- How difficult is the model sentence?
- Does the teacher’s own style have a bearing on how a lesson is taught?

How do we Concept Check?

Ask different types of questions:

- Give options for the student to choose
- Leave a blank / open space for them to fill in (this is called a cloze)

Get the students to define a word:

For example:

- What are other ways of saying 'never mind'?

Concept Questions

Are these concept questions unsuitable? If so, why? What context would you provide and what concept questions could you think of to teach these structures?

1. To test present perfect continuous.

For example: He's been waiting for two hours.

- Is he in the cinema?
- Has he been waiting for three hours?

2. To test 'have to' for obligation.

For example: He had to stay at home.

- Is he going out to dinner?
- If he could've chosen, would he have stayed at home?

3. To test understanding of an expression.

For example:

a. There were millions of them.

- Were there more than a million people going?
- Where were they going?

b. I didn't know whether I was coming or going!

- Was I moving?
- Was I driving?

c. He could've kicked himself.

- Could he have hit himself?
- Could he have kicked his brother?

4. To test first conditional.

For example: I'll go home if it rains.

- Would I have gone there in the first place, if I'd known?
- Should I take an umbrella?

Questions to consider:

- 1. Is your language simple?**
- 2. Does it relate to the context or situation?**
- 3. Do your questions use the target language?**

Please write concept questions for the following presented language items. Remember to keep language as simple as possible.

1. I wish Martin'd come.

2. Catherine must have gone out.

3. I needn't have got up so early.

4. Chloë didn't mean to break it.

5. I've been waiting here for 20 minutes.

6. We wouldn't have missed the train if we'd got a taxi.

7. Burglar.

8. Embarrassed.

Concept Checking

Important Things to Think About

1. Plan your concept checking questions and write them down; it takes an experienced EFL teacher to think of them on the spot.
2. Plan too many questions rather than too few. Even if the students have understood, answering the questions you ask is practice for your students and gives them a chance to get involved and speak.
3. Don't use the Target Language in a concept-checking question.
4. Keep your questions short and simple, and make them 'easier' than the target language.
5. Don't make the answers to the questions obvious by the way you ask them or by the fact that you're always expecting the answer 'yes'.
6. The purpose of the concept checking questions is NOT to elicit the Target Language.
7. Define the concept in simple statements, and then turn those into questions.
8. Test your concept checking questions on someone else, possibly another teacher.
9. If you ask students to give you examples, check those too.
10. If your students give the wrong answer to a concept question, make sure that you put them right and that they understand why it is wrong.

Part Twenty-Nine: Teaching Vocabulary

When we teach vocabulary, what exactly are we teaching?

Meaning:

- Connotation
- What does the word imply?

For example, compare the implications of these words:

- Woman, lady, girl
 - Is the word 'aggressive' positive or negative?
- Range - there are many words have a range of meaning. For example:
 - Aspirations, dreams, goals
 - Fulfil, achieve, reach
 - Satisfied, happy, content

Pronunciation:

- How to say the words
- How they sound in the context of a sentence

Form:

- Spelling
- The word's grammar (that is, how it works in a sentence)

Appropriacy:

- What is the situation?
- Is it written or spoken?
- Who are you using this word with?
- Style and register of the conversation
- What is the social context?

How would you teach the following words?

- Green
- Empty
- Attractive
- Minister
- Death
- Story
- Electricity

Why is English so hard to learn?

The most notable characteristic of English is its deceptive complexity. Nothing is quite what it seems. For example: How do you explain ‘what’ to a non-native speaker? It takes the Oxford English Dictionary almost 15,000 words (five pages) to manage the task.

When you are ‘overwhelmed’, where is the ‘whelm’ that you are over and what exactly does it look like? And why can we be ‘overwhelmed’ or ‘underwhelmed’ but not ‘semi-whelmed’ – or (if our feelings are less pronounced) just simply ‘whelmed’.

We can change register from informal to formal and change the way we use the English language. For example:

- “The cat sat on the mat” can be expressed this way: ‘The furry feline quadruped ensconced itself upon the floor covering.’
- A spade can be described as: ‘a manual earth-restructuring implement.’
- ‘Love’ can be described as: ‘the cognitive-affective state characterised by the intrusive and obsessive fantasizing concerning reciprocity of amourant feelings by the object of the amourance.’

Many people trying to learn English believe it to be a crazy language. There is no egg in eggplant, nor ham in hamburger; neither apple nor pine in pineapple. English muffins weren't invented in England, nor French fries in France. Sweetmeats are candies while sweetbreads, which aren't sweet, are meat.

When we explore the English language’s paradoxes, we find that quicksand can work slowly, boxing rings are square and a guinea pig is neither from Guinea, nor is it a pig. And why is it that writers ‘write’ but grocers don't ‘groce’ and hammers don't ‘ham’? If the plural of tooth is teeth, why isn't the plural of booth ‘beeth’?

We say one goose and two ‘geese’. So should we say one moose and two ‘meese’ or one index and two ‘indexes’? Doesn't it seem crazy that you can make amends but not one amend? If you have a bunch of odds and ends and get rid of all but one of them, what do you call it, an odd or an end?

If teachers have ‘taught’, why haven't preachers ‘praught’? If a vegetarian eats vegetables, what does a humanitarian eat?

In what language do people ‘recite at a play’ and ‘play at a recital’? Ship by truck and send cargo by ship? Have noses that run and feet that smell? How can a ‘slim chance’ and a ‘fat chance’ be the same, while a ‘wise man’ and a ‘wise guy’ are opposites?

How can a house ‘burn up’ as it ‘burns down’? How can you ‘fill in a form’ by ‘filling it out’? How can an alarm ‘go off’ by ‘going on’? Why, when the stars are out, they are ‘visible’, but when the lights are out, they are ‘invisible’? Why, when you want to ‘shut down’ your computer you have to hit ‘START’!

English was invented by people not by computers, and it reflects the creativity of the human race (which, of course, isn't a race at all).

A Fun Quiz

How would you explain the repeated vocabulary in these sentences to your students?

- 1) The bandage was wound around the wound.
- 2) My farm used to produce produce.
- 3) The rubbish dump was so full that it had to refuse more refuse.
- 4) I have to polish the Polish furniture.
- 5) The dog on the lead tried to lead the way over the lead sheeting in the field.
- 6) The soldier decided to desert his dessert in the desert.
- 7) Since there is no time like the present, I thought it was time to present the present.
- 8) As I fished the bass out of the river, my friend beat the bass drum.
- 9) When shot at, the dove dove into the bushes.
- 10) I did not object to the object.
- 11) The insurance was invalid for the invalid.
- 12) There was a row among the row of oarsmen about how to row.
- 13) The clothes on the floor were too close to the door to close it.
- 14) A buck does funny things when the does are present.
- 15) A seamstress and a sewer fell into a sewer.
- 16) To help with planting, the farmer taught his sow to sow.
- 17) The wind was too strong to wind the sail.
- 18) After a number of injections my jaw got number.
- 19) Upon seeing a tear in the painting I shed a tear.
- 20) I had to subject the subject to a series of subjective tests.
- 21) How can I intimate this to my most intimate friend?
- 22) I had to transport my stuff on public transport.
- 23) The pervert in the dock lied to pervert the course of justice.

Presenting and Practicing Vocabulary

It has been said that native English speakers have a very large vocabulary, much larger than that of other European languages such as French, Spanish, German and Italian. Famed linguist David Crystal suggested that native English undergraduates have approximately 16,000 words under their belt, but by the time they reach their early twenties as graduates they have expanded their vocabulary to over 20,000 words. The reason for this is that the English language has borrowed thousands of words from over 50 different languages around the world. It is no wonder then that there are more synonyms in English than in any other language.

How many words exist in the English language? This is a frequently asked question. The extensive, 25-volume edition of the Oxford English Dictionary that you only find in libraries, lists somewhere in the area of about 2,000,000 words, though this extremely comprehensive dictionary lists all the thousands of words for insects and plants – words we would only use if we studied in these various scientific fields.

One way of discovering many words we know can be done by doing a simple test:

- Get a reasonably comprehensive dictionary.
- See how many words are listed. The preface should tell you this.
- Now open the dictionary randomly and count the number of described words on the page.
- How many of them do you know? Work out the percentage of words known to words on the page.
- Do the same again on another randomly opened page. Work out the percentage.
- Do it a third time. Work out the percentage.
- What is the mean percentage?
- Now apply that percentage to the number of words in the dictionary and you have a good idea of how many words are in your vocabulary.

That is an interesting exercise but how many of the words you chose do you actually use every day?

Whatever number you came up with, that is still a lot of words our students need to learn. How do we introduce and practice vocabulary so that our students will remember vocabulary, and more important, be able to use it in its correct context?

There are many ways our students learn vocabulary. Here is a short list:

1. Through necessity:

Our students need to communicate something to us and they need to know what word to use to refer to an object (a noun) or to talk about an action (a verb) or to tell us something about the object (an adjective) or where it is in relationship to something else (a preposition). It is not surprising that one of the first structures our students learn is: “What is it?”

2. When we teach a language structure:

Vocabulary in itself is not enough by itself for successful communication. Many Japanese students, for example, have a wealth of vocabulary that they have learned in High School using lists, but they struggle to use English in meaningful communication because they haven't had enough practice putting the words together into sentences.

When we teach English to non-native students we teach language structures, so that they can start communicating immediately. It's a bit like learning to play the piano. It's not enough to show them the notes but how to put them together to make melodies. Our students need to be able to start communicating from the very first lesson and to do that we need to give them the necessary vocabulary to do that.

3. Through context:

As our students make progress, their wealth of vocabulary increases. As their comprehension of words and sentence structures increases through listening and reading they will come across words they have not seen before. They may not know what the word means in isolation, but in the context of a sentence they can make a guess at what the word means. If the same word appears in the same text but in a different sentence, they can make a good educated guess. It is the way most native speakers of English have learned vocabulary.

4. Dictionaries:

It is not good for our students to become too attached to their dictionaries, translating from English into their own language. There are 126 different meanings for the word 'get' in the Collins COBUILD dictionary, that's if you include all the phrasal verbs, multi-verb forms and idiomatic expressions. Which meaning of 'get' do our students want to learn? As soon as possible, that is, when their level is high enough, try to encourage them to use an English-to-English dictionary.

5. Notebooks:

Most good learners of English will carry their own personal notebook of English words learned with them, so that they can refer to them when waiting for or travelling on transport or simply having a mid-morning coffee. Can you help your students to organise their words into lexical groups? It will certainly help to not only remember them but how they relate to similarly related words or words with the same meaning (synonyms).

6. Sentences:

It sounds simple but by using new vocabulary in different contexts and different sentences is one of the best ways that our students will learn and remember vocabulary.

Practicing In The Classroom

When we teach our students in class, there are many ways to present and practice vocabulary. Here are a few suggestions:

1. Through Dialogues:

Even at Elementary level, we can practice short dialogues that help consolidate our student's vocabulary. A simple stimulus can often create a natural response.

For example:

Teacher: "I want some aspirins."
Student: "You should go to the chemists."

Teacher: "I want some meat."
Student: "You need to go to the butcher's."

It is also a great way to check comprehension.

2. In a story:

You as the teacher can start off a simple story and let your students continue. You will need to throw in suggested vocabulary from time to time.

For example:

Last year I didn't have a job. (What's a word that we can use to describe this? 'Unemployed.') So I looked in the newspaper. (What part of the newspaper did I look at? 'Advertisements for Jobs.') I saw a job advertisement for a teacher. (What do you think I did? 'You applied for the job.')

3. Through visuals:

Pictures and realia can stimulate your students to produce vocabulary without you even speaking. However, you will need to think how they are going to use it in a dialogue.

For example:

Show your students pictures of some domestic appliances. Now get your students to discuss in pairs or small groups which are the four most important and why. Now monitor your students carefully, listening for inappropriate words that your students use for later class feedback.

This is an excellent opportunity for you to let your students speak and for you to cut down your teacher talking time.

4. Students create sentences:

Get your students to include recently learned vocabulary in a dialogue of their own making. The best way to this of course is through question and answer. The way the vocabulary is being used must show the correct concept. This is good for all levels.

5. Role-Play:

During the Production or Free Practice stage of your lesson it is good to do some role-play, as this gives your students an opportunity to use their newly acquired vocabulary.

Here is an example for Elementary level students:

If you are concentrating on clothes vocabulary and revising colours, lead to a role-play in a shop or dry cleaners or a policeman asking for a description of someone seen acting suspiciously.

6. Personalisation:

As you get to know your students try to involve them and personalise your lesson by using them as examples or by getting them to talk about themselves.

For example:

At Elementary stage, teach likes and dislikes with previously taught food vocabulary. Your students are then telling you something about themselves. "I love sushi, but I don't like fish and chips."

Here is another example for low level learners:

Using visuals or realia, find out what domestic appliances they own to use with 'have' for possession. "I have a VCR but I don't have a DVD player yet."

7. Gap-fill exercise (Cloze):

This is useful as a testing device so that you can check your students' learning after a presentation has been made.

For example: "Last year I was _____ so I looked at the _____ in the paper. I decided to _____ for a job."

8. Information gap exercise:

This works especially well with pictures and other visuals.

For example:

One student has a picture of a room with furniture and the other has an empty room. The first must describe to the second where to put the furniture. This is good practice for using newly learned prepositions.

Here is another example you can use for Elementary levels:

Give one student a recipe and the other a blank shopping list. One student must dictate the ingredients to buy at the supermarket.

You will need to think carefully about how you will manage your class – for example, where they will sit in relation to each other.

9. In a text:

Give your students comprehension or concept questions designed to focus on the meaning of the vocabulary in the text, BEFORE you read the text. When doing feedback concentrate on the vocabulary used. Now give your students a task that will give your students practice using it.

10. Discussions:

Give your students a theme to discuss, for example unemployment in England, and ask them to compare it to their own country. This is good for higher levels.

11. Writing tasks:

Ask your students to write a letter of application for a job. Be specific about what the job is. You will need to think about whether your students work together in pairs or by themselves. Will you give all your students the same task or different tasks? This can be good in the feedback session at the end of your class. This is also very good practice for examination classes.

Planning a Vocabulary Lesson

Check List:

1. How shall I get over the meaning?

Pictures, drawing, mime, synonyms / antonyms – remember to give examples and provide a context or situation.

2. How can I check that they understand the meaning?

Concept check questions - don't forget negative concept questions to highlight what the word does not mean.

3. Where is the stress?

4. Mark it on your lesson plan

5. Have I planned short simple sentences in which to practice the words?

Remember that at early levels, you need to put new vocabulary with familiar vocabulary.

6. Always try to elicit the word first.

7. Remember the procedure for the listening phase:

- model the word clearly and loudly.
- model it more than once (particularly at early levels).
- emphasise or beat the stress or ask the students where the stress is.

8. How shall I correct mistakes in stress?

- Give your students a chance to correct themselves.
- Get another student to correct them if the above fails.
- Write stress marks above the word on the board.

9. Remember to get lots of student practice in
 - The word in isolation.
 - The word in a sentence - preferably elicited from the students. Will you want to choral drill the sentence?
 - If possible, use the word in the student's own context.

10. Have I planned the board work?
 - Write new words in sentences.
 - Write in lower case letters with upper case letters in the correct places.
 - If necessary mark the stress on the word on the board or get the students to mark it (possibly in different colours).
 - Can you get your students to help you with spelling, punctuation, and capital letters? This gives them an active role in the teaching procedure.
 - Get your students to read aloud from the board before they write.
 - Check what they're writing, especially at low levels.

Part Thirty: Final Examination (Review)

First Activity: Grammar Labels and Terms

How much do the students know about the labels (the meta-language) of English grammar?

Task One:

1. Brainstorm in groups (set a time limit) a list of meta-language.
2. Now take away the lists.

Task Two:

Board Running Race

Divide the class into two groups for a board running activity. How much from the lists do the students remember? Set up the class for this activity and set a time limit. Create competition by awarding points for the most words on each side of the board; instruct the class to beware of repetition; warn them of the dangers of falling over etc.

Feedback from the two lists on the board:

Get the students to explain what they wrote and give an example of each in a sentence.

- Noun
- Verb
- Adjective
- Conjunction
- Preposition
- Article
- Determiner
- Adverb ... etc.

Second Activity: Elicit the TEFL word

Sit the students in small groups and make sure that only one has his or her back to the white board. Write a TEFL word or phrase on the board (there is list on the next page). The students who can see the word have to explain it to their partner without saying the word or phrase. The first team to elicit the word from their partner puts their hands up and shouts "BINGO": one point to that team. Now all students move round one place and the game continues. The activity comes to an end when one team reaches the required number of points decided beforehand by the tutor. When two (or more) teams put their hands up simultaneously, play scissor, paper, stone, with the person in each 'hot seat'.

Important TEFL Words Learned on This Course:

- Fun
- Elicit
- Open Questions
- Closed Questions
- Low TTT
- High STT
- TL
- Presentation
- Practice
- Production
- FSW
- Pictures
- Flash Cards
- Realia
- Mime
- Gestures
- Body Language
- Facial Expressions
- Monitoring
- Pronunciation
- Brainstorming
- Feedback
- Choral Drilling
- Individual Drilling
- Cloze (Gap-Fill)
- Open Pair Work
- Closed Pair Work

- Present Simple
- Past Simple
- Present Perfect
- Past Perfect
- Present Continuous
- Past Continuous
- Present Perfect Continuous
- Past Perfect Continuous
- Future Simple
- Future Perfect
- Future Continuous
- Future With 'Going To'
- Future Perfect Continuous
- Modal Verbs
- Conditionals
- Phrasal Verbs
- Idioms
- Comparatives
- Superlatives
- Clauses
- Countable Nouns
- Uncountable Nouns
- Determiners
- Adverbs
- Adjectives
- Functions
- Articles
- Active Voice
- Passive Voice
- Prepositions

Third Activity: The Tense System

With a partner, complete these tense charts.

1. Use the verb 'eat' for the active form in the first person singular.
2. Use 'eat' for the passive form using 'food' as the subject (the agent). Please note that the passive form does not work with all the continuous forms.

ACTIVE	Simple	Continuous
Present	I eat	I am eating
Past	I ate	I was eating
Future	I will eat	I will be eating
Present Perfect	I have eaten	I have been eating
Past Perfect	I had eaten	I had been eating
Future Perfect	I will have eaten	I will have been eating
Future with 'going to'	I am going to eat	
The Future in the Past	I was going to eat	

PASSIVE	Simple	Continuous
Present	The food is eaten	The food is being eaten
Past	The food was eaten	The food was being eaten
Future	The food will be eaten	
Present Perfect	The food has been eaten	
Past Perfect	The food had been eaten	
Future Perfect	The food will have been eaten	

Please note these important grammatical guidelines:

- Continuous tenses are formed with the auxiliary verb "be" and the present participle.
- Perfect tenses are formed with the auxiliary verb "have" and the past participle.
- Passive tenses are formed with the auxiliary verb "be" and the past participle.

APPENDICES

Additional Information

The following pages outline further areas of study that a new EFL teacher may wish to think about. These areas include:

Teaching English Using Discussions

- Promoting discussions to teach English
- Types of discussions
- Role-play
- Dialogue building
- Free speaking

Finding EFL Teaching Work

- Respected TEFL organisations
- Applying for a TEFL position
- A Teacher's CV
- The Interview
- Questions you may be asked
- Questions you will want to ask

A Glossary of TEFL Terminology

A Suggested Reading List

Teaching Using Discussions

There are three basic stages that can help our students to build their English language level to the point where they can engage in purposeful discussion and communicate in a meaningful way.

- **Presentation:**

Oral Drills (“Individual” and “Choral”) concentrate on developing the skill of producing (temporarily) isolated language items (Target Language) in a rigidly-controlled linguistic context. The aim of the teacher is to promote accuracy in pronunciation. There is a high level of correction at this stage of a lesson.

- **Practice:**

Narrative and dialogue-building activities aim to integrate these new items into a relatively limited linguistic context. The aim of the teacher is to continue to promote accuracy and encourage fluency. There is still a level of correction during this stage of a lesson.

- **Production:**

Discussions and role-plays aim to promote your students’ ability to ‘blend’ the new language items to an appropriate point in a relatively free linguistic context. The teacher needs to concentrate on the fluency of the students. If the first two stages have been done effectively, there should be only a minimal level of correction needed.

Points to consider

1. Discussions (and dialogues) in the final stage of the lesson should provide students with the opportunity to produce what they have practiced in purposeful verbal communication. They are the ‘culminating point’ of the oral practice / production process and teachers should try to encourage as much as possible a ‘natural’ oral use of the language.
2. The previous steps in the process are necessary – students cannot be expected to use new language immediately after presentation.
3. The final step in the process is necessary as success during accuracy practice activities does not necessarily mean success during fluency practice activities. It is much more difficult to get students to express themselves freely than it is to produce correct responses in a controlled exercise.
4. Always make sure that your students have a purpose when building dialogues. To tell students to talk about abortion or women’s liberation or whatever, is almost as bad as telling them to talk English – why should they? They would never, outside the classroom, invent sentences about a subject merely for the sake of speaking. People always have a purpose when speaking. Language is the means to do just this. It is a means to an end.

5. The teacher cannot expect 'real' use of English if there is no reason to use it. Discussions often 'peter out' because of the lack of real discourse (to explain, to convince, to plan, to apologise, etc.). To provide this purpose, the teacher should present students with a task which necessitates student interaction for its successful accomplishment (to answer a question, to make a decision, to create a survey of options, to create a list of preferences, etc.).
6. It is important for your students to have a topic. Not only do students need a reason to talk, they also need a stimulating topic to talk about.
 - Stimulating does not necessarily mean controversial
 - Discussion does not necessarily mean argument
 - Interesting for the teacher does not necessarily mean interesting for the students
 - Things to think about are the age of your students, their culture, taboo subjects, their own knowledge of the world
7. If the students don't want to talk, it may be that:
 - They have no reason to
 - They know nothing about the subject
 - They don't want to talk about it
 - They are embarrassed by it
 - The topic is too general or hypothetical
 - They don't have the language to talk about it

In a 'real' conversation situation, people 'think on their feet'. Although discussions should always be linked thematically and linguistically with what is under study, the teacher should be aware of providing too much and completely taking the initiative from the students, reducing them to regurgitating and paraphrasing what you have told them.

It is important for you to organise your class effectively. A discussion which succeeds is one where as many of your students will say as much as possible during your lesson. By dividing the class into smaller groups, the teacher can multiply the time available for each student to talk.

8. What is the teacher's role?
 - To stimulate: perhaps by shocking (beware of taboos) or by playing the 'devil's advocate' – it is important to drop to a level of contribution equal to a single student so that you do not dominate a discussion (also beware of your own interests and hobby horses)
 - To keep the discussion going: prepare questions / prompts / pictures to maintain the discussion – you may have to add ideas if the discussion dries up
 - To monitor and /or to referee: it is good to note errors for future correction, perhaps at the end of the class discussion

- To encourage quieter students and restrain dominant students
 - To help students to try and express themselves
 - To guide the discussion and decide whether tangents are worth pursuing (in terms of the discussion task, or in terms of interest)
 - To clarify, if things become confused
 - To provide feedback: after the discussion do some correction and tell the students how successful they were – be specific, don't be bland
9. What do we do with reticent and / or dominant students? If the discussion is to be 'successful', it can be a good thing to persuade silent students to speak by simply calling on them or by asking them to answer specific questions (that is, if you feel you are able to do so without causing undue embarrassment). Similarly, over-verbose students need to be restrained positively. If students cannot be persuaded to shut up in class, the teacher can always speak to them outside the classroom. Discover why reticent students don't talk and provide reassurance. Praise dominant students and use them as surrogate teachers or group leaders.
10. It is good to timetable in as much conversation in a class as possible. Make sure that your expectations are appropriate to your students' aims and levels. The more advanced students are, the more they will be able to talk, but encourage students to talk even from the earliest levels. For example, the weather, today's news, "What did you do last weekend?" "Where's x today?" – i.e. short impromptu chats.

Even Elementary students can say what they like or dislike and give simple reasons. Equip students with the very basic conversational gambits from the beginning, such as: "Pardon?" and "Could you explain please?" Be careful to give beginners adult topics which nevertheless require simple language.

More Advanced students can obviously say more and talk about more sophisticated subjects, but having the language doesn't mean wanting to use it (hence the vital importance of purpose and topic – see points 4 & 5 above). Students should also be progressively equipped with more sophisticated conversation gambits, such as: "By the way," "I was reminded of that the other day when..." "If I may interject a comment here..."

11. Why preparation is vital. Discussions are not a soft option requiring no preparation. Selection of an appropriate task and topic is only the beginning.

Prepare – the teacher must allocate a suitable amount of time for the discussion and decide on any division into stages.

Link – the topic and the language required to discuss the topic should derive from previous activities.

Introduce – the task and topic need to be presented to the students quickly and clearly. A reading or listening activity (checked for comprehension, of course) is a great way to lead into the subject, providing numerous facts or points of view.

Discussion – the teacher must determine whether this will be in groups or the whole class or a combination of the two

Sum-up – some sort of summary is useful at the end and perhaps some feedback to the students on errors made by your students (although not too much – you don't want to discourage them from speaking in your next lesson)

Follow-up – can you provide a link with the next lesson / activity?

Types of Discussions

1. Impromptu Discussions.

These are often the best, as no purpose has to be artificially injected in by the teacher, and the topic arises because the students are genuinely interested. As they are unplanned, the teacher must 'think on his / her feet' in deciding how much time to allow the discussion and whether to postpone / cancel other activities.

Allow it to continue if:

- ~ most of the students are participating
- ~ the subject is suitable
- ~ the time is available

Stop it if:

- ~ it is one student ranting on
- ~ it is an unsuitable subject
- ~ it begins to sag

Don't take over and think hard as to how you can help it along.

2. Open Discussions.

The key here is the topic. The teacher must understand his / her class – their key interests and knowledge, for such a discussion to succeed.

The task / purpose here may be implicit, the teacher sneaking the subject for discussion in without the students realising. This works well with monolingual classes in the student's own country. Here, the teacher can ask the students apparently rather 'naïve' questions about the students' country and culture. This may be done:

- Due to the teacher's lack of knowledge of the country and culture.

- Based on, perhaps, the teacher’s preconceptions (or misconceptions) of the students’ country.
- An article the teacher has used in class (from ‘Newsweek’ for example) for a reading activity.

The students will then (hopefully) feel the need to explain facts and attitudes to the teacher and this would lead to a general discussion around the theme.

The teacher should have previously prepared a number of questions and prompts to help the discussion along. Avoid bland questions like: “What do you think of inflation?” Use questions like: “Did you think the article was fair or accurate?” “Why?” - “Why not?” - “Why do you feel that way?”

3. ‘Structured’ Discussions.

‘Discussions’ is used here in a very loose sense to mean oral practice activities which aim to promote fluency. At lower levels the ‘discussion’ might, in fact, prove to be very short and limited in terms of the variety of language used by the students. The examples below are listed roughly in order of level and complexity – moving from the simplest levels to more complex techniques for more advanced students.

a. ‘Brainstorming’ Activities.

‘Brainstorming’ is the technique whereby students let loose a hail of possible suggestions in response to a stimulus provided by the teacher. In more sophisticated brainstorms, the field is gradually narrowed until the solution is hit upon.

- Guessing games:
‘Animal – Vegetable – Mineral; ‘Twenty Questions’; ‘Mimes’
- Finding connections:
Connecting incongruous pairs or groups; finding things in common (between pictures or students)
- Ideas from a theme:
Discovering things that have the same quality; uses of an object; interpreting shapes, pictures or sounds; inferring character from pictures; foreseeing results; explaining.

b. 'Organising' Activities.

These require students to discuss and define differences and similarities in order to classify.

- Comparing:
The odd man out; categorising; detecting differences
- Putting things in order:
Picture sequencing; sentence sequencing
- Priorities
Rating according to criteria; survival games
- Choosing candidates
Prize winners; heirs; prisoners for release / refusal or parole
- Layout
Housing estate; dinner party; zoo plan

c. 'Compound' Activities.

These combine elements of 'a' and 'b' above and are generally more complex and time consuming and are useful at an Advanced level

- Debates
Traditional; PMI (Plus, Minus, Interesting Ideas); ACP (Alternatives, Possibilities, Choices); balloon debate
- Surveys and Information collecting
- Planning projects

Role-play

Work with a partner. A friend comes to see you at home. It is quite late in the evening. He or she has just been to an English class and is very hungry.

YOU:

Greet friend

Ask him/her to come in

Ask what the English lesson was like

Ask what the English teacher is like

Offer something to eat

Offer something to drink

Say what is available

Accept offer: say where everything is

Check that you have got everything

Serve the food

YOUR FRIEND:

Return greeting.

Thank him/her

Say what it was like.

Say what he/she is like.

Accept with thanks

Ask what is available.

Make a choice with thanks

Offer to help lay the table.

Say that everything is fine

Comment on the food.

Thank your friend.

Now with a partner create a different role-play scenario.

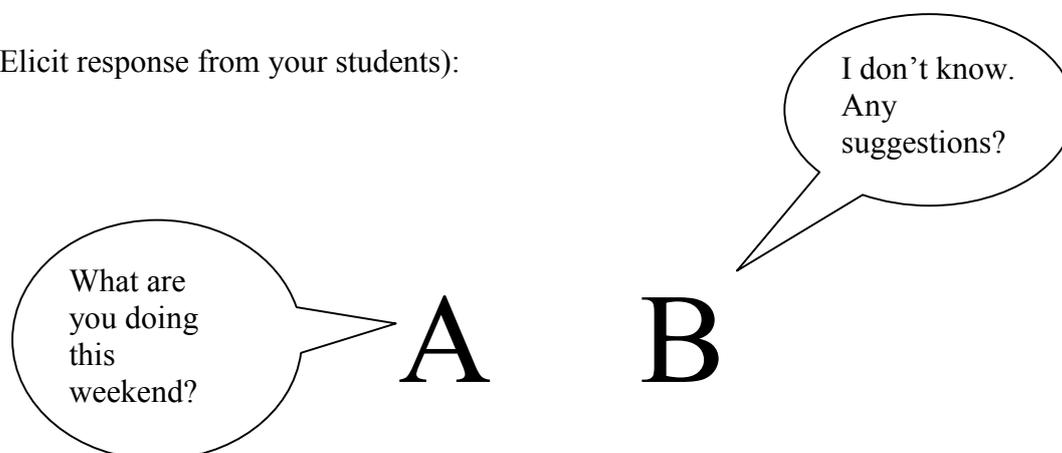
Questions to consider:

- 1. How will you get your students to do this?**
- 2. At what level will your students be able to handle this?**
- 3. How will you set up the classroom?**
- 4. How much speaking are you doing?**

Dialogue Building

Set the scene: "It is Friday. What kind of questions could A ask B?"

(Elicit response from your students):



This is useful because:

- It helps students build confidence
- It helps them to use the correct form of the English language
- It helps Elementary and Lower Intermediate students with their pronunciation
- It is not mechanical and meaningless (i.e. from a text book)
- It comes directly from the students themselves.

Questions to consider:

1. **How will you get your students to do this?**
2. **What kind of hints or prompts will you give your students?**
3. **How will you set up the classroom?**
4. **How much speaking are your students doing?**
5. **When do you bring this activity to an end?**

Free Speaking

This is done usually at the end of a lesson.

Different activities you can do:

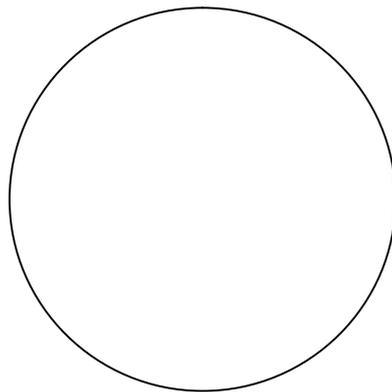
- Role-plays
- Debates
- Discussions

Teacher's Roles:

- Try to avoid controversial subjects unless you know your students well
- Ask a question to get them going
- Give it time to get them going
- Subject matters may include:
 - Organising
 - Puzzles
 - Ranking
 - Decision Making
 - Lateral Thinking

Remember these three important things:

- Preparation
- Motivation
- Organisation



THE TEACHER IS
OUTSIDE THE CIRCLE

X

The teacher stands outside the circle making notes about the students' use of English, but DOES NOT CORRECT. This is a FLUENCY activity, not an ACCURACY one. Perhaps at the end of the activity you may make a few suggestions to the whole class.

Finding TEFL Work

Prospective TEFL teachers have various options open to them for employment in the UK and overseas. Different organisations require different qualifications.

Voluntary Agencies and Religious Organisations are always looking for candidates. Recruitment Agencies will usually have a number of vacancies available at any given time, and a number of Agencies recruit for their own chain of schools as well as for other Employers.

Working in the UK

TEFL work in the UK is usually seasonal. There is often a large demand for teachers during the summer months when private language schools, colleges and universities recruit for the annual intake of non-native learners. Year-round jobs are less frequent.

Working Abroad

Teaching jobs can be applied for in the UK or whilst overseas. There are always overseas jobs listed in the Education Supplement of The Times and The Guardian every week.

Respected TEFL Organisations

ARELS (Association of Recognised English Language Services)

ARELS is a non-profit-making organisation of Private English Language Schools in the UK which are inspected and recognised by the British Council and who conduct Courses in English as a Foreign Language. ARELS produce a free annual guide, listing member schools as well as an information sheet on teaching in their establishments. These are available direct from ARELS. Check for additional information on the Internet.

Central Bureau for Educational Visits and Exchanges

CBEVE (affiliated with the British Council) administer various teacher exchange programmes for RSA certified teachers and language assistants throughout the world. They also compile information sheets on opportunities available for work, study and travel abroad. They also publish 'Teach Abroad', a handbook offering guidance on the options available, including TEFL positions.

Centre for British Teachers (CfBT)

The Centre for British Teachers recruits teachers for its own projects in Brunei, Oman, Malaysia and Turkey.

Christians Abroad

Christians Abroad is a Charity which operates a World Service Enquiry Desk providing information on opportunities to work overseas through a variety of different organisations both Christian and secular.

ILC (International Language Centre) Recruitment

ILC offers a recruitment service throughout the world via a free TEFL Register for TEFL teachers and employers.

Inlingua Teacher Training and Recruitment

Inlingua has 250 schools for which it recruits teachers, especially in Germany, Spain, Italy and Singapore.

The Japan Exchange and Teaching Programme (JET)

An average of 400 native English speakers are recruited each year to work as assistant English teachers in Japanese secondary schools. No teaching experience or TEFL qualifications are required. However, you are required to be in possession of a degree. This is for VISA reasons.

English Program in Korea (EPIK)

Similar to the JET scheme, this program is run by the Korean Government in order to help improve the quality of English language teaching in schools. They recruit over 700 teachers annually.

Linguarama

Linguarama recruits teachers for teaching posts at its 45 centres in France, Spain, Italy, Germany and Finland.

Voluntary Service Overseas

VSO recruits over 250 teachers each year to assist in the promotion of education in developing countries. The range of posts covers primary, secondary, tertiary, teacher training and special education. The East European Partnership (a branch of VSO), recruits teachers for posts in East and Central Europe.

Useful TEFL Publications

There are so many useful publications for use in the TEFL world. There are two ways to get a feel for what would be useful for you as newly qualified TEFL teacher:

Bookshops

There are large EFL sections in bookshops such as Borders and Waterstones. Spend an afternoon or two browsing through these sections. Look at current TEFL books designed for use in the classroom and get a feel for how you would use these yourself in a class.

The Internet:

There is a lot of useful information on the Internet to help TEFL teachers find work and help them teach. Some Internet sites require a small fee for accessing the information they provide, but as you often make contact with other TEFL teachers on open forums, there is no limit as to the information you can be provided with. Some sites actually provide you with ready-made lesson plans, or at the very least, information and ideas to help you prepare interesting and informative lessons for your students.

If you have set your heart on working in a specific country, try looking for work on the Internet using Google. Type in TEFL – ‘space’ – Outer Mongolia (or the name of the country where you would like to work]. You’ll be surprised as to how much information you will find there about work and how to apply for it.

Applying for a TEFL position

1. Your Curriculum Vitae

As with any job, a professional Curriculum Vitae is a must, preferably sent in a plastic wallet and an A4 size envelope. This will reduce creasing and will reach its destination in a presentable state. You can also email your CV as a file attachment to contact many schools, which is cheaper than posting it.

2. The Application Photograph

Most schools will ask you to send a photograph with your application. Ensure that the photo you send of yourself is a happy one – a good, clear, professional snap. You have only one opportunity to visually show your personality and a smiling, energetic face on a photograph beats a dowdy passport snap, hands down. We suggest you send a photograph even if it is not specified in the job advertisement. If you are clever enough, insert your photo onto your CV.

3. The Interview

Now that you have impressed the school with your professional CV and stunning photograph, the next stage is the interview. This may take place over the phone. Here are a few points, hints and tips that can be used during the interview.

- First impressions are important, whether on the telephone or face-to-face. Have a friendly manner - remember the school owner wants a teacher who will bring business to the school and let's face it, nobody wants to be taught by a miserable teacher.
- Be honest with the interviewer – remember that they know what they are talking about. If they ask you a question and you don't know the answer – say so. But add that you are willing to learn and the only way that you get real teaching experience is to stand in front of a class.
- Be positive and cheerful during the interview. Smile when you are on the phone; this will be inflected in your voice. Language school owners know that a cheerful and positive teacher in the classroom will attract students and bring the school business.

Some questions you might be asked

- Which levels would you prefer to teach?
- For example, Elementary, Intermediate, Advanced
- Would you prefer to teach adults or children?

That's up to you!

- Do you prefer to use textbooks or your own materials? Which textbooks have you used and have knowledge of?

You will need to give this some thought.

- What do you know about examination classes and have you ever taught them?

For example, the IELTS exam for academic students wanting to study in Britain or the US or the Cambridge exams: First Certificate and Certificate in Advanced English.

- How would you interest a group of adolescents?

For example you could discuss interesting topics, for example: travel, fashion, music and films or perhaps depending on the maturity of your students and the openness of the culture perhaps subjects such as drug abuse or teenage pregnancy. You could tell anecdotes about life in England or your own travels. It is important to keep lessons humorous but with a fair amount of discipline.

- How would you settle a group of lively, rowdy students at the beginning of a lesson?

You could suggest that you would be firm (without shouting, of course) and get on with the lesson. Remember that many schools are run as businesses and owners would rather not remove a student from a class as it costs them money. However, support from the school principal or owner is important and often needed.

- You may be given a scenario situation. For example, what would you do if a young student (child or teenager) who was continually late for your lesson? When there, he / she was disruptive and when asked to leave the class, he / she refused.

You could ask the school owner to remove the student from the class. Or you could ask to see him / her privately at the end of the lesson and ask what the problem is. Maybe you could ask the school owner to have a word with him/ her or to contact his/her parents. The most important thing to remember with any discipline problem is to **KEEP YOUR COOL!**

- You may be asked how you think you would adjust to life in another country – the culture, climate and people.

Answer this as honestly as you can. To say, “Oh, yes, no problem,” is not a sensible thing to say to language school owners, as these are usually the type of teachers who break their contract. You could say that you understand that this will be difficult, but challenging. If you have visited or lived in a foreign country before, tell them of your experience there.

- If you are asked how you would teach a tense, such as Present Perfect and you are not familiar with it or haven't taught it before, think about your response.

- Tell the school that as a new teacher you understand that you will be spending a good part of your free time preparing for lessons deciding how to elicit the target language in your lessons and preparing interesting practice activities.

Questions for you to ask a Language School

- If the prospective language school doesn't ask you questions about levels, books, age groups and discipline, then ask the interviewer yourself. This will show that you at least have an idea of what you are talking about.
- You could ask whether the Course is a structured course or whether you will have a certain amount of autonomy in deciding what you will teach in your class.
- If you don't already know, ask about the length of the contract. Most are a minimum of one year, though taking into account the school holidays, if you are working in a school, your contract could be shorter.
- Ask about work attire, working hours and the weather (does the country have four distinct seasons?). Ask about what life is like in the town or city where you will be teaching and the kind of things you could get involved with after school hours.
- Ask how large the school is and how many other English teachers are employed there. Have all the teachers completed their contracts in the past? Do any renew for another year or two? (This is a good sign of how well the school treats its staff. One tutor worked in Barcelona where teachers had renewed their contracts for five years running – obviously a good school to work for!)
- If you don't already know, you should ask about payment during the interview. What a terrible thing it would be if you travelled all the way to Japan only to find the school you are working for pays you only £2.50 an hour!
- Ask to talk to a teacher who already works at the school. They will give you a more accurate portrayal of working conditions at that particular language school. A simple question such as: "In your opinion, is this a good school to work for?" could be the deciding factor as to whether you accept the offer of a job or not.
- Last but not least, if you are successful, ask to see the contract before you fully commit yourself. Read it carefully. It should be written entirely in English. If there is anything that is not clear or you don't understand you can always take it to the Consul of that country for clarification.

Glossary of Language Teaching Terms

Accuracy	The ability to produce grammatically-correct sentences.
Acquisition	The process by which a person learns a language is sometimes called acquisition – especially if the language is ‘picked up’, as with a first language, rather than studied.
Authentic (text and task)	Authenticity refers to the degree of which language-teaching materials have the qualities of natural speech and writing. Texts that are taken from newspapers magazines and recordings of natural speech taken from radio and television programmes are called authentic materials. An authentic task is one that would be done ‘in real life’.
Back-chaining	A language-teaching technique in which the word, phrase or sentence is divided into parts, and then the students are taught to say it by repeating the last part, then the last two parts until the whole item is repeated. For example: -tion, -ation, - ducation, education.
Body language	Our body language is an important communicative device. Through mime, gesture and facial expression we can create a context through which our students learn language structures.
CALL	Computer-Assisted Language Learning.
Cloze	A gap-filling activity. A test, or assessment consisting of a portion of text with certain words removed, where the participant is asked to replace the missing words.
Communicative activity	An activity in which the student uses the language they have at their command to provide or elicit from other student(s) information or opinions hitherto unknown.
Concept Checking (aka Concept Questions)	Methods the teacher uses to determine to what extent students have understood the language being taught.
Context	The language that occurs before and after a word in a phrase or a sentence. The context often helps in understanding the particular meaning of the word or phrase. The general context can also provide a social setting for the language and is a guide to the appropriate use of words and phrases.

Contraction to contract	The reduction of a word and often its combination with another word. For example: 'I am' into I'm', 'should have' into 'should've'.						
Cued Practice	This is a form of eliciting. It is the practice where the student can produce language in response to a cue given by the teacher. Cues can be words, signals, pictures, actions, etc. For example: <table style="margin-left: 40px;"> <tr> <td>Cue</td> <td>Response</td> </tr> <tr> <td>Time</td> <td>What time is it?</td> </tr> <tr> <td>Day</td> <td>What day is it?</td> </tr> </table>	Cue	Response	Time	What time is it?	Day	What day is it?
Cue	Response						
Time	What time is it?						
Day	What day is it?						
Deductive learning or approach	Learners are taught rules and given specific information about a language, and then they apply these rules when they use the language. By contrast see inductive learning or <i>approach</i> .						
Drilling	A technique commonly used in language teaching for practicing sounds or sentence patterns in a language, based on guided repetition. Choral repetition (aka Choral Drilling) is when a teacher asks a whole group or class to repeat an example together. Individual repetition (aka Individual Drilling) is where the teacher asks one student to repeat the structure.						
Echo	Teachers echo when they repeat language provided by students. For example: Teacher: What day is it today? Student: It's Tuesday. Teacher: Yes, it's Tuesday.						
Elicit	To bring out the students' knowledge by asking questions and providing guidance towards answering questions.						
ESP	English for special purposes. For example: Business, Medicine or Law.						
Extensive (usually extensive reading, sometimes extensive listening)	Reading (or listening) in quantity in order to gain a general understanding of what is read (or heard). Extensive reading, for example of fiction, is intended to develop good reading habits, to enable students to acquire vocabulary and structures and to develop pleasure in reading.						

Feedback	This is a period in the lesson to allow students to see how well they have done on an activity the teacher has asked them to do. This gives each student an opportunity to reflect on the accuracy of their work and allows the teacher to give praise.
Fluency	The features of language which give speech the qualities of being natural, including effective pausing, rhythm and intonation. The ability to produce written or spoken language with ease, to communicate effectively and smoothly, though not necessarily with perfect grammar or pronunciation. Fluency is sometimes contrasted with accuracy (see above).
Free Practice	See Creative Practice above
Function	The purpose for which language is used. In language teaching, functions are often described as categories of behaviours. For example: requests, apologies and complaints. The same function can often be expressed using different grammatical structures.
Generative situation	A situation or context which naturally produces a number of examples of a particular language item or pattern.
Gist	The general understanding - usually of a text. The term gist reading is sometimes used to refer to when a student reads through a text very quickly to get a general understanding. The teacher may then ask gist questions to check the understanding.
Global (listening or reading)	Listening or reading for a general understanding of the whole text, as opposed to an understanding of the details.
Grading	The arrangement of the context of a Course, or Course Book, so that it is presented in a helpful way. Grading affects the order in which words, word meanings, tenses, structures, topics, functions and skills are presented.
Guided practice	Practice which takes place within a framework set up by the teacher. See also Cued Practice.
Inductive learning or approach	Learners are not taught grammatical or other types of rules directly, but are left to discover or induce rules from their experience of using language. By contrast see Deductive Learning or Approach.

Information gap activity (aka Cloze)	A situation where information is known by only one or some of those present. Students use the language they have at their own command to bridge the information gap – by asking questions, giving information, etc. This is sometimes known as a communication gap. The students communicate to bridge the gap.
Intensive (Reading)	Unlike extensive reading, intensive reading is generally at a slower speed and may involve reading all or part of the text. The reader pays more attention to detail and seeks more thorough understanding.
Interaction	Two-way communication between language users.
Lexis	Vocabulary or words used in a sentence.
Meta-Language	The language used to analyse or describe language. For example, noun and verb.
Microteaching	A technique used in the training of teachers, in which individual teaching skills are practiced under carefully controlled conditions. Often one trainee teaches a part of a lesson to a small group of his or her classmates.
Milling Activity	When students move around, speaking in pairs or groups which are constantly being formed and reformed, often in a random fashion, as at a party. There should always be direction and purpose during this part of the lesson, the students understanding exactly what they should be doing.
Model Sentence/Structure	Used to describe any item / aspect of language given to the class as an example. This is also referred to as the <i>target language</i> or <i>structure</i> .
Monitoring	The teacher monitors when he or she listens to the students and compares what is being said with what they should be saying. Students can also monitor themselves, sometimes making instant corrections to utterances they have just made. The term <i>monitoring</i> is also used more loosely to refer to when the teacher checks that an activity is going according to plan, that the students are following instructions correctly.
Monolingual / Multilingual Group	In a monolingual <i>group</i> all the students share the same first language. In a <i>multilingual group</i> there are students with different first languages.
Nominate	To call upon an individual student by name.

Pair Work (Open and Closed)	In <i>open pair work</i> two students exchange language across the classroom with the other students listening. In <i>closed pair work</i> students talk privately in groups of two with all students in the class working simultaneously.
Peer Teaching	Classroom teaching in which one student (or trainee) teaches another, or others.
Personalise	To make an example of language of interest to (an) individual student(s) or to fit an individual student's situation.
Phoneme	The smallest unit of sound.
Phonology	The study of sounds in a language.
Plenary	A summary of a lesson which you may wish to do with your students.
Practice: Controlled Practice	Practice in which the teacher guides or limits the students' use of language – such as by providing questions to be answered, sentences to be completed, or words or pictures to follow. The teacher is firmly in control of this part of the Practice section of the lesson.
Practice: Free Practice (aka Creative Practice or the Production Stage)	Practice in which the students use language, perhaps newly introduced item, more freely with little or no control by the teacher. They can express their own ideas and opinions. This is usually at the end of the lesson and can take up to half of the lesson, depending on the activity.
Presentation	The introduction of new items, usually at the beginning of a class, when their meanings are illustrated, explained, demonstrated and other necessary information given.
Process vs. Product	Where the 'doing' of an activity is considered to be as important as, or more important than, the final result or end product.
Productive Skills	Speaking and writing skills. Also sometimes referred to as <i>active skills</i> .
Pronunciation	These are elements made up of intonation, sentence stress and modulation which gives meaning to the sounds we make so that the way we speak is understood.
Questions	Open – where a student has to use a language structure to answer the question. Closed – a yes or no reply will suffice.

Realia	Actual objects and items that are brought into a classroom as examples or as aids to be talked or written about. Examples may include such things as photographs, articles of clothing, kitchen utensils, or items of food.
Receptive Skills	Listening and reading skills. Also sometimes referred to as passive <i>skills</i> .
Scan	A reading technique used when the reader wants to find a particular piece of information without reading or understanding the whole text.
Skim (Skim-Read)	A type of rapid reading when the reader wants to get the main idea(s) from a text.
Staging a Lesson	Organising the different parts of a lesson so that they follow on logically and smoothly to make an effective whole.
Structure (Grammatical)	A sequence of linguistic units that are in a certain relationship to one another; for example, the structure called the <i>Present Perfect</i> is made up of the auxiliary verb 'have' + the past participle form of the verb.
STT	Student Talking Time.
Sub-Skills (Reading or Listening)	Those skills or techniques such as predicting, skimming, scanning, and analysing, which make up the general receptive skills of listening and reading.
Syllabus	A description of the contents of a Course and the order in which they are to be learned.
Syllables	The stress points in a word where a complete sound is made - For example: 'construction' has three syllables.
Syllable Stress	Each word has just one syllable that is stressed – For example: in the word 'construction' the second syllable is stressed.
Target language / structure	The focus of the language structure we are teaching at a particular time in a lesson.
Text	A piece of written or spoken language.
TPR	Total Physical Response: This is a method of teaching that was developed in the United States during the 1960s. The teacher does the action while at the same time saying it, getting his / her students to join in. For example: the teacher stands saying, "Stand up." The students in the class are encouraged to stand and repeat after the teacher, "Stand up." It's basically a form of mime.

TTT	Teacher Talking Time
Vocabulary	Words