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# Teacher Training Essentials

Workshops for professional development



Craig Thaine



# **Teacher Training Essentials**

**Workshops for professional development**

**Craig Thaine**

CAMBRIDGE UNIVERSITY PRESS

Cambridge, New York, Melbourne, Madrid, Cape Town,  
Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press

The Edinburgh Building, Cambridge CB2 8RU, UK

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9780521172240](http://www.cambridge.org/9780521172240)

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First published 2010

Reprinted 2013

Printed in the United Kingdom at the University Press, Cambridge

*A catalogue record for this publication is available from the British Library*

ISBN 978-0-521-17224-0 Paperback

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# Map of the book

Session focus	Target audience	Aims	Content	Time
<b>Classroom methodology</b>				
<b>1</b> Classroom management and teacher language	Pre-service / New in-service teachers	To explore effective ways of setting up and managing a range of classroom activities.	<ul style="list-style-type: none"> <li>Interaction patterns</li> <li>Teacher language</li> <li>Giving instructions</li> <li>Managing the learner group</li> </ul>	60–75 minutes
<b>2</b> Providing feedback and correction techniques	Pre-service / New in-service teachers	To highlight a variety of techniques for giving both content-focused and language-focused feedback to learners.	<ul style="list-style-type: none"> <li>Contrasting different kinds of feedback</li> <li>Good practice feedback techniques</li> <li>Deciding when to correct language</li> <li>Error-correction techniques</li> </ul>	60–75 minutes
<b>3</b> Teaching receptive skills: Reading and listening	Pre-service / New in-service teachers	To raise awareness of successful planning and managing of receptive skills lessons.	<ul style="list-style-type: none"> <li>Real-world reading</li> <li>Reading sub skills</li> <li>Differences between listening and reading</li> <li>Managing the challenge of listening</li> </ul>	60–75 minutes
<b>4</b> Oral fluency and speaking skills	New in-service / Experienced teachers	To explore ways of planning and managing activities that develop learners' oral fluency and speaking skills.	<ul style="list-style-type: none"> <li>Good ideas for oral fluency activities</li> <li>Aims of speaking activities</li> <li>Sub skills of spoken interaction</li> </ul>	60–75 minutes
<b>5</b> Developing learners' writing skills	New in-service / Experienced teachers	To contrast process and product approaches to developing learners' writing skills.	<ul style="list-style-type: none"> <li>Spoken vs. written language</li> <li>Process and product approaches</li> <li>Stages in a writing lesson</li> <li>Activities for writing sub skills</li> </ul>	60–75 minutes
<b>6</b> Teaching vocabulary	Pre-service / New in-service teachers	To outline core issues associated with different approaches to clarifying and practising vocabulary.	<ul style="list-style-type: none"> <li>Vocabulary teaching problems</li> <li>Steps of eliciting words</li> <li>Concept checking</li> <li>Vocabulary practice</li> <li>Learner training</li> </ul>	60–75 minutes
<b>7</b> Teaching grammar	Pre-service / New in-service teachers	To compare and contrast different approaches to teaching grammar in the classroom.	<ul style="list-style-type: none"> <li>Staging of different approaches: text-based; test-teach-test; context build</li> <li>Evaluating approaches</li> <li>Drilling</li> <li>Planning a grammar lesson</li> </ul>	60–75 minutes
<b>8</b> Lesson planning	Pre-service / New in-service teachers	To outline the contents of a formal lesson plan and indicate ways of wording lesson aims.	<ul style="list-style-type: none"> <li>Key aspects of a plan</li> <li>Contents of a formal lesson plan</li> <li>Staging a lesson</li> <li>Articulating aims</li> </ul>	60–75 minutes
<b>9</b> Planning a sequence of lessons	New in-service / Experienced teachers	To outline the benefits of and an approach to timetabling a sequence of lessons.	<ul style="list-style-type: none"> <li>For and against a sequence of lessons</li> <li>What to include</li> <li>How to go about it</li> <li>Evaluating two timetables</li> </ul>	60–75 minutes
<b>10</b> Teaching exam classes	Pre-service / New in-service teachers	To outline a preparation strategy for teaching exam classes.	<ul style="list-style-type: none"> <li>Exam classes compared with general English classes</li> <li>Contents of an exam</li> <li>Task types</li> <li>Speaking test preparation</li> <li>Planning an exam class course</li> </ul>	60–75 minutes
<b>11</b> Exploiting authentic material	New in-service / Experienced teachers	To demonstrate processes for creating tasks and activities that can be used for exploiting authentic materials with learners.	<ul style="list-style-type: none"> <li>Choosing a text</li> <li>Working out lesson aims</li> <li>Evaluating tasks</li> <li>Pros and cons of using authentic materials</li> <li>Creating tasks</li> </ul>	60–75 minutes

Session focus	Target audience	Aims	Content	Time
<b>12</b> Promoting learner autonomy	New in-service / Experienced teachers	To explore the rationale for learner autonomy and to highlight ways that this can be developed with learners.	<ul style="list-style-type: none"> <li>Some learner autonomy issues</li> <li>Defining learner autonomy</li> <li>Ways of promoting learner autonomy</li> <li>Advice to learners</li> </ul>	60–75 minutes
<b>Developing language awareness</b>				
<b>13</b> Phonology: Sounds and word stress	Pre-service / New in-service teachers	To clarify key issues associated with sounds and word stress in English and the way they are taught.	<ul style="list-style-type: none"> <li>Sounds: consonants and vowels</li> <li>Speech organs and sounds</li> <li>Word stress patterns and exceptions</li> </ul>	60–75 minutes
<b>14</b> Phonology: Sentence stress and connected speech	Pre-service / New in-service teachers	To explore the way sentence stress and connected speech operate in spoken English.	<ul style="list-style-type: none"> <li>Sentence stress and core meaning</li> <li>Weak and strong forms</li> <li>Shifting stress</li> <li>Features of connected speech</li> </ul>	60–75 minutes
<b>15</b> Vocabulary: Features of lexis	New in-service / Experienced teachers	To provide a basic classification of lexical items and lexical features in English.	<ul style="list-style-type: none"> <li>Learner problems with lexis</li> <li>Word relations</li> <li>Lexical chunks</li> <li>Register, style and variety</li> </ul>	60–75 minutes
<b>16</b> Concept checking: Vocabulary and grammar	Pre-service / New in-service teachers	To explore oral concept questions used for checking lexical and grammatical meaning.	<ul style="list-style-type: none"> <li>Ways of checking meaning</li> <li>Selecting and writing vocabulary concept checking questions</li> <li>Key grammatical concepts</li> <li>Selecting and writing grammatical concept checking questions</li> </ul>	60–75 minutes
<b>17</b> Grammar: Tense, time and aspect	New in-service / Experienced teachers	To demonstrate the way in which tense and aspect combine to create a variety of form and meaning relationships.	<ul style="list-style-type: none"> <li>Tense, aspect and voice compared</li> <li>Relationships between tense and time</li> <li>Key concepts of aspect</li> <li>Learner problems with aspect</li> <li>Teaching tense and aspect</li> </ul>	60–75 minutes
<b>18</b> Grammar: Narrative verb forms	Pre-service / New in-service teachers	To highlight key aspects of verb forms used for past narratives and the way they interact together in context.	<ul style="list-style-type: none"> <li>Past simple, past progressive, past perfect</li> <li>Timelines</li> <li>Different concepts of the past progressive</li> <li>Shades of meaning of the past perfect</li> </ul>	60–75 minutes
<b>19</b> Grammar: Future forms	Pre-service / New in-service teachers	To outline the form and function of a variety of verb forms used to talk about future time.	<ul style="list-style-type: none"> <li><i>will</i>, <i>going to</i> and the present progressive contrasted</li> <li>Future time and different aspects</li> <li>Future forms in coursebook material</li> <li>Alternative future forms</li> </ul>	60–75 minutes
<b>20</b> Grammar: Conditional forms	Pre-service / New in-service teachers	To clarify differences of form and meaning between key conditional structures.	<ul style="list-style-type: none"> <li>Conditionals and time reference, reality and possibility</li> <li>Different forms for different clauses</li> <li>Functional meaning of conditionals</li> <li>Mixed conditionals</li> </ul>	60–75 minutes
<b>21</b> Grammar: Modality	New in-service / Experienced teachers	To clarify a variety of modal forms associated with necessity and certainty.	<ul style="list-style-type: none"> <li>Definition of a modal verb</li> <li>Modals and their functional meanings</li> <li>Issues with modals</li> <li>Modals in teaching material</li> </ul>	60–75 minutes
<b>22</b> Grammar: The noun phrase	New in-service / Experienced teachers	To analyse the component parts of English noun phrases and their special features.	<ul style="list-style-type: none"> <li>Comparing written and spoken language</li> <li>Structure of a noun phrase</li> <li>Analysing and sorting phrases</li> </ul>	60–75 minutes
<b>23</b> Functional language	Pre-service / New in-service teachers	To clarify the nature of functional language and exemplify commonly taught functional exponents.	<ul style="list-style-type: none"> <li>Language style and politeness</li> <li>Indirect requests</li> <li>Varying forms of functional exponents</li> <li>Evaluation of teaching materials</li> </ul>	60–75 minutes

Session focus	Target audience	Aims	Content	Time
<b>24</b> Discourse analysis	New in-service / Experienced teachers	To introduce key features associated with discourse analysis.	<ul style="list-style-type: none"> <li>• Cohesive devices</li> <li>• Different kinds of cohesion</li> <li>• Cohesion and language economy</li> <li>• Discourse markers</li> <li>• Coherence</li> </ul>	60–75 minutes
<b>Background to teaching</b>				
<b>25</b> Methodology: Historical perspectives	New in-service / Experienced teachers	To provide an overview of second language teaching methods and approaches.	<ul style="list-style-type: none"> <li>• Some key principles of second language teaching</li> <li>• Language learning experiences</li> <li>• Reading: The methods era</li> <li>• Contrast of two methods</li> </ul>	75–90 minutes
<b>26</b> Second Language Acquisition (SLA)	New in-service / Experienced teachers	To outline key concepts associated with second language acquisition and learning, and their relevance to the classroom.	<ul style="list-style-type: none"> <li>• Learner profiles</li> <li>• Key terminology</li> <li>• Reading: The role of consciousness of L2 acquisition</li> <li>• Noticing vs. acquisition</li> <li>• Factors affecting language acquisition</li> </ul>	75–90 minutes
<b>27</b> Sociolinguistic perspectives	New in-service / Experienced teachers	To introduce the field of sociolinguistics and key terminology associated with this area.	<ul style="list-style-type: none"> <li>• Some set phrases</li> <li>• The job of a sociolinguist</li> <li>• Reading: Styles, specialised varieties or register and domains</li> <li>• Analysing different domains</li> </ul>	75–90 minutes
<b>28</b> World Englishes	New in-service / Experienced teachers	To highlight issues surrounding the spread of global English.	<ul style="list-style-type: none"> <li>• Key terminology</li> <li>• Circles of world Englishes</li> <li>• Reading: English as an International Language or World Englishes?</li> <li>• Discussion of the issues</li> <li>• What English should be taught?</li> </ul>	75–90 minutes
<b>29</b> Course design	New in-service / Experienced teachers	To introduce key concepts and procedures associated with course design and to give practice in planning needs analysis.	<ul style="list-style-type: none"> <li>• What should be included in a course programme?</li> <li>• The steps in planning a course</li> <li>• Reading: Background to syllabus design</li> <li>• Getting needs analysis information</li> </ul>	75–90 minutes
<b>30</b> Testing and evaluation	New in-service / Experienced teachers	To clarify the nature of different test types and explore the role of test validity and reliability.	<ul style="list-style-type: none"> <li>• Different kinds of tests</li> <li>• Reading: Test purpose and the criterion</li> <li>• Problems of reliability and validity</li> </ul>	75–90 minutes



# Thanks and Acknowledgements

Craig Thaine would like to thank the team at Cambridge University Press for their encouragement and support during different stages of the project: Nóirín Burke, Roslyn Henderson, Tracy Jakes, Barry Tadman, Jin Alfoldi and Andy George. However, particular thanks go to Frances Disken for her expert and sympathetic editing. Thanks also go to the team at Kamae Design.

While the book has one author, Craig Thaine would like to acknowledge the teaching training team he has felt privileged to work with at Languages International, Auckland, for the past 15 years, all of whom have, in some way, contributed to this material. Thanks also to Chris and Frances Woolcott for first providing the opportunity to work as a teacher trainer and to Steven Shuttleworth for enduring patience.

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**Text design:** Kamae design, Cassington, Oxfordshire

**Page make-up:** Kamae design, Cassington, Oxfordshire

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# Introduction

## Who is *Teacher Training Essentials* for?

*Teacher Training Essentials* is a photocopiable resource book for trainers involved in training and developing teachers. It aims to develop trainees' and teachers' knowledge in three key areas: methodology, language and theory. It can be used in a variety of contexts from formal teacher-training courses to less formal professional development seminars. The material covers a range of levels from pre-service through to experienced teachers wanting to explore methodology and language in more depth.

*Teacher Training Essentials* contains 30 individual and photocopiable lessons each comprising a variety of tasks with associated step-by-step trainer's notes. It will appeal to busy trainers and academic managers who need to prepare a self-contained training or professional development session in a hurry.

## How is *Teacher Training Essentials* organised?

The 30 lessons in *Teacher Training Essentials* are divided into three sections. Units 1 to 12 explore *Classroom methodology*; units 13 to 24 focus on *Developing language awareness*; and units 25 to 30 investigate core topics associated with the *Background to teaching*. The *Classroom methodology* units focus on core aspects of methodology ranging from classroom management to the teaching of language systems and language skills. The *Developing language awareness* units include lessons on all four language systems: phonology, vocabulary, grammar and discourse. The *Background to teaching* units explore aspects of theory that are relevant to English language teaching. The *Classroom methodology* and *Developing language awareness* units each comprise a two-page trainee worksheet together with associated trainer's notes. The *Background to teaching* units each comprise a three-page trainee worksheet and include an excerpt from a book or article that examines theories behind English language teaching. These units are also supported by trainer's notes.

Each unit in *Teacher Training Essentials* is aimed at one of two levels: *pre-service / new in-service* or *new in-service / experienced in-service*. Units aimed at the first level are suitable for trainees on a pre-service training course such as Cambridge CELTA or at teachers who have little experience and need ongoing professional development in the workplace. The second of the two levels is appropriate for teachers motivated to have more challenging professional development early in their careers or for teachers who need professional development challenges after they have been teaching for some time. These units would also be suitable for a more formal in-service training context such as Cambridge DELTA.

## How will *Teacher Training Essentials* help my trainees?

Each unit of *Teacher Training Essentials* takes trainees through a series of varied tasks that progressively develop their knowledge of classroom practice and language. The aim is to motivate trainees by means of interactive tasks that are engaging and provide an appropriate level of cognitive challenge. The tasks are logically staged and take trainees through a complete learning sequence. However, it is also possible to use excerpts from a worksheet in order to supplement a trainer's pre-existing seminar.

*Teacher Training Essentials* works on a principle of guided discovery in all three sections. Worksheets acknowledge trainees' prior learning and experience and use these as a springboard. Throughout all units, there are questions that get trainees to consider the tasks they have worked through, thereby encouraging active reflection. Further, trainees are frequently directed to apply knowledge gained in the sessions to their classroom practice.

## How is each unit organised?

Each unit consists of a photocopiable worksheet (two pages with units 1 to 24, and three pages with units 25 to 30) together with an accompanying page of trainer's notes. Some units contain extra material that can be found in an appendix at the back of the book. Minimal preparation is required for each individual session, so trainers need only photocopy the requisite number of worksheets.

Some of the appendix material needs to be cut up for the purposes of ordering or for a pair or group work activity. Once trainers have copied and cut up this material, it can be collected in and reused with a subsequent group of trainees. Correct or model answers to key appendix tasks are provided on the trainees' worksheet, so they have this as a record at the end of the session.

The trainer's notes include a key information panel for quick reference. The headings in this section are:

**Aims:** the broader aims of the unit as a whole

**Contexts:** an indication of which training context the unit is most suitable for, either pre-service / new in-service or new in-service / experienced in-service

**Duration:** suggested timing for the task

**Preparation:** any preparation that needs to be done prior to the session.

Each unit is then divided in three main stages:

**Lead in:** a suggested task to warm trainees to the topic of the session – this is included in the trainer's notes

**Main tasks:** a variety of discovery and discussion tasks that trainees work through

**Thinking about your teaching:** this is an optional reflection task that gets trainees to consider the points made in the unit – this is included in the trainer's notes.

## What further autonomous learning can trainees do?

The questions in the final *Reflection task* can be written on the board to form the basis for discussion amongst trainees during the session. Alternatively, trainers can suggest that trainees maintain professional development diaries or logs during the training or professional development programme they are involved in. The questions can then be used as prompts for written reflection after each training session and as a springboard for further personalised reflection.

Here is a list of suggested further readings for Units 25 to 30:

- Unit 25: Douglas Brown, H. 2002. 'English Language Teaching on the "Post-Method" Era: Towards Better Diagnosis, Treatment and Assessment.'
- Unit 25: Richards, J. C. 2002. 'Theories of Teaching in Language Teaching.'
- Unit 26: Nunan, D. 2001. 'Second Language acquisition.'
- Unit 27: Silberstein, S. 2001. 'Sociolinguistics.'
- Unit 28: Graddol, D. 2006. *English Next*.
- Unit 29: Finney, D. 2002. 'The ELT Curriculum: A Flexible Model for a Changing World.'
- Unit 29: Crawford, J. 2002. 'The Role of Materials in the Language Classroom: Finding the Balance.'
- Unit 30: Bradley, G. 2001. 'Assessment'.

These readings can be found in the following two books:

- *The Cambridge Guide to Teaching English to Speakers of Other Languages* edited by Ronald Carter and David Nunan (Cambridge University Press, 2001)
- *Methodology in Language Teaching* edited by Jack C. Richards and Willy A. Renandya (Cambridge University Press, 2002)

as well as a freely available online resource:

- *English Next* by David Graddol <http://www.britishcouncil.org/learning-research-englishnext.htm>

If doing further reading, trainees could adopt an active *Reading and reaction* approach to reading.<sup>1</sup> Trainees read and make notes on the content. At the same time, they can write down in a column on the right hand-side of the notes their comments or they can pose questions. The notes, together with the reactions, can be handed in to their trainer who can provide feedback on the comments and questions. Alternatively, trainees could keep an electronic diary that they give trainers access to. A worksheet providing trainees with instructions and an example can be found on page 127 of the appendix. You can give this to trainees when setting up a *Reading and reaction* programme. It is important to reassure trainees that trainers will not comment on the way they take notes, but will merely respond to comments and answer questions. This approach aims to provide more purpose to background reading and to develop trainees' critical thinking skills when reading about methodology and background issues. It should also provide an insight into the way trainees process information and open up a dialogue between trainer and trainee.

<sup>1</sup> Idea taken from Evans, S & K. Bayne. 2009. 'A "critical" process for developing EAP reading, writing and thinking skills'. Presentation given at the *English Australia Conference*. See also Evans, S. 2008. 'Reading reaction journals in EAP courses'. *English Language Teaching Journal* vol. 62 / no. 3.



# 1 Classroom management and teacher language

## Summary

<b>Focus</b>	Classroom methodology
<b>Aims</b>	To explore effective ways of setting up and managing classroom activities
<b>Contexts</b>	Pre-service or new in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for all trainees. Cut up Task 3 from the appendix, p.106 for pairs or small groups to sequence.

## Lead in

Ask trainees to think of a previous learning experience not associated with language learning. Write the following question on the board:

- To what extent were the lessons teacher-fronted and to what extent were they learner-centred? How did you feel about this?

Trainees discuss their ideas in pairs or small groups. Conduct feedback and elicit some personal examples from trainees.

- 1 a–b** Give each trainee a copy of worksheet 1. Ask trainees to do Task 1a alone and then check their answers in pairs. Ask the pairs to discuss Task 1b. Conduct feedback.

**1a** 1 b 2 d 3 a 4 e 5 c

- 2a** Ask trainees to do this task alone and then check answers in pairs. Conduct feedback.

**1e** 2 c 3 a 4 f 5 h 6 g 7 b 8 d

- 2b** Put trainees in pairs to do this task.

- 1** You are a policeman.  
**2** Write down your ideas, then talk to your partner.  
**3** Talk to the person (sitting) on your right.  
**4** These instructions need to be spaced out over two different stages of the activity. Initially, only the first instruction needs to be given (talk to your partner on your left, then check your ideas with your partner on your right). Once learners have done this, the teacher can give the next half of the instructions.  
**5** First make notes, then check your ideas together.  
**6** Everyone talk to your partner and have a conversation.  
**7** Match the pictures to the paragraphs in the text.  
**8** Now look for language examples like this in the sentences.

- 3a** Cut up copies of this task from the appendix, p.106. Put trainees in pairs and ask them to order the teacher instructions. Conduct feedback and then give each trainee a copy of worksheet 2 containing the answers.

- 3b** Put trainees in pairs to discuss these questions.

- 1** Step 1 through to 7 – giving instructions  
**2** Step 8 through to 10 – checking instructions

- 3** So that the learners' attention remains on the teacher.  
**4** Teachers should project their voices so they can be heard.  
**5** In a central position so he or she can maintain eye contact with all learners.  
**6** Just before handing out the worksheets.

- 4a** Ask trainees to do this task alone.

- 4b** Explain that trainees should mingle and ask each other the questions. Make it clear that they should ask each trainee only one question, and not repeat a trainee's name in the middle column.

- i**
- a** Using gestures can add visual support to instructional sequences.
  - b** While it is important to be able to maintain eye contact with learners, in some situations it may be culturally inappropriate and threatening.
  - c** Body position will depend on classroom layout and cultural norms. For example, in some countries it is considered undignified for a teacher to sit on a desk.
  - d** While it is usually a good idea to monitor, it may be difficult with very large groups. Alternatively, close monitoring too soon in a speaking task may inhibit learners and stop them from speaking.
  - e** Some teachers are able to get learners' attention by eye contact or raising their hand. Also, voice projection is less important with very small groups.
  - f** It is usually preferable to nominate a learner after asking a question. This can help keep all learners involved in the lesson.
  - g** This will depend on the nature of the furniture in the classroom, the size of the room and the size of the learner group.
  - h** Again, classroom layout may make it difficult for teachers to move away from the front of the room. It is usually preferable for the teacher to be in a central position for teacher-fronted activities in a lesson such as giving instructions or drilling new language.

## Reflection task

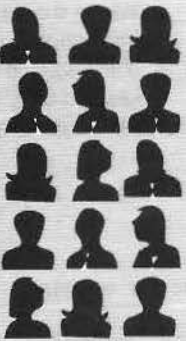
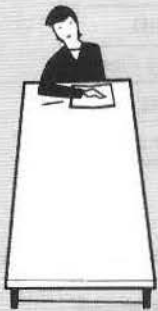


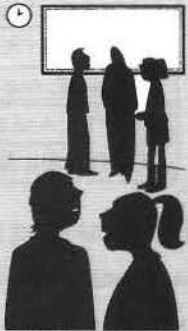
- Are learners sometimes unsure what they have to do when you give instructions? Why do you think this is?
- What can you do to improve the clarity of your instructions?

# 1 Classroom management and teacher language

## 1 Interaction patterns

1a Choose an activity from the box that is suitable for each type of interaction pattern.

a role play   b giving feedback on an activity to the whole class   c find someone who ...  
d extensive reading   e simulation of a courtroom trial

Interaction pattern	1 Plenary	2 Learner working alone	3 Learners working in pairs	4 Learners working in groups	5 Learners mingle
					
Activity					

1b How often do/will you use each interaction pattern? Give reasons for your answers.

## 2 Teacher language

2a Examples 1–8 of teacher language are problematic in some way for pre-intermediate learners. Match the examples to the descriptions of problems a–h.

1 If you can imagine for a moment that you are a policeman ...

2 Jot down some ideas, then have a bit of a chat with your partner.

3 Could you possibly talk to the person sitting on your right.

4 First talk to your partner on your left, then check with your other partner on your right, then get up and share your ideas with other learners and find out who has the most similar ideas and talk to that person about why.

5 Having made your notes, you will then be able to check your ideas together.

6 All learners – talking to partner – make conversation.

7 Now match these beautifully illustrated pictures to the randomly chopped up paragraphs from this fascinating text.

8 Now try to determine which of these discourse features can be found in these utterances.

The teacher language ...

- a is overly polite.
- b is overly descriptive.
- c contains difficult colloquial language.
- d contains too much complex jargon.
- e is too hypothetical.
- f contains too much information all at once.
- g is overly simplified and unnatural.
- h contains complex grammar structures.

2b Rewrite the examples to make them clearer for pre-intermediate learners.

# 1 Classroom management and teacher language

## 3 Giving instructions

### 3a Answers:

STEP ONE: <i>Teacher holds up a worksheet.</i>
STEP TWO: <i>Now I want you to match these eight words ...</i>
STEP THREE: <i>Teacher points to the left-hand side of the worksheet.</i>
STEP FOUR: <i>... to the definitions on the right.</i>
STEP FIVE: <i>Teacher points to the phrases.</i>
STEP SIX: <i>There's one extra definition that doesn't have a word.</i>
STEP SEVEN: <i>I want you to do this alone and check in pairs after.</i>
STEP EIGHT: <i>OK then, how many words are there? (Learners: Eight)</i>
STEP NINE: <i>And how many definitions are there? (Learners: Nine). Good.</i>
STEP TEN: <i>And finally, are you going to do this together? (Learners: No)</i>
STEP ELEVEN: <i>Teacher hands out the worksheet. Learners start the task.</i>

### 3b Discuss these questions:

- 1 Which steps of the sequence give the instructions?
- 2 Which steps of the sequence check the instructions?
- 3 Why does the teacher wait to hand out the worksheet?
- 4 What should teachers do with their voices when giving instructions?
- 5 Where should teachers stand when giving instructions?
- 6 If you wanted your learners to change seats to carry out this task, at what point would you give that instruction?

## 4 Managing the learner group

4a Read the classroom management techniques in the table below and complete the 'Me' column.

4b Mingle. Ask each person only one question, then talk to someone else.

Find someone who ...	Me		Name	Why?
	Yes/No?	Why?		
a uses gestures a lot				
b sometimes avoids eye contact with his/her learners				
c likes to sit as well as stand during a lesson				
d always monitors learners during pair work				
e doesn't have to project their voice				
f asks a question, then nominates a learner				
g likes moving the classroom furniture during a lesson				
h always stays at the front of the classroom				



## 2 Providing feedback and correction techniques

### Summary

<b>Focus</b>	Classroom methodology
<b>Aims</b>	To outline good practice in giving feedback and correcting learners
<b>Contexts</b>	Pre-service or new in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for trainees; cut up Pelmanism for Task 5 from the appendix, p.107 into sets of 24 cards (one set for each group of four).

### Lead in

Write the following question on the board:

- What different kinds of feedback have you received in your life? How do you like to receive feedback?

Trainees discuss their ideas in pairs or small groups. Conduct feedback and elicit some personal examples from trainees.

- 1a** Give each trainee a copy of worksheet 1 and ask them to do Task 1a alone and then check their answers in pairs. Conduct feedback.

content-based feedback	language-focused feedback
1, 4, 6	2, 3, 5, 7, 8

- 1b** Ask trainees to do Task 1b. Conduct feedback, making the point that the teacher appears to be conducting content-focused feedback, but in the middle of this gives language-focused feedback which inhibits the learner.

- 2a** Ask trainees to discuss whether the suggestions are good practice or not in pairs or small groups. Conduct feedback.

- 1** not good practice   **2** good practice   **3** good practice  
**4** not good practice   **5** good practice   **6** not good practice

- 2b** Ask trainees to match the suggestions from 2a with a rationale from 2b. Conduct feedback.

- a** 5   **b** 3   **c** 1   **d** 6   **e** 2   **f** 4

- 3 a and b** Give each trainee a copy of worksheet 2. Ask trainees to do these two tasks alone. Conduct feedback.

- 3a** 1 spoken   2 spoken   3 written   4 spoken  
 5 written   6 spoken   7 spoken   8 spoken  
**3b** a 7   b 4   c 1   d 5   e 8   f 2   g 3   h 6

- 3c** Put trainees in pairs to discuss Task 3c. (Make sure that they do not refer to Task 3d at this stage.)

- 3d** As the pairs complete Task 3c, ask them to do Task 3d, discussing what the teachers in 3d would do and comparing it with their own ideas. Conduct feedback.

- Laura** – 3   **Neil** – 8   **Luis** – 7   **Emily** – 1   **Tom** – 6  
**Zarina** – 2   **Sarah** – 5   **Nick** – 4

- 4a** Ask trainees to do this task alone and then check their answers in pairs. Conduct feedback.

- T** = tense   **SP** = spelling   **WW** = wrong word  
**C** = countable/uncountable   **P** = punctuation  
**are** = delete word   **↑** = word omitted   **WO** = word order  
**WF** = wrong form of the word  
**WP** = wrong phrase/expression

- 4b** Put trainees in groups of four to discuss this task. Conduct feedback, accepting differences of opinion.

- 1** on (the) internet about (a) six weeks eEnglish; more informations; students (are there) in classes; ~~some~~ any activities; is single or ~~double~~ (shared).  
**2** Trainees may agree or disagree with the corrections the teacher has made. The rationale behind the teacher's corrections is to focus on errors in language which the learner should know at this level. The teacher has not corrected language which does not impede understanding and is difficult for the learner's level, for example, articles.  
**3** No, trainees can develop their own correction system. But they need to be consistent with learners and provide them with a key the first time they use the correction system.

- 5** Put the trainees in groups of four. Give each group the set of Pelmanism cards in the appendix, p.107. Ask them to spread the cards out face down and take turns trying to match the correction to the error. If the error and correction cards do not match, they are placed face down again, and play moves to the next trainee.

- See appendix**

### Reflection task

- Do you feel you do too much or too little correction in your current teaching? Why / why not?
- Do you ask your learners how much and what type of correction they want? Why / why not?

## 2 Providing feedback and correction techniques

### 1 Classroom feedback

- 1a** In each situation 1–8, decide whether the teacher's feedback is content-based or language-focused.

The teacher ...

- 1 asks learners whether they agreed or disagreed with each other in a discussion about public transport.
- 2 checks answers to a controlled practice gap-fill task.
- 3 tells a learner to think about the tense she has just used in an utterance.
- 4 tells a learner that she found his story exciting to read.
- 5 writes words up on the board that learners stressed incorrectly when doing a role play.
- 6 asks learners how many other learners they spoke to after a 'find someone who ...' task.
- 7 repeats a correct version of a structure that a learner has said incorrectly when practising a dialogue in pairs.
- 8 praises a learner for using wide-ranging intonation when practising suggestions.

- 1b** Look at this example of feedback. What's the problem?

Teacher: So what did you and Luca talk about, Pàola?

Learner: We talk about classic film we like.

Teacher: Oh, so which film?

Learner: We talk about *Casablanca*.

Teacher: Talked. What happens?

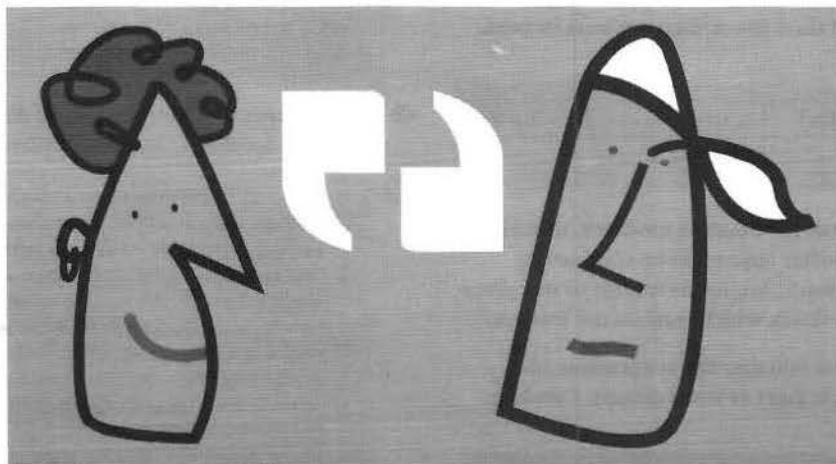
Learner: Talked?

Teacher: Yes, so what's the story?

Learner: We talked about *Casablanca*?

Teacher: That's right – you told us. But who are the main characters?

Learner: (silence)



### 2 Good practice?

- 2a** Decide if the following suggestions are good practice or not.

- 1 A teacher should always do open-class feedback after a detailed listening task without allowing learners to check in pairs.
- 2 It is not necessary to give content-based feedback to every learner after a role play task.
- 3 Language-focused feedback is optional after a task intended to improve fluency.
- 4 Teachers should avoid commenting on learners' ideas after a discussion task and only ever give language-focused feedback.
- 5 When monitoring, if a teacher can see all learners have correct answers to a task, they do not need to do open-class feedback. They can just confirm that learners' answers are correct.
- 6 There's no need to give content-based feedback on a piece of learner's writing – learners only want to know what mistakes they've made.

- 2b** Now match the suggestions in Task 2a to the following rationales.

- a It is clear the learners had no problems with the task and this saves valuable time in the classroom.
- b It is not always necessary, but if a teacher hears a consistent language problem and it can be dealt with quickly, learners usually appreciate it. If not, it is a missed learning opportunity.
- c Learners often find this kind of task challenging and like to check answers with one or two other learners before saying what their answers are in front of the whole class.
- d Learners also want to know what the teacher thinks of their ideas and, if the piece of writing is the answer to an exam question, they want to know if they have answered the question well or not.
- e It is often too time-consuming to give feedback to everyone.
- f It is usually more motivating for learners if a teacher shows interest in what they are saying, rather than only focusing on language accuracy.

## 2 Providing feedback and correction techniques

### 3 To correct or not to correct?

**3a** Are these error examples most likely to have been made in written or spoken language?

- 1 Have you ever go to Scotland?
- 2 Yes and I am having two sisters but no brother.
- 3 Despite many people have gone from the country to live in city, some people have left large cities to live in small towns for peaceful life.
- 4 Let's going for pizza.
- 5 It was beautiful day with clear blue sky like painting and with sun shining on orange roofs.
- 6 The answer to question 1 is husband and wife become divorce.
- 7 To me like footing.
- 8 I think democracy not always good system. Yes, because country choose bad leader and he do what he want.

Tom

The learner is merely providing an answer to a task and what she says is easy enough to understand. Given that the focus here is on content and information I would not bother to correct at all.

Zarina

I would not correct on the spot because the social aim of the task is more important than the linguistic one at this very early stage in the course. However, I might focus on this error once the task is finished, but I would not say who produced the error.

Sarah

The learner sees this as their best effort and, despite the errors, the language creates a clear picture. I would praise the level of description rather than focus on the error.

Nick

When the learner made this statement, she was engaged in a piece of authentic social communication, so I definitely wouldn't correct on the spot. I might do delayed feedback, particularly if we had studied suggestions earlier in the course.

**3b** Now match the errors in 3a with the contexts in which they were made.

- a Learners are discussing the sports activities they enjoy.
- b The class is deciding what they will do as an end-of-term social activity.
- c The teacher is drilling learners in present perfect question forms.
- d The learner has submitted their final draft in a school short-story competition.
- e A group of learners is having a lively discussion about politics.
- f A learner is speaking to a classmate in a first-day 'getting to know each other' task.
- g The learners have submitted an essay for marking after a lesson that focused on contrastive linkers.
- h The learner is giving an answer during feedback on a reading-comprehension task.

**3c** What would you do in each situation? Correct on the spot? Correct later on? Not correct at all?

**3d** Read what other teachers would do. Which errors are they referring to? Do you agree with them?

Laura

I would definitely correct the linking word because that had been an important focus in the writing lesson, but I may not bother to correct the articles.

Neil

Learners are getting good fluency practice in the discussion and are very engaged with what they are saying. The errors here are small slips, for example, the third person singular verb form and articles, so I wouldn't bother correcting at all.

Luis

I think the learner is trying to say that he likes to go jogging, but his way of expressing this would be incomprehensible to many people, so I would definitely correct on the spot.

Emily

Because I have just clarified this grammar point, and the focus in very controlled practice tasks of this nature is on accuracy, then I would intervene and correct.

### 4 Correcting written work

**4a** Read the email written by a pre-intermediate learner. The teacher has corrected their work by pointing out some of the problems. What do you think the symbols stand for?

Dear International Language College  
 I see (T) your website on internet about six weeks english corse (SP).  
 I would want (WW) more informations about the course. How much (C) students in classes, (P)  
How (WW) are qualifications of ↑ teachers ↑, (P)  
 Do you make (WW) some activities social (WO)?  
 I also would ↑ know if hostel accommodation is single or double? (P)  
 I ↑ looking forward to hear (WF) from you.  
Distinct greetings (WP)  
 Tony

T = ..... are = .....  
 SP = ..... ↑ = .....  
 WW = ..... WO = .....  
 C = ..... WF = .....  
 P = ..... WP = .....

**4b** Discuss these questions:

- 1 What errors did the teacher not correct?
- 2 Do you agree with the corrections that the teacher has made?
- 3 Are these the only symbols you can use when correcting written work?

**5** Your trainer will give you instructions for Task 5.



# 3 Teaching receptive skills: Reading and listening

## Summary

<b>Focus</b>	Classroom methodology
<b>Aims</b>	To raise awareness of techniques for successful receptive skills lessons
<b>Contexts</b>	Pre-service or new in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for all trainees. Cut up the stages and aims for Task 3 from the appendix, p.108 for each pair of trainees.

## Lead in

Put trainees into groups. Ask them to think about how many different texts they have read and listened to so far today. Conduct feedback.

- 1 Give each trainee a copy of worksheet 1. Ask trainees to do this task alone, and then compare their answers in pairs. Conduct feedback.

1 a 3 b 1 c 2 d 2 e 3

- 2 a and b Put trainees in pairs to do these tasks. Conduct feedback.

- 2a Skim/gist reading = a3 reading to infer textual meaning = e3 close reading = b1 scan reading = d2 reading to infer vocabulary meaning = c2
- 2b a close reading and reading to infer textual meaning b scan reading c close reading and reading to infer vocabulary meaning d close reading e skim or gist reading

- 2c Put trainees in groups of three to discuss these questions. Conduct feedback.

- 1 The nature of the text and the reader's motivation.
- 2 Many second language learners forget to deploy the reading sub skills that they automatically use when reading in their first language.
- 3 Learners need to develop and practise reading sub skills in a second language. Teachers need to provide reading tasks that help them do this.

- 3 Put trainees in pairs to do this task. Cut up the stages 1–8 and aims a–i from the appendix, p.108 and give each pair a set to order and match. Tell trainees the reading text is a short newspaper article about the growth of tourism. Conduct feedback. Give each trainee a copy of worksheet 2 and ask them to make a note of the answers.

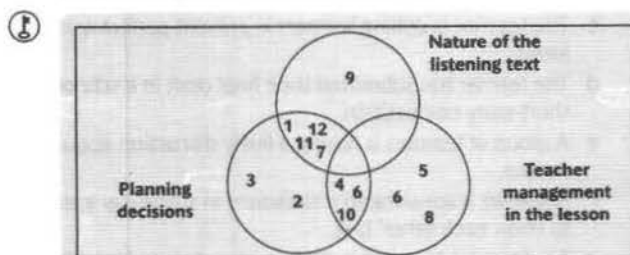
1 e 2 d 3 i 4 g 5 c 6 a 7 h 8 f 9 b

- 4 Put trainees in groups of four and get them to brainstorm the challenges learners face. Conduct feedback.

- Most learners find listening more challenging than reading for the following reasons:
  - Authentic spoken English is very fast and language sounds are unclear.

- When reading, learners can go back and re-read parts that they may not understand.
- Unfamiliar accents can be difficult to understand.
- Speakers often speak over the top of each other.
- Spoken language has a higher incidence of phrasal verbs and idiomatic language that is often unfamiliar.
- Much classroom-based listening is done using audio equipment and there is no visual support.

- 5a Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.



Point out how many of the problems relate to the planning stage and, therefore, could have been avoided.

- 5 b and c Put trainees into three groups and assign one topic to each group. Ask the groups to brainstorm advice for their topic. Remix trainees into groups of three – one trainee from each of the previous groups – and ask them to share their ideas. Conduct feedback.

- Choice of text:** choose a text that is motivating and interesting for learners; make sure the recording sounds natural, but isn't too fast for lower levels; avoid strong regional accents; it often helps lower-level learners if a dialogue is spoken by a man and a woman so the participants are easily distinguished.
- Creating listening tasks:** it helps to think of a lead in before learners listen; create tasks that are suitable for the text; make the tasks manageable for learners.
- Setting up listening:** make sure the tape/CD player is cued; explain the overall context of the listening and what kind of text it is; give clear instructions; set the task before playing the text; let learners check their answers in pairs before conducting feedback.

## Reflection task

- Think of a group of learners that you are currently teaching. Which receptive skill do you think you practise more with this group? Why? Do you think you need to change the balance?

# 3 Teaching receptive skills: Reading and listening

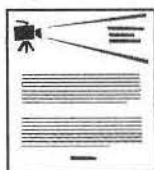
## 1 Quiz: the texts you read

For each question, choose the best answer.

# Read all about it!

- a** You come across an article about a film you've just seen and you want to know if the writer enjoyed it as much as you did. How do you read it?

- ☐ 1 By looking for individual words and/or numbers.  
☐ 2 By looking for any vocabulary that is unknown to you and checking it in a dictionary.  
☐ 3 Quite quickly to get a general idea of the writer's opinion.



- d** You want to know what time the next train home is. How do you read your local train timetable?

- ☐ 1 From the beginning until you find the relevant page.  
☐ 2 By flicking through the pages to locate the specific piece of information you need.  
☐ 3 Quickly to find out the different places the timetable refers to.



- b** You have just received a contract for a new job. Before you sign it, how do you read it?

- ☐ 1 Very thoroughly, focusing in detail on all the information in the contract.  
☐ 2 Intensively looking for spelling or punctuation mistakes.  
☐ 3 By scanning to count the number of clauses in the contract.



- e** You are doing some research into different viewpoints of a key historical event. You come across an article by an unknown writer. How do you read it?

- ☐ 1 Quite quickly to look for any facts.  
☐ 2 By searching the text, looking for any difficult words.  
☐ 3 Quite carefully to find out whether you can detect any political bias.



- c** A newspaper article you are interested in includes a few words you don't know the meaning of. How do you read it?

- ☐ 1 Stopping and starting to look up each new word in a dictionary.  
☐ 2 At a normal rate, trying to guess the meaning of the new words.  
☐ 3 At a normal rate, skipping the sentences that contain difficult words.



## 2 Reading sub skills

- 2a** Match the reading sub skill terms below with the answers to Task 1.

skim/gist reading  
 reading to infer textual meaning  
 close reading  
 scan reading  
 reading to infer vocabulary meaning

- 2b** Which of the sub skills from 2a are typically used when reading:

- a** a poem  
**b** a phone book  
**c** an academic article you are interested in which contains some unfamiliar terminology  
**d** instructions for assembling flatpack furniture  
**e** a newspaper article you have limited interest in

- 2c** Discuss these questions:

- 1 What affects the way we read texts in our first language?  
 2 If you are learning a second language, do you read in the same way as you do in your first language? Why / why not?  
 3 What can we do to address these issues in the English-language classroom?

# 3 Teaching receptive skills: Reading and listening

## 3 The aims of a reading lesson

Following feedback from this task with your trainer, match the stages 1–9 with the aims a–i so you have a record of the answers.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1 Learners discuss a memorable tourist experience in pairs.</li> <li>2 The teacher explains the meaning of two key words in the text.</li> <li>3 Learners read and choose the best of three summaries for the text.</li> <li>4 Learners read again and answer true/false questions about information in the text.</li> <li>5 The teacher writes five new words on the board from the text. Learners look for these words in the text and underline them.</li> <li>6 Learners guess the meaning of the new words in the text.</li> <li>7 The teacher asks learners to underline examples of the present perfect in the text and to discuss why the tense is appropriate in each instance.</li> <li>8 The teacher asks learners to talk about the different kinds of reading skills they have practised.</li> <li>9 Learners discuss the effects of tourism in their city in small groups.</li> </ol> | <ol style="list-style-type: none"> <li>a To provide practice in inferring the meaning of new vocabulary.</li> <li>b To provide spoken fluency practice by exploring the topic of the text further.</li> <li>c To provide practice in scan reading for specific words.</li> <li>d To clarify the meaning of key vocabulary items.</li> <li>e To provide spoken fluency practice and to activate prior knowledge about the topic of the text.</li> <li>f To develop awareness of reading sub skills.</li> <li>g To provide practice in close reading.</li> <li>h To encourage learners to notice grammatical features in the text.</li> <li>i To provide practice in reading for gist.</li> </ol> |
|--|---|

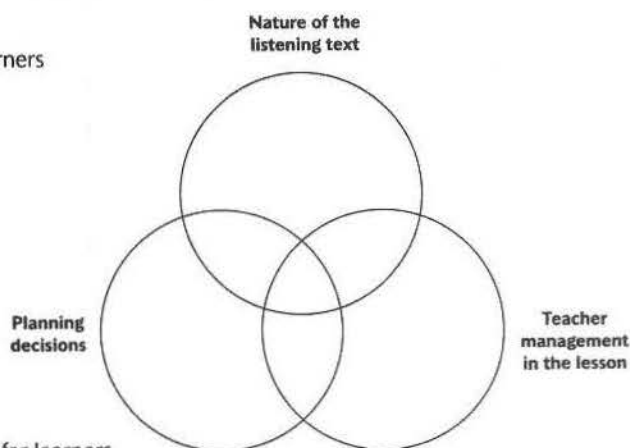
## 4 The differences between listening and reading

From a learner's perspective, what are the key differences between reading and listening lessons? Are reading or listening lessons more challenging? What are the challenges?

## 5 Managing the challenge of listening

- 5a Sort the following list of problems associated with listening lessons into the Venn diagram. Some problems can be placed in more than one category.

- 1 The speed of the speech in the dialogue was too fast.
- 2 The listening took place at the end of the lesson when the learners were tired.
- 3 The task was too challenging.
- 4 The instructions for the listening task were unclear.
- 5 The CD wasn't cued and learners got confused about what they should be listening to.
- 6 There was no lead in for the listening text.
- 7 The recording of the dialogue wasn't clear.
- 8 Learners didn't get a chance to check their answers to the task in pairs before doing feedback.
- 9 The speakers in the dialogue used a strong regional accent.
- 10 The teacher forgot to explain the context of the dialogue.
- 11 The vocabulary in the listening text is quite difficult.
- 12 The subject of the conversation wasn't particularly interesting for learners.



- 5b In groups, brainstorm advice you would give on one of the topics below.

Choice of text	Creating listening tasks	Setting up listening tasks in the classroom

- 5c Work in groups of three (one person from each of the previous groups) and share your ideas.



## 4 Oral fluency and speaking skills

### Summary

<b>Focus</b>	Classroom methodology
<b>Aims</b>	To explore ways of developing learners' oral fluency and speaking skills.
<b>Contexts</b>	New or experienced in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets, and make multiple copies of the role play cards in the appendix, p.109 for Task 1. The dialogue cards in the appendix, p.109 for Task 4 also need to be cut up for ordering.

### Lead in

Put trainees in small groups. Ask them to think of as many different speaking tasks as possible. Set a time limit of a minute. Conduct feedback and list ideas on the board.

- a and b** Give each trainee a copy of worksheet 1. Put trainees in pairs. In each pair, give one trainee the Teacher A role card, and the other trainee the Teacher B role card from the appendix, p.109. Ask them to have a discussion, expressing the views on their role cards. How did they find the discussion? Conduct feedback.

- i** Make the point that without an information gap and some kind of conflict, speaking tasks are not generative and will peter out.

- Put trainees in small groups to come up with some rules. Conduct feedback.

- i**
  - It is important to have an information gap so that learners have a reason to speak to each other.
  - Make sure you choose topics that are of interest and are relevant to your learners.
  - It's important to vary task types so that learners remain motivated and are not bored.
  - It is often important to give learners time to think about and/or plan what they are going to say. Don't be afraid of the silence this requires.
  - Consider how you will deal with error correction. Will you correct? If so, what will you correct? (Refer to the aims of the lessons.) Will you provide individual feedback or whole group feedback?

- a and b** Ask trainees to work alone to write a first draft of the aims for each task, then get them to check answers in pairs. Conduct feedback on 3a before getting them to discuss the questions in 3b.

- i**
  - 3a** suggestions:
    - To provide semi-controlled practice of the present perfect simple and progressive to talk about past actions with a connection to the present.
    - To provide oral fluency practice on the topic of crime.
    - To highlight strategies for making and refusing polite interruptions.
    - To provide freer personalised practice of causative 'have' and 'get'.

### 3b

- Oral fluency: 2 Oral language practice: 1
- Language practice activities have a clear linguistic agenda, whereas fluency activities do not aim to practise a specific grammar item.
- It focuses on specific strategies or subskills for oral interaction.

- 4a** Put trainees in pairs and give each pair a set of dialogue cards from the appendix, p.109. Ask trainees to make five mini dialogues of either two or three lines between two people, A and B. Conduct feedback.

- i**

<b>Dialogue 1:</b> 9, 5	<b>Dialogue 2:</b> 3, 11, 7
<b>Dialogue 3:</b> 13, 2, 10	<b>Dialogue 4:</b> 8, 1, 12
<b>Dialogue 5:</b> 4, 6	

- 4b** Give each trainee a copy of worksheet 2. Ask trainees in pairs to match the dialogues to the speaking skill they exemplify. Conduct feedback.

- i**

*the phrases show where the speaking sub skill is used*

Seeking clarification: Dialogue 4: So, I don't have to save the doc?

Turn taking: Dialogue 1: ...and so those are all the points I need to explain.

Boundary or transition marking: Dialogue 5: So let's now have a look at their written proposal.

Feedback: Dialogue 3: I bet you did.

Repair: Dialogue 2: I did pass. I just didn't do as well as I'd hoped.

- 4c** Ask trainees to discuss the questions in pairs. Conduct feedback.

- i**
  - Speakers use visual clues like gestures, facial expressions, eye contact (or lack of it), nods of the head and body position.
  - These are known as paralinguistic features.
  - Showing video recordings of native speakers interacting can highlight paralinguistic features.

- It might help to do an open-class example of a. Put trainees in groups to brainstorm ideas. Conduct feedback.

### Reflection task

- How often do you focus on specific speaking skills and strategies? Do you do too much or too little? Why?

# 4 Oral fluency and speaking skills

## 1 Warmers

**1a** Your trainer will give you and your partner a role card each. Have a discussion, putting forward your views as they are stated on the role card.

**1b** Did you have an interesting discussion? Why / why not?

## 2 Good ideas for oral fluency tasks

In groups, write some rules to help make oral fluency tasks work well. Think about the following ideas.

1 Information gap

2 Topics

3 Task types

4 Planning/thinking time

5 Error correction

## 3 What are the aims?

**3a** The following tasks are from *face2face Upper Intermediate*. Decide what the specific aim of each task is.

1

7B 5 p51

**a)** Work on your own. Make questions with you with these words. Use *How long ...?* or *How much/many ...?* and the Present Perfect Simple or Present Perfect Continuous. Use the continuous form if possible.

- 1 / countries / visit ?  
*How many countries have you visited?*
- 2 / live / in your house or flat?
- 3 / phone calls / make / today?
- 4 / study / English?
- 5 / know / your oldest friend?
- 6 / spend / on food today?

**b)** Work with your partner. Take turns to ask and answer the questions. Ask follow-up questions.

2

3C 8 p27

**a)** Work on your own. Read about a crime that happened in the UK. Then write five words/phrases to help you remember the crime.

A 35-year-old secretary stole £4.3 million from the company she worked for over a period of several years. She was caught a few weeks before she was planning to leave her job and start a new life in a £750,000 villa in Cyprus.

**b)** Work with the other people in your group. Take turns to tell each other about the crime in a). Use your own words if possible. After each crime, decide what punishment you would have given the criminal if you'd been the judge.

**c)** Turn to p159. Read what happened to the criminals. Do you agree with the sentences that the judges gave them? Why/Why not?

3

### 2 ASKING FOR PERMISSION TO INTERRUPT

**a)** Match the beginnings of sentences 1–6 to the ends of sentences a)–f). Which sentences sound more polite?

- |                        |                                  |
|------------------------|----------------------------------|
| 1 Sorry to bother you, | a) busy?                         |
| but have you           | b) a word?                       |
| 2 Is this              | c) got a minute?                 |
| 3 Sorry to             | d) disturb you.                  |
| 4 I was wondering if   | e) a good time?                  |
| 5 Are you              | f) I could see you for a moment. |
| 6 Can I have           |                                  |

### REFUSING PERMISSION TO INTERRUPT

**b)** Look at these ways of refusing permission. Fill in the gaps with these words.

busy against tied time pushed

- 1 Sorry, this isn't a good ..... .
- 2 I'm really up ..... it at the moment.
- 3 I'm afraid I'm a bit ..... up just now.
- 4 I'm rather ..... for time at the moment.
- 5 I'm really rather ..... right now.

**TIP** If we are refused permission we often say:

*Don't worry, it's not important/it can wait/it's not urgent/ I'll catch you later/some other time.*

*When would be a good time/a better time/more convenient?*

**c)** What can we say if we want to give someone permission to interrupt?

**d)** Check in RW6.1 p127.

4

### Get ready ... Get it right!

**8** Make three lists: things you have done for you; things you get other people to do for you; things you do yourself. Use these prompts, the phrases in 1a) and your own ideas.

cut/hair dye/hair clean/car print/photos do/gardening  
clean/windows do/nails clean/house wash/clothes  
iron/clothes deliver/food alter/clothes paint/house

**9** **a)** Work in groups. Take turns to tell each other about the things on your lists. Ask follow-up questions if possible. Who is the most practical person in the group?

I have my hair cut about once a month.

Oh, I get my sister to do mine. She's really good.

**b)** Tell the class about the most practical person in your group. Who is the most practical person in the class?

**3b** Discuss these questions:

- 1 Which tasks focus on oral fluency and which focus on oral language practice?
- 2 How are these types of tasks different?
- 3 How can you categorise the other task?

## 4 Oral fluency and speaking skills

### 4 Speaking skills

#### 4a Answers:

##### Dialogue 1:

9 **A:** ... and so those are all the points I need to explain.

5 **B:** Thanks for that. Does anyone have any questions about the points that have been made?

##### Dialogue 2:

3 **A:** I was so disappointed with my exam result.

11 **B:** Don't worry. You can resit it. I'm sure you'll pass next time.

7 **A:** I did pass. I just didn't do as well as I'd hoped.

##### Dialogue 3:

13 **A:** We saw some amazing things.

2 **B:** I bet you did.

10 **A:** So many breathtakingly beautiful buildings!

##### Dialogue 4:

8 **A:** Then to finish you just click here where it says 'log out'.

1 **B:** So, I don't have to save the doc?

12 **A:** No, no. It automatically saves itself.

##### Dialogue 5:

4 **A:** In short, the discussion was very constructive.

6 **B:** Pleased to hear it. So let's now have a look at their written proposal.

*Boundary or transition marking* – when you indicate to the other speaker that you are going to start talking about a new topic.

*Feedback* – when you use small phrases, words, sounds or gestures to show the speaker that you are listening to what they are saying.

*Repair* – when you correct yourself when you speak, or when you rephrase something if you think the other person hasn't understood you.

#### 4c Discuss these questions:

- 1 What visual clues do speakers use to support some of these speaking skills?
- 2 What do we call these clues?
- 3 How can we help learners develop awareness of these visual clues?

### 5 What could you do?

Below are suggestions for contexts and resources for speaking tasks. What could you do to make an interesting task for learners?

#### a *Speaking skill:* Transitions or boundary markers

*Context:* Telling a story (monologue)

*Resource:* a tape recorder or MP3 player that can record  
What could you do?

#### b *Speaking skill:* Turn taking

*Context:* A simulation of a business meeting with three or more participants

*Resource:* one student who observes the meeting, but doesn't take part  
What could you do?

#### c *Speaking skill:* Seeking clarification

*Context:* Someone explaining a new software programme to another person

*Resource:* three examples of phrases used to seek clarification on strips of paper  
What could you do?

#### d *Speaking skill:* Providing feedback

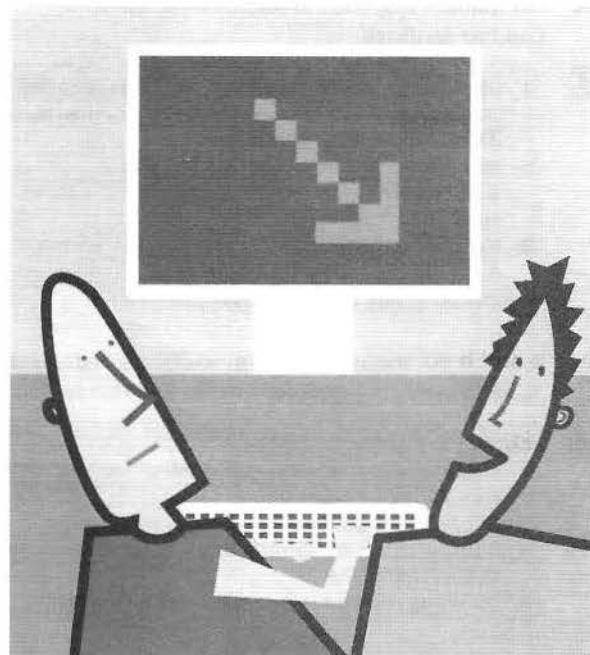
*Context:* Friends telling each other what their week at work was like

*Resource:* checklist that measures feedback during the conversation  
What could you do?

#### e *Speaking skill:* Repair

*Context:* Patient telling a doctor about symptoms

*Resource:* four examples of incomplete conversations where there has obviously been a breakdown in communication  
What could you do?



#### 4b Match the mini dialogues from 4a to the definitions of speaking skills below.

*Seeking clarification* – when you check information with the person you are speaking to.

*Turn taking* – when you indicate to other speakers that you have finished saying what you want to say, and when you indicate that you would like to speak next.



# 5 Developing learners' writing skills

## Summary

<b>Focus</b>	Classroom methodology
<b>Aims</b>	To contrast process and product approaches to developing learners' writing skills
<b>Contexts</b>	New or experienced in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets. Cut up the Lesson A and Lesson B stages for Task 4 from the appendix, p.110.

## Lead in

Write the following questions on the board:

- How often do you write something during a typical week?
- What is your overall attitude towards writing?
- Does this affect the way you deal with writing in the English language classroom? Why / why not?

Trainees make notes on their own for a minute or so, then discuss in small groups. Conduct feedback.

- 1 Give each trainee a copy of worksheet 1. Put trainees in pairs to do this task and then get them to check answers with another pair. Conduct feedback.

- i**
- a It is mostly planned and contains very few extraneous words.
  - b The discourse is often very organised and observes formal boundaries such as paragraphs and chapters.
  - c It is usually neutral or formal in terms of style and register.
  - d Feedback is usually either absent or delayed.
  - e There is a higher incidence of both simple and complex complete sentences.
  - f Usually a higher incidence of noun phrases.
  - g Uses punctuation to help make meaning clearer, and vocabulary choices tend to be more precise.
  - h Writers use layout, headings and different typefaces to support their message.

Use the answers above to build up a list on the board, (like the one below) of what we need to teach when we teach writing:

- planning
  - organisation of ideas, discourse features
  - clear communication
  - formal register
  - rules of grammar – how to form more complex sentences
  - noun phrases
  - punctuation, wider vocabulary
  - layout, importance of presentation
- 2 Put trainees in small groups to discuss the questions. Conduct feedback.
  - 3 **a and b** Ask trainees to do Task 3a alone, and then check their answers in pairs. Ask each pair to discuss 3b together. Conduct feedback.

- i**
- 3a Process approach: 1, 2, 5, 7, 8  
Product approach: 3, 4, 6, 9, 10
  - 3b The process approach is more concerned with the different steps that writers go through (the process), while the product approach focuses more on the end result of writing (the product).

- 4 **a and b** Put trainees in small groups and give each group a set of the cut-up strips from the appendix, p.110. Ask them to order the two lessons. Give out worksheet 2 and ask groups to compare their answers with those on the worksheet. Conduct feedback by answering 4b as a whole group.

- i**
- 4b Lesson A product focused; lesson B process focused.

- 4c Put trainees in groups to discuss these questions. Conduct feedback.

- i**
- 1 Grammar or vocabulary through to paragraphing and layout. It is quite common to focus on written discourse like linking words.
  - 2 Not necessarily; it could be very difficult for learners with opposing views to collaborate on a discursive essay.
  - 3 No, the process and product approaches are not mutually exclusive and teachers will often embed aspects of one approach inside the other.

- 5 **a and b** Put trainees in groups to discuss their ideas for 5a and answer the questions in 5b. Conduct feedback.

- i**
- 5b
    - 1 forming letters, spelling, punctuation, editing, cohesive ties, paragraphing
    - 2 relevant content, layout, editing, paragraphing
    - 3 forming letters, spelling, layout, punctuation, cohesive ties, paragraphing
    - 4 including relevant content, editing, paragraphing

## Reflection task

- Writing is sometimes called 'the Cinderella skill' because it is the easiest to neglect. Do you feel this is the case with your own teaching? How do you try and provide a balanced writing programme?

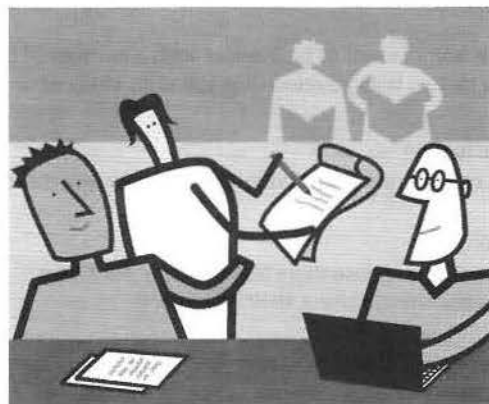
# 5 Developing learners' writing skills

## 1 Spoken vs. written language

Below are some typical features of spoken language. Write an associated corresponding feature of written language.

Spoken language	Written language
It is mostly spontaneous and contains redundancies.	<b>a</b>
The discourse is often 'untidy'.	<b>b</b>
A higher likelihood of an informal style or register.	<b>c</b>
The speaker is usually able to get instant feedback on their message.	<b>d</b>
Often made up of a series of utterances that are not complete sentences.	<b>e</b>
Often a higher incidence of verb phrases.	<b>f</b>
Conveys meaning through stress, intonation and pauses.	<b>g</b>
The speaker can support their message using gesture and facial expression.	<b>h</b>

## 2 Some questions about writing



Discuss these questions:

- Do you think that written practice of tenses helps to develop writing skills? Why / why not?
- Where do learners usually write their first draft of a piece of writing – at home or in class? Why?
- Do you often get learners to focus on cohesive devices in their written work? Why / why not?
- How good are learners at editing their own and each other's written work?
- Do you sometimes get learners to brainstorm ideas for writing in groups? How effective is this?
- Which of the following aspects of writing do you consider the most important: punctuation, correct grammar or paragraphing?
- Do you believe it helps learners to provide a model text for a piece of writing? Why / why not?

## 3 Process or product?

- 3a** Writing is often discussed with reference to *process* (where a new text is built through a series of planning and re-drafting stages) and *product* approaches (where a text is analysed and imitated). Which approach do you think the following descriptions of methodology are talking about? Put the numbers in the correct box.

A process approach to writing	A product approach to writing

- Learners express their ideas freely and fluently in writing without being overly concerned with accuracy.
- Pieces of writing will go through two or three drafts.
- Learners start a piece of writing with a sentence, this being the basic unit of written language on which to build.
- Learners analyse the key features of specific genre or text types so they can imitate them.
- Teachers encourage learners to share their written work and give each other feedback.
- There is a strong focus on grammatical accuracy and teachers mark most grammar mistakes in learners' written work.
- Learners will often begin writing something by brainstorming ideas with their classmates.
- Learners will often work on a piece of writing collaboratively.
- Written work is marked as 'pass' or 'fail' according to a specified standard.
- Learners are encouraged to work on writing alone, often outside class time.

- 3b** What do you see as the key difference between the two approaches?

# 5 Developing learners' writing skills

## 4 What are the stages?

### 4a Answers:

#### Lesson A

- Learners read a model text and answer comprehension questions about the information in the text.
- Key features in the example text are highlighted and clarified.
- The teacher provides practice of features previously analysed in the text.
- Learners write their version of the text.
- The teacher gives language-focused feedback on the learners' writing.

#### Lesson B

- Learners brainstorm the content of the text and discuss how they can best organise their ideas.
- Learners write the first draft either alone or collaboratively.
- Learners swap first drafts and give each other feedback on their writing.
- The teacher gives some interim feedback to the learners on the content, organisation and language of their writing.
- Learners write their final draft and the teacher gives feedback on the writing. The feedback may only focus on the content of the text.

### 4b Which writing lesson could be described as *product* and which as *process* focused?

### 4c Discuss these questions:

- 1 What kinds of features can be analysed in the product approach?
- 2 Should all process writing be done collaboratively? Why / why not?
- 3 Are these two approaches mutually exclusive? Why / why not?

## 5 Tasks for writing sub skills

### 5a When either reproducing a text as a product or creating one in a process, it is important to be familiar with a number of text types and sub skills. For each writing sub skill below there is one idea for a task to help develop that sub skill. Think of one more idea.

#### 1 Forming letters

- a Briefly show learners a phrase that they have to copy by hand.

b .....

#### 2 Including relevant content

- a Learners, in two groups, brainstorm ideas for an essay on to a board then critique each other's ideas.

b .....

#### 3 Spelling

- a Learners find words in a list that have a vowel missing and then correct the word.

b .....

#### 4 Layout

- a Give learners cut-ups of headings, e.g. 'date', 'address', etc. and get them to put them in their correct places on a blank page.

b .....

#### 5 Punctuation

- a Learners divide up continuous text into sentences.

b .....

#### 6 Editing

- a Learners choose three features they want their classmates to check their writing for.

b .....

#### 7 Creating cohesive ties in text

- a Learners decide what pronouns in the text are referring to.

b .....

#### 8 Paragraphing

- a Learners divide up a block of text into appropriate paragraphs.

b .....

### 5b Discuss these questions:

- 1 Which of the sub skills focus on writing at word or sentence level?
- 2 Which of the sub skills focus on writing at whole-text level?
- 3 Which sub skills are more connected with a product focus on writing?
- 4 Which sub skills are more connected with a process focus on writing?



# 6 Teaching vocabulary

## Summary

<b>Focus</b>	Classroom methodology
<b>Aims</b>	To raise awareness of different approaches to teaching vocabulary
<b>Contexts</b>	Pre-service or new in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets. You will need to cut up the vocabulary teaching sequence for Task 2 and the contexts for Task 3 from the appendix, p.111.

## Lead in

Write the following questions on the board:

- Can you think of a memorable word that you know in a language that is neither your first language nor English?
- What is that word? Why is it memorable?

Trainees discuss in pairs. Conduct feedback and elicit personal examples from trainees.

- 1 Give each trainee a copy of worksheet 1. Ask trainees to read the scenarios and make notes on what the problems are, and then compare their ideas in small groups. Conduct feedback.

- i a The teacher uses too much unnecessary language around the word.  
b The teacher asks learners to say the word when they are unsure of the meaning. The word needs to be concept checked before it is drilled.  
c This is the 12th word that the teacher has elicited from learners. Teacher-fronted elicitation of this nature is better limited to four or five words.  
d Writing a word on the board will not help learners understand the vocabulary item because there is no context.  
e The example sentence does not clearly illustrate the meaning of the word.  
f If a teacher asks learners directly if they understand a word, they are likely to say they do. The teacher needs to use concept-checking questions to check meaning.

- 2a Put trainees in pairs. Cut up the vocabulary teaching sequence from the appendix, p.111, and ask trainees to order the stages and then match a rationale to each stage. Conduct feedback.

2 d 5 b 1 c 4 a 6 f 3 e

- 2b Put trainees in groups of four to do this task. Conduct feedback.

- i 1 mime 2 use realia or a picture 3 give the opposite meaning *sweet* 4 show a picture 5 a personal anecdote or synonym 6 an oral definition

- 3 Put trainees in groups of four. Give one of the four cards (A,B,C,D) from the appendix, p.111, to each trainee in each group. Explain that the trainees should share ideas in their group for how to deal with each teaching scenario. Conduct feedback. Establish that there are

three key ways of teaching vocabulary in the classroom: teacher-fronted elicitation, learner-centred task or guessing the meaning of words in a text.

- i Teacher A – Encourage learners to guess the meaning of the words from the context.  
Teacher B – Some kind of learner-centred task – perhaps learners can match the new words to pictures and/or definitions.  
Teacher C – The most efficient way of dealing with these words is probably by means of teacher-fronted elicitation.  
Teacher D – A learner-centred task where learners match the verb-noun collocations as a way to working out the meaning of the verbs.

- 4 Give each trainee a copy of worksheet 2. Ask trainees to work in pairs and then check their answers with another pair. Conduct feedback.

- i Category 1 – Vocabulary games: d, e  
Category 2 – Vocabulary organisation tasks (sorting, ordering, etc.): b, f  
Category 3 – Personalisation tasks: a, c

- 5 a and b Establish that effective vocabulary learning requires learners to work independently of the teacher, and that it offers an ideal opportunity to develop learner autonomy. Ask trainees to do these tasks alone, and then compare their ideas in small groups. Conduct feedback.

- i 5a  
1 a mind map is used to record different uses/meanings of the phrasal verb *put up*  
2 a dictionary entry – used to focus on the meaning of the word and the way it collocates.  
3 This is a notebook of an Italian learner who has noted the false cognates (false friends) *library/libreria*.  
5b  
1 Teachers can show examples of vocabulary cards.  
2 Teachers need to show example pages and different ways of recording vocabulary.  
3 Learners will need training on how to read dictionary entries and identify key information.

## Reflection task

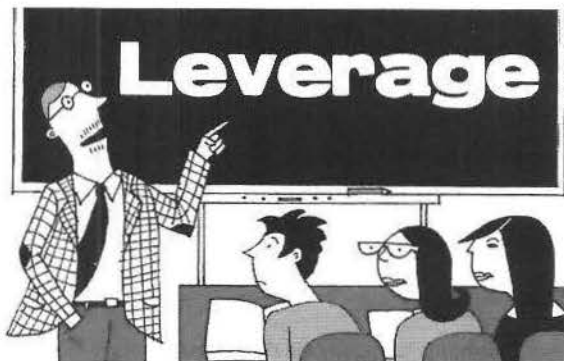
- Learners often need a lot of vocabulary revision. How can you help learners revise vocabulary you have taught them? Over a period of time such as a month, track how much vocabulary revision you do.

# 6 Teaching vocabulary

## 1 Some teacher problems

Read the examples of teacher language below. Each one shows a problem that teachers can have when teaching vocabulary. Decide what the problem is.

- a Teacher: Now the expression I want to teach you is ... well, it's a phrasal verb – *run on* – you know, with the verb plus the particle. Anyway, that's what I want to teach and it means it continues longer than you expected. That's when you're talking about a show or a film or something like that.
- b Teacher: The new word is *appraisal*. The stress is on the second syllable. OK, repeat – *appraisal*.  
(Silence)  
Learner: What means?  
Teacher: OK – just repeat – *appraisal*.
- c Teacher: OK, our 12th new word today: who knows what we call someone whose job it is to take care of a building?
- d Teacher: So here on the board is the new word I've written up – *leverage*. So what does it mean?
- e Teacher: Right, the word is *foliage*. For example, 'The foliage was thick and I couldn't see the sun.'



- f 'Peripheral'. Does everyone understand the meaning of this word?  
(Silence)  
Teacher: Do you understand? Tae Won?  
Learner: Yes.

## 2 The steps of elicitation

- 2a Your trainer will give you a cut-out version of the stages below. Place the stages 1–6 of the vocabulary teaching sequence in the correct order and then match the rationales a–f with the correct step. Once you have done this, mark your answers on this worksheet for your records.

- |  |   |
|--|---|
| 1 Concept check the meaning of the new word.   | a Learners need to hear the pronunciation before they can repeat it.  |
| 2 Convey the meaning of the new word by defining it or by using a visual.                                | b If learners can provide the word, it is very affirming for them.  |
| 3 Write the new word on the board, indicating the word class and marking the stress.                     | c Learners need to feel sure about the meaning of the word before they say it.  |
| 4 Provide a clear oral model of the word.  | d In order for learners to be able to provide the word, the meaning needs to be clearly established.  |
| 5 Elicit the word. (If the learners do not know it, or pronounce it incorrectly, say the word yourself.) | e Learners need a written record of the word and they need to find out how it is spelt.   |
| 6 Drill the word with learners both chorally and individually.   | f It is often a good idea for learners to say the word before they see it written down, especially when the spelling of the word is at odds with its pronunciation. |

- 2b With each of the words below there is a suggested mode for conveying meaning. The suggested mode is not very clear or efficient for that word. Think of a more effective way of conveying meaning.

Word	Mode of conveying meaning
1 stagger	put on a cline: walking normally → walking strangely
More effective mode: .....	
2 stapler	mime using a stapler
More effective mode: .....	
3 sour (fruit)	provide a personal anecdote of eating sour fruit you didn't like
More effective mode: .....	
4 sunset	give an oral definition
More effective mode: .....	
5 terrified	give the opposite meaning
More effective mode: .....	
6 doubt	read aloud an example sentence that contains the word
More effective mode: .....	

## 3 What's the best way?

Work in groups of four. Your trainer will give you a card each. Each person in the group has a different set of vocabulary to teach. Explain what you have to do and ask your peers for suggestions on how to teach the words.

# 6 Teaching vocabulary

## 4 Putting words to use

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

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

### Category 1

Tell me letters to spell a word.

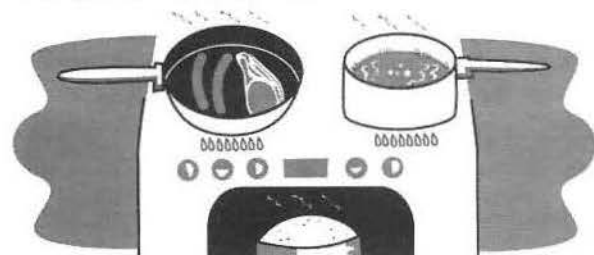
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### Category 2

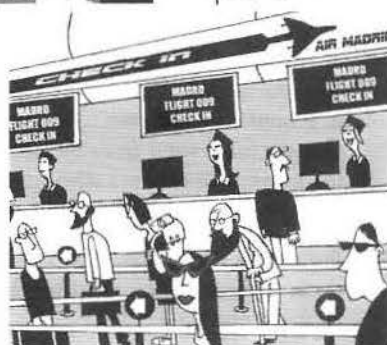
Which words do you use with an oven? Which do you use with a hob?

bake, grill, fry, boil, roast, steam



### Category 3

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



a Practise the adjectives.

Find someone who saw a film that was **moving**. Ask them why it was **moving**.

b Put the following words in a logical order.

break up, get engaged, go out together, get married, make up

c Complete the sentence so that you make sense of the word in **bold**. The most **eccentric** person I've met was .....

d Instructions: write a word on the board so that two learners (one from each team) can't see the word. The other learners in the team who can see the word try to elicit the word from their team member. The first learner to say the word wins.

e Pelmanism: Put all cards face down. Each learner takes it in turns to turn up a red word card and a blue definition card. If they match, the learner keeps the cards. If not, they turn them face down again. The learner with the most cards wins.

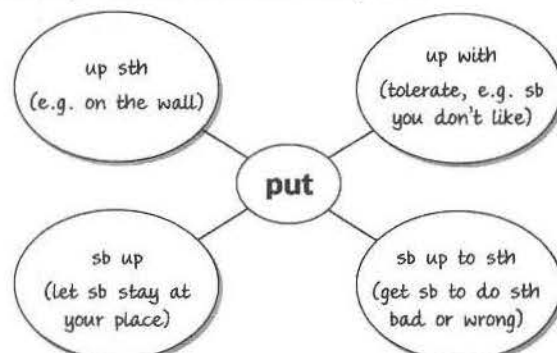
f Order the following crimes according to your opinion from least serious to most serious:

arson, burglary, vandalism, fraud, kidnapping

## 5 Learner training

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

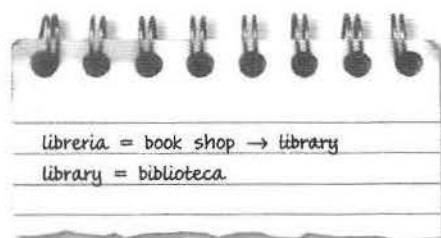
1



2

**blockbuster** /'blɒk,bʌs.tər/ @ /'blɒk,bʌs.te-/ **noun** [C]  
INFORMAL a book or film that is very successful, especially because it is exciting: *a blockbuster movie / novel*

3



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

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



# 7 Teaching grammar

## Summary

<b>Focus</b>	Classroom methodology
<b>Aims</b>	To compare and contrast different approaches to teaching grammar
<b>Contexts</b>	Pre-service or new in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for all trainees. Cut up copies of the stages for Task 1 for each group from the appendix, p.112. Cut up and distribute the role cards for Task 4 to trainees from the appendix, p.113.

## Lead in

Write the following question on the board:

- In a multilingual classroom what can be a problem of *explaining* grammar rules?

Trainees discuss in pairs. Conduct feedback. Make the following point: often the explanation of grammar can involve a lot of language and terminology that learners can find difficult to understand, particularly at lower levels.

Note: These tasks are designed to complement sessions which demonstrate the three approaches to teaching grammar outlined in Task 1.

- 1a** Explain that you are going to look at three different approaches to teaching grammar. Put trainees in three groups. Give each group a copy of the cards for one approach from the appendix, p.112 and ask them to order the stages. As each group finishes give them another approach to order, until each group has ordered all three approaches. Ask the groups if they know the names of the three approaches. Give trainees copies of worksheet 1, so that they can check their answers. Conduct feedback, pointing out that all approaches need a context for the grammar and that checking meaning should come before checking form.

- 1b** Ask trainees to complete the task alone, and then check their answers in pairs. Conduct feedback.



1 listening 2 examples 3 practice 4 questions  
5 story/context 6 questions

- 2 a–c** Put trainees in small groups to discuss the statements in 2a and decide which approach is being talked about. Trainees then choose a suitable approach for the situations in 2b. Next, ask them to answer question 2c. Conduct feedback.



**2a**  
1 text-based 2 test-teach-test 3 context build  
4 test-teach-test 5 context-build 6 text-based  
**2b**  
1 Context-build: it's easy to build a context about someone's future intentions and this will be clear for low-level learners.  
2 Test-teach-test: learners might well have met these structures before, but are still likely to be unclear about how to use them.

- 3** Text-based: the passive occurs frequently in written language, so it makes sense to use a reading text to clarify it.

### 2c Suggestions:

- Someone talking about the weekend activities they plan to do, e.g. go to the movies, meet friends, etc.
- Ask learners to talk about mistakes from their past they would do differently.
- A reading about a simple process, e.g. a manufacturing process such as the making of chocolate bars.

- 3 a and b** Give each trainee a copy of worksheet 2. Ask trainees to do these tasks alone, and then check their answers in pairs. Conduct feedback.



3a 2c 4a 6d 8b 10e

- 3b** Drilling can help learners with the pronunciation of language: it can help them get used to the natural rhythm of the language.

- 4a** Explain to the trainees that they are going to have a discussion about a lesson they are planning. Before they have the discussion, they are going to brainstorm ideas in groups. Give half the trainees role card A, and half the trainees role card B from the appendix, p.113. Put them in groups with trainees who have the same role card to prepare what they will say in the role play.

- 4b** Put trainees in A and B pairs to do the role play and get them to discuss their ideas for the grammar clarification lesson. Conduct feedback.

- 4c** Ask trainees to discuss these questions in groups of three.



- freer oral practice of language
- Neither person knows what the other is going to suggest nor do they know each other's attitude in terms of approach to clarifying grammar.

## Reflection task

- Are all grammar practice tasks effective at practising the language they aim to practise? Why / why not?

# 7 Teaching grammar

## 1 Different approaches – different stages

### 1a Answers:

#### Approach 1: Text-based approach

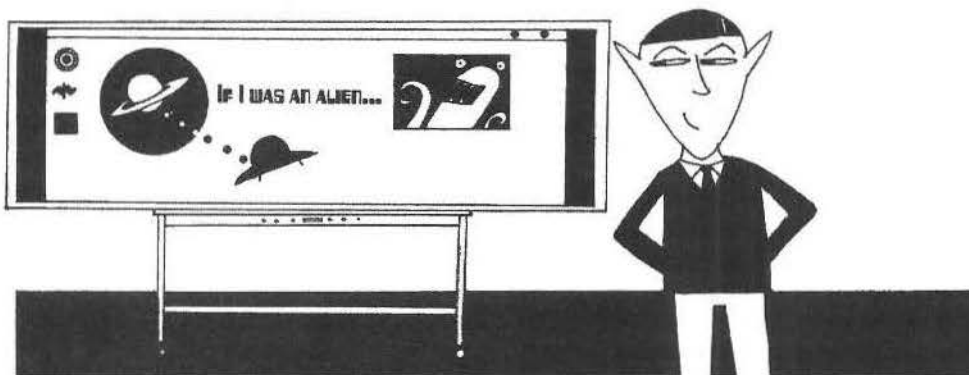
- 3 Learners read (or listen to) a text.
- 2 Learners answer comprehension questions about information in the text.
- 6 The teacher sets a task that allows learners to discover one or two examples of the target language in the text, without necessarily saying what the grammar point is. The teacher writes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

#### Approach 2: Test–teach–test\*

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

#### Approach 3 – Context-build\*\*

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



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

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

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

\*\* Context build is also known as situational presentation

# 7 Teaching grammar

## 2 Evaluating approaches

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

- 1 This approach is likely to be compatible with a lot of coursebooks because grammar is often contextualised in reading and listening material.
- 2 This approach will be useful at intermediate level and higher because it will let learners know that they still need to work on using the grammar correctly when speaking freely.
- 3 It can take a lot of time to prepare a lesson using this approach because you need to find pictures and think of a story that matches the grammar.
- 4 This approach means that teachers need to have good language awareness and they need to be able to think quickly on their feet.
- 5 This approach is particularly effective for lower-level learners and those who have a visual learning style.
- 6 This approach can be more time-consuming because learners have to do a receptive skills lesson before they actually get to the main grammar part of the lesson.

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

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

**2c** What context would you use for each lesson?

## 3 Drilling issues

**3a** Here are ten steps in the drilling procedure. Some steps are missing. Place the extra steps **a–e** in the correct place in the procedure.

- 1 The teacher asks learners to close their books so they can't read the target language example aloud and wipes any examples of the target language off the board.
- 2 .....
- 3 The teacher re-elicits an example of the target language.
- 4 .....
- 5 The teacher demonstrates (but doesn't explain) any key phonological features such as linking or elision by saying these words slowly.
- 6 .....
- 7 The teacher asks learners to repeat the example two or three times.
- 8 .....
- 9 The teacher nominates individual learners to repeat the example aloud in front of the group and corrects if necessary.
- 10 .....

- a The teacher provides a model of the target language at a natural speed and beats the main stresses at the same time.
- b The teacher lets learners say the example quietly to themselves (known as a *mumble drill*) so they will feel more confident saying an example aloud in front of others.
- c The teacher puts up pictures or word prompts on the board that help learners remember the utterance to be drilled.
- d The teacher repeats the example again at a natural speed.
- e Learners practise saying the example to each other in pairs and the teacher quickly monitors and checks for accurate use.

**3b** Why is drilling useful?

## 4 Role play

**4a** Work in a group with others who have the same role card as you. You are both teachers who are planning a lesson on how to clarify the present perfect progressive (used to talk about actions that begin in the past and continue until the present). You are going to have a discussion with someone from the other group. Read your role card and decide together what you are going to say to someone from the other group.

**4b** Work with one person from the other group and share your ideas on how to clarify the grammar point.

**4c** Discuss these questions:

- 1 The role play you just did can also be a way for learners to practise grammar points. Do you think it is a way of providing controlled or freer oral practice?
- 2 When creating oral practice tasks it is usually important to have some kind of *information gap*. What is the information gap in the role play above?



# 8 Lesson planning

## Summary

<b>Focus</b>	Classroom methodology
<b>Aims</b>	To outline the contents of a formal lesson plan and raise awareness about appropriate lesson aims
<b>Contexts</b>	Pre-service or new in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for all trainees. Cut up the lesson stages for Task 4 from the appendix, p.113. For Task 2 it would be useful to provide trainees with an example of a blank lesson plan.

## Lead in

Write the following question on the board:

- What kinds of things do we write a plan for in our daily lives?

Conduct feedback.

- 1a** Give each trainee a copy of worksheet 1. Put trainees in pairs to order the jobs. Conduct feedback accepting differences in opinion. Establish that some jobs require a lot of planning while other jobs require a larger degree of on-the-spot responsiveness.

- Jobs requiring a lot of planning:** company manager, English-language teacher.  
**Jobs not requiring a lot of planning:** doctor, car mechanic, psychologist.

- 1b** Ask trainees to work alone, and then share ideas in groups of three. Conduct feedback. Highlight that planning is a key part of a teacher's job, though it lessens with experience and familiarity with subject matter.

- 2a** Put trainees in pairs to correct Ben's notes. Conduct feedback.

- All the notes are correct except 4 and 8. Possible corrections are:**  
**4** Be prepared for anything that might go wrong in the lesson and be ready with possible solutions.  
**8** Consider what materials and resources you can use to improve the learning experience.

- 2b** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback. At this stage, you could hand out a blank example of a lesson plan and show how these headings are laid out.

- a 3 b 5 c 4 d 8 e 7 f 9 g 6 h 1 i 2**

- 2c** Put trainees in groups of three to discuss these questions. Conduct feedback.

- 1** It means that trainee teachers have a framework with which they can think through the lesson carefully. In many training contexts, lesson plans form part of the assessment.  
**2** For lesson observations as part of professional development; when doing a demonstration lesson as part of a job application process.

- 3a** Ask trainees to do this task alone, and then check answers in pairs. Conduct feedback.

- 1 c 2 f 3 d 4 a 5 h 6 g 7 e 8 b**

- 3b** Put trainees in groups of four to discuss their reactions to the different opinions and their own ideas. Indicate that they are all valid opinions about planning, but they don't relate to contexts where a formal lesson plan is required.

- 4a** Put trainees in pairs and give each pair the set of lesson stages from the appendix, p.113 to order. Tell trainees the lesson is for intermediate learners and that it is based around a semi-authentic text on someone's first parachute jump. Conduct feedback by giving each trainee a copy of worksheet 2 containing the answers.

- 4 b and c** Ask the pairs to do these tasks. Conduct feedback after each task.

- 4b 4**  
**4c a 3 b 1 c 5 d 2**

- 5a** Put trainees in groups of three to discuss the aims. Refer them to the typical problems in Task 4c to help them decide which aims are well phrased. Conduct feedback.

- 1 c 2 b 3 a 4 c 5 a**

- 5b** Put trainees in pairs to discuss these questions. Conduct feedback, highlighting that all three ways are acceptable.

- Three ways that are used to word aims:**  
 By the end of the lesson ...; For learners to ...; To + [verb] ...

## Reflection task

After teaching a lesson, review how it went. Use these questions:

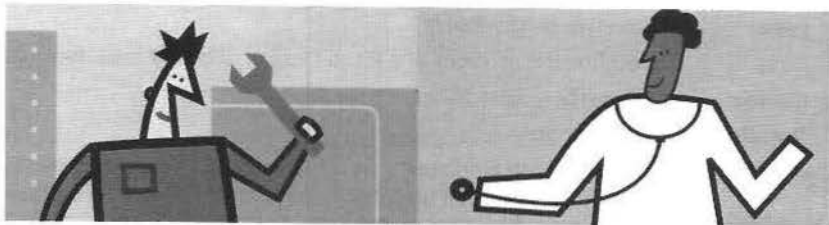
- Were my aims clear? Did I anticipate all problems? Was the lesson learner-centred enough? Did tasks link in a logical way for learners?

# 8 Lesson planning

## 1 Different jobs – different plans

- 1a** Order the following jobs according to the proportion of the job which is given over to planning (1 most planning – 5 least planning).

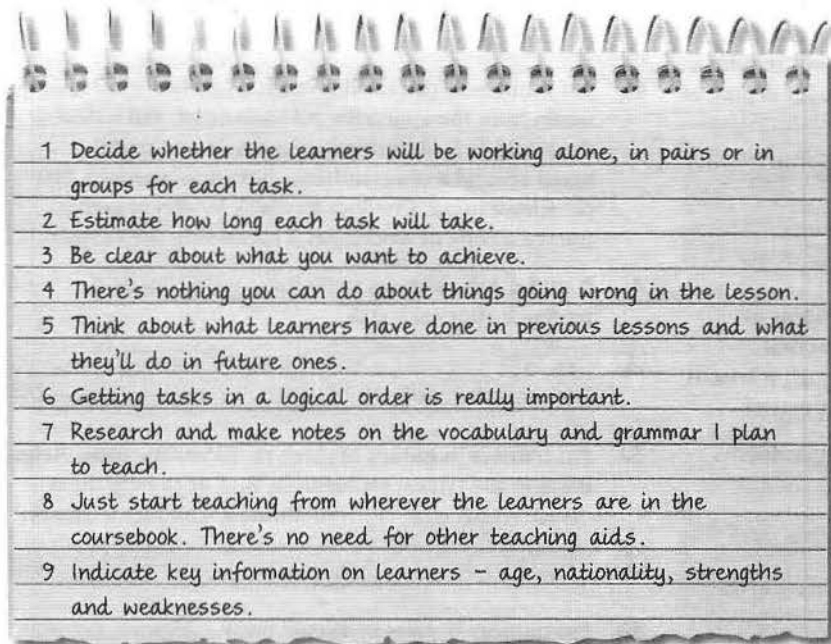
doctor  
car mechanic  
psychologist  
company manager  
English language teacher



- 1b** Spend a minute thinking about how the planning load might change for English language teachers over time. Share your ideas with others.

## 2 Some pointers about planning

- 2a** Ben has just begun a teacher training course. Look at his notes below from his training session on planning. Has he noted everything down correctly? Make any necessary changes.



- 1 Decide whether the learners will be working alone, in pairs or in groups for each task.
- 2 Estimate how long each task will take.
- 3 Be clear about what you want to achieve.
- 4 There's nothing you can do about things going wrong in the lesson.
- 5 Think about what learners have done in previous lessons and what they'll do in future ones.
- 6 Getting tasks in a logical order is really important.
- 7 Research and make notes on the vocabulary and grammar I plan to teach.
- 8 Just start teaching from wherever the learners are in the coursebook. There's no need for other teaching aids.
- 9 Indicate key information on learners – age, nationality, strengths and weaknesses.

- 2b** Each of Ben's notes relates to a component in a formal lesson plan. Match the notes from 2a with the components below.

- a Main and subsidiary lesson aims
- b Timetable fit
- c Anticipated problems and solutions
- d Materials and resources
- e Language analysis
- f Class profile
- g Procedure
- h Interaction
- i Timing

- 2c** Discuss these questions:

- 1 Why is it useful to write formal lesson plans when you are learning to be a teacher?
- 2 In what other contexts can they be useful?

## 3 Some teachers' views

- 3a** Match the opinions about planning 1–8 with the rationales a–h.

- |  |   |
|--|---|
| 1 I don't always do a detailed plan, but I always like to write down my aims and objectives ...                      | a I find it difficult to think of those things on my feet.  |
| 2 My lesson plans are like rough sketches of the lesson ...  | b They usually find it reassuring to know where the lesson is heading.                            |
| 3 I only ever plan half my lesson ...  | c I like to have a clear idea of where I'm heading in the lesson.                                 |
| 4 I just write down key things that I know will be difficult, for example, vocabulary concept checking questions ... | d I never know what's going to happen with the learners and I like to be able to respond to them. |
| 5 I just follow what's in the coursebook ...   | e I like to be flexible about the order of tasks in a lesson.                                     |
| 6 I try to make sure I have the right amount of material for the lesson ...  | f It's not realistic to plan in a lot of detail when teaching full-time.                          |
| 7 I write down the lesson stages on sticky notes and sometimes move them around during the lesson ...                | g I hate the feeling that I might run out of things to do.  |
| 8 I write up the steps of the lesson on the board for learners ...   | h I don't see the need to reinvent the wheel.   |

- 3b** Which ideas are closest to your own opinions about lesson planning on a daily basis?

## 8 Lesson planning

### 4 Getting it in the right order

4a Answers:

- D** In small groups, learners discuss extreme sports they would like to try. Open-class feedback.
- G** Teacher explains that learners are going to read a text about an extreme sport.
- B** Teacher shows a picture to elicit, check and drill *harness* and *rip cord*.
- E** Teacher sets comprehension task on writer's overall feeling about his extreme sport experience. Learners read and check answers in pairs. Teacher conducts feedback.
- C** Teacher hands out ten TRUE/FALSE questions. Learners read, answer questions and then check in pairs. Teacher conducts feedback.
- A** Teacher asks learners to take turns imagining they are the writer and explaining the jump to their friend. Teacher monitors and notes down key errors.
- F** Teacher writes up errors on the board and corrects examples of learner language from the role play.

4b For the lesson plan above, choose the best wording for the aim of the lesson from the choices below.

- 1 To provide gist and close reading practice; to provide spoken fluency practice.
- 2 By the end of the lesson learners will have had a look at a text on parachuting. They will have also done a role play using information from the article.
- 3 Learners will read a text about a parachute jump which will then be followed by a role play and a little bit of correction to finish.
- 4 To provide gist and close reading practice of a narrative text; to provide spoken fluency practice in the context of discussion and a role play.
- 5 By the end of the lesson learners will have done some reading and a bit of speaking.

4c What is the problem with the wording of the other aims in 4b? The list below shows typical problems with the wording of aims. Match them to the incorrect aims above.

- a The aim describes the task but doesn't state the aim.
- b There is not enough information about the context of the language.
- c The aim is vaguely worded and doesn't contain enough detail.
- d The aim doesn't include enough linguistic information.

### 5 Some more aims

5a Decide which is the best aim of the three options in 1–5.

- 1
  - a To provide learners with the opportunity of talking about their childhoods and their past habits.
  - b To focus learners on the structure *used to* and to give them controlled practice of this target language for the past.
  - c To clarify and provide controlled practice of *used to* to talk about past childhood habits.

2

- a By the end of the lesson learners will read a newspaper article and they will guess the meaning of new words in context.
- b By the end of the lesson learners will have practised and developed awareness of reading to infer the meaning of unfamiliar vocabulary in newspaper articles.
- c By the end of the lesson learners will have understood a newspaper article and all the words in it and become aware of how to do it.

3

- a For learners to understand the meaning and pronunciation of lexis associated with kitchen utensils and to practise the target vocabulary in a cooking role play.
- b For learners to do a cooking role play and use words to do with kitchen utensils.
- c For learners to use a picture chart to focus on lexis used to talk about kitchen utensils and practise it.

4

- a To carry out some turn-taking skills in spoken language in the context of a business meeting.
- b To clarify turn-taking and speaking in a meeting.
- c To highlight turn-taking skills used in the context of the spoken interaction of a business meeting.

5

- a By the end of the lesson learners will have developed awareness of and practised intonation used to indicate surprise when responding to unexpected news.
- b By the end of the lesson learners will have learnt surprise intonation.
- c By the end of the lesson learners will listen to intonation to show surprise and they will have responded to some surprising news themselves.

5b What three different ways are used to word aims? What way do you prefer? Why?

# 9 Planning a sequence of lessons

## Summary

<b>Focus</b>	Classroom methodology
<b>Aims</b>	To explore the process of planning a sequence of lessons
<b>Contexts</b>	New or experienced in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for all trainees. Cut up the question cards for Task 1 from the appendix, p.114. You will also need a set of coursebooks that trainees are likely to be familiar with and can create a work plan from.

## Lead in

Write the following question on the board:

- How has your planning load changed since you began teaching? Why do you think this is the case?

Trainees discuss in pairs. Conduct feedback.

- 1 Give each trainee a copy of worksheet 1. Give half the trainees question card A, and half the trainees question card B from the appendix, p.114. Put them in groups with trainees who have the same question card. Once trainees have discussed the questions in their groups, put them in pairs (one from each group) and ask them to interview each other. Conduct feedback.

- 2 **a and b** Ask trainees to do these tasks in pairs. Conduct feedback.

①

2a

- 1 **Pro** It gives learners a sense of direction and reassures them. **Con** It could make lessons predictable.
- 2 **Pro** It allows teachers to make sure different needs are catered for and they can factor in time for revision. **Con** Teachers are so focused on short-and mid-term needs that they do not respond to needs as they arise during a lesson.
- 3 **Pro** It allows teachers to consider issues such as the balance of language input to skills practice and development. **Con** Teachers become too focused on variety and forget language items (or skills) that meet learners' needs.
- 4 **Pro** It gives an opportunity for teachers to consider alternative materials, especially authentic materials. **Con** Teachers may use too much supplementary material and learners may feel that bringing the coursebook to class is a waste of time.
- 5 **Pro** It makes day-to-day planning more efficient and less time-consuming. **Con** Teachers will need to take time once a week or once a month to plan the sequence of lessons.

2b On balance, the pros outweigh the cons.

- 3 **a and b** Ask trainees to do these tasks alone, and then check/discuss their answers in pairs. Conduct feedback.

3b

a Topics	3, 4
b Aims of individual lessons	4, 5
c Kinds of language / skills	5, 6, 7, 8
d Kinds of tasks	4, 5, 7, 8, 10
e Pace	1, 2
f Choice between coursebook and/or supplementary materials	9, 10

- 3c Put trainees in small groups to do this task. Conduct feedback by asking each group for one suggestion.
- 4a Give each trainee a copy of worksheet 2. Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

②

1 b 2 b 3 a 4 a 5 b 6 a 7 b 8 b

- 4b Put trainees in pairs to do this task.

②

1 varied 2 balanced 3 varied 4 logical 5 achievable 6 achievable

- 5 Put trainees in groups of four to do this task. Conduct feedback.

①

Problems with 1: lack of skills balance, with too much listening; no freer oral practice on Wednesday. Strengths of 2: coursebook supplemented; Monday more logically sequenced; practice opportunities in Wednesday; topic unity on Friday.

- 6 Put trainees in small groups to do this task. Groups can agree on a class profile, or use the description of Penny's class in Task 3. When the groups finish, ask them to compare their ideas with another group. Conduct feedback.

## Reflection task

- Many language schools provide learners and teachers with a coursebook to follow. What are the advantages and disadvantages of basing a course around a coursebook?



# 9 Planning a sequence of lessons

## 1 An interview

In groups, look at the question card you have been given and discuss the questions. Next, in pairs, (with someone from the other group) conduct your interviews.

## 2 What are the pros and cons?

2a What are the pros and cons of planning a sequence of lessons over a week or a month? Complete the grid below.

	Pros	Cons
1 Learner motivation		
2 Learners' needs		
3 Variety		
4 Teaching and learning resources		
5 Teacher's time management		

2b On balance, do the pros outweigh the cons?

## 3 What do I need to think about?

3a Penny works in a private English-language school in Rome. Read the description of her learner group. Can you identify any similarities with groups that you teach?

One of the groups I teach is intermediate level. These learners are doing a part-time semi-intensive course, which means they come three times a week for a two-hour lesson between 6 pm and 8 pm (1). All but one of the learners works or studies at university, so they have usually already had a full day when they come to class (2). All learners in the group are young and no one is older than 32 (3), but they are quite serious and quite focused (4). They like to feel they've accomplished something tangible by the end of the lesson (5). This helps their overall motivation. They are generally quick to understand ideas and concepts. They have a good understanding of grammar (6), but a lot of their knowledge is passive and they have problems actually using grammar correctly in communicative contexts (7). Two noticeable weaknesses are their vocabulary knowledge and their listening ability (8). As part of their course fees, they've been given a coursebook (9). Because they have, in effect, paid for this, they expect to use it and can get frustrated if I give out too many photocopies of supplementary material (10).



3b Planning involves making decisions. Which of the underlined pieces of information above would affect your decision about each of the following? Note, the underlined pieces of information can go in more than one category.

- a Topics .....
- b Aims of individual lessons .....
- c Kinds of language / skills .....
- d Kinds of tasks .....
- e Pace .....
- f Choice between coursebook and/or supplementary materials .....

3c For each of the above, make a specific list of suggestions of what to take into consideration when planning for this particular learner group.

# 9 Planning a sequence of lessons

## 4 The methodology of planning

- 4a Steps 1–8 below outline a procedure for planning a week of lessons. For each step, there are two choices. Decide which is the best.
- 1 a Review material not covered in the previous week so that you make sure it is not included in the forthcoming week.  
b Review material covered in the previous week to see if it needs to be incorporated in the forthcoming week.
  - 2 a Decide where you want to get to in the coursebook by the end of the next week.  
b Estimate the amount of material from the coursebook you think can be covered next week.
  - 3 a List the topics, language input and skills tasks in the coursebook material.  
b List only the language input material in the coursebook material.
  - 4 a Work out the balance of language input relative to skills development in the material.  
b Work out the balance of speaking practice relative to grammar input in the material.
  - 5 a Begin thinking about the staging of your lessons on a day-by-day basis.  
b Identify approximate blocks of learning that are likely to be achievable in a day.
  - 6 a Identify any potential gaps in the coursebook material in terms of achieving aims of learning blocks.  
b Identify any potential logic gaps in your lesson staging.
  - 7 a Find any filler tasks that will help patch up staging issues.  
b Find supplementary materials for any gaps in the coursebook material.
  - 8 a Create your work plan for the week and type up for learners.  
b Do a first draft of your work plan for the week.
- 4b Questions 1–6 form a review checklist for the first draft of your workplan. Use the following four adjectives to complete the questions in the checklist:

achievable   varied   balanced   logical

- |   |                          |   |   |
|---|--------------------------|---|---|
| 1 | <input type="checkbox"/> | Are the topics .....                                  | ? |
| 2 | <input type="checkbox"/> | Is the relationship between language and skills ..... | ? |
| 3 | <input type="checkbox"/> | Are the task types .....                              | ? |
| 4 | <input type="checkbox"/> | Is the sequencing of tasks .....                      | ? |
| 5 | <input type="checkbox"/> | Are the daily learning aims .....                     | ? |
| 6 | <input type="checkbox"/> | Is the timing .....                                   | ? |

## 5 Evaluating work plans

The two work plans below are for a group of pre-intermediate learners studying for six hours every week. Decide which of the two work plans is more effective by applying the questions from 4b above.

Work plan 1

	Monday	Wednesday	Friday
9.30 – 10.30	<b>Speaking</b> Role play: bank robber and policeman p.61	<b>Grammar clarification &amp; controlled practice</b> Narrative verb forms (past simple, past progressive) p.62 until ex 3	<b>Listening</b> Asking for directions Semi-authentic material
10.30 – 11.30	<b>Listening</b> Radio news crime stories p.61  <b>Vocabulary</b> Words for different crimes	<b>Listening</b> Teacher's scary stories (from supplementary listening file) p.63	<b>Role play</b> Tourist – requests & directions p.63 According to needs

Work plan 2

	Monday	Wednesday	Friday
9.30 – 10.30	<b>Vocabulary</b> Words for different crimes  <b>Reading</b> Mini crime stories (semi-authentic)	<b>Grammar clarification &amp; controlled practice</b> Narrative verb forms (past simple, past progressive) p.62 until ex 3	<b>Listening</b> At the railway station (skills file resource)  <b>Functional Language</b> Requests, e.g. Could you tell me when/where/how ... p.63
10.30 – 11.30	<b>Speaking</b> Role play: bank robber and policeman p.61	<b>Freer oral practice</b> Scary stories <b>Set up writing homework</b> (scary stories)	<b>Role play</b> Tourist – requests & directions p.63  <b>Vocabulary revision game</b> Backs to the boards

## 6 Create a work plan

Use a coursebook that you are familiar with to create a work plan of between six and ten hours of study for a specific group of learners.

# 10 Teaching exam classes

## Summary

<b>Focus</b>	Classroom methodology
<b>Aims</b>	To outline a preparation strategy for teaching exam classes
<b>Contexts</b>	Pre-service or new in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for all trainees.

## Lead in

Get trainees to tell each other about the last exam they took. Put the following questions on the board:

- How motivated were you to study for this exam?
- What kind of exam strategies did you learn about before the exam?

- 1 Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

- a** both **b** exam only **c** exam only **d** both **e** both  
**f** exam only **g** GE only **h** both

- 2 Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback. Point out that most of the incorrect options involved either specialist English or a very narrow choice of register. FCE focuses on general English and aims to be reasonably broad in its range.

- a** 1 **b** 2 **c** 2 **d** 1 **e** 1

- 3 Ask trainees to do this task alone. If they are unsure of the terminology in i–iv, suggest they guess. Put trainees in groups of four to check answers. Conduct feedback.

- a** – 2 – iii **b** – 4 – i **c** – 1 – iv **d** – 3 – ii

**Open Cloze:** this is a text where words have been omitted and learners have to guess the missing word.

**Transformation:** an original sentence is given and learners are asked to rewrite (or 'transform') this sentence using the language provided, but ensuring the transformation is grammatically correct.

**Multi-choice cloze:** in this version of a cloze test, learners are given three or four different alternatives to choose from in order to fill the gap.

**Word formation gap fill:** learners are given a sentence with one or two gaps, and these need to be completed using the correct form of the base word provided.

Learners need to add a prefix and/or a suffix to the base word to create the correct form of the word for the gap.

- 4 Elicit / go through the five areas of assessment, a–e. Put trainees in pairs to do this task, and then check answers with another pair. Conduct feedback.

- a** 2, 5, 6, 11 **b** 3, 7 **c** 8, 12 **d** 1, 9 **e** 4, 10

- 5 Put trainees in groups to do this task. Encourage them to give reasons for their answers. Conduct feedback.

- a** ✗ Learners will have differing individual needs.  
**b** ✓ Setting specific goals should help their motivation.  
**c** ✗ Coursebooks are a reassuring base for learners and contain useful exam practice.  
**d** ✓ A good place to start is the website of the validating body that offers the exam.  
**e** ✓ Overall language development and progress will also help learners pass the exam.  
**f** ✗ Learners do need to take responsibility for their learning.  
**g** ✗ Learners will need to study outside the classroom if they hope to pass the exam.  
**h** ✓ Learners need training in how to approach different exam task types.

- 6a Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

- 1 Task 2 2 Task 4 3 Task 5 4 Task 3

- 6b Put trainees in small groups to do this task. Conduct feedback.

- 1 The same order as the tasks in the worksheet.  
2 Yes, because teachers need a broader understanding of any exam they teach and an overview of what's involved.  
3 The best place to start is by going to the website of the examining body. Many of these organisations (e.g. Cambridge ESOL) provide exam handbooks which include useful information on the structure of exams and suggestions on how to prepare learners for these exams.  
4 Task 2.  
5 Task 3 is relevant: learners can become familiar with task types by doing practice papers and practice questions.  
Task 4 is relevant: learners should be made aware of the areas of assessment. Point out to learners what area of assessment particular classroom tasks are aimed at.  
Task 5 is not relevant: it relates to course planning.

## Reflection task

Think of a learner you are currently teaching in a general English class who you think would benefit from an exam class.

- What kind of exam would you suggest this learner does? Think of what the exam should include – do not try and think of a specific exam.

# 10 Teaching exam classes

## 1 What's the difference?

Read the following statements. Decide if they are relevant for general English (GE) classes, exam classes or both.

	GE	Exam	Both
a Learners' expectations are high.			
b All learners have the same specific goal.			
c Learners are more likely to be susceptible to stress.			
d Learners need a varied course programme.			
e Learners don't always do homework.			
f Teachers usually have a higher administrative load.			
g Teachers have complete flexibility over the course content.			
h Regular revision is important.			

## 2 A specific exam

Imagine you are told that you are going to prepare a class of learners for the Cambridge First Certificate of English (FCE) exam. For each FCE paper there are two descriptions below of the content. Decide which one you think comes from the Cambridge ESOL website and which one is incorrect.

### a Reading: 1 hour

- 1 You will need to be able to understand information in fiction and non-fiction books, journals, newspapers and magazines.
- 2 You will need to be able to understand information in newspapers and simple academic texts.



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### b Writing: 1 hour 20 minutes

- 1 You will have to show you can produce two different pieces of writing such as a business letter and a piece of creative writing.
- 2 You will have to show you can produce two different pieces of writing such as a short story, a letter, an article, a report, a review or an essay.

### c Use of English: 45 minutes

- 1 Your use of English will be tested by tasks which show how well you use functional language.
- 2 Your use of English will be tested by tasks which show how well you control your grammar and vocabulary.

### d Listening: 40 minutes

- 1 You need to show you can understand the meaning of a range of spoken material, including news programmes, speeches, stories and anecdotes and public announcements.
- 2 You need to show you can understand the meaning of a range of spoken material, including academic lectures, jokes, songs and excerpts from movies.

### e Speaking: 14 minutes

- 1 You will take the Speaking test with another candidate or in a group of three, and you will be tested on your ability to take part in different types of interaction: with the examiner, with the other candidates and by yourself.
- 2 You will take the Speaking test with another candidate or in a group of three, and you will be tested on your ability to speak accurately with good pronunciation: with the examiner, with the other candidates and by yourself.

## 3 Understanding some task types

Examples a–d are task types for Paper 3, *Use of English*, from the FCE exam. Match them to the descriptions 1–4 and the task names i–iv.

- a In common with many other British teenagers, he chose to take a year out before ..... to study his degree.  
A settling down B getting up C taking over D holding back
- b The lives of the people ..... tools and pottery have ..... found on its shores have long remained a mystery.
- c There is something for everyone to enjoy on these holidays, ..... (REGARD) of age or level of ..... (FIT)
- d The two boys were sitting by themselves in the classroom. (OWN)  
The boys were sitting ..... in the classroom.
- 1 Use the word in capital letters to create a new word that will fit the gap in the sentence.
  - 2 Choose the best word or phrase to fill the gap.
  - 3 Use the key word to rewrite the first sentence so the meaning is the same.
  - 4 Think of a single word to fill each gap correctly.
- i open cloze
  - ii transformation
  - iii multi-choice cloze
  - iv word formation gap fill



# 10 Teaching exam classes

## 4 Preparing for the speaking test

Letters a–e show the five areas in which candidates' speaking abilities are assessed. Numbers 1–12 are suggestions for how to help learners perform well in each area. Match the tasks 1–12 to the assessment focus a–e.

- |   |  |
|---|--|
| <p><b>a</b> Grammar and Vocabulary. This refers to the accurate and appropriate use of a range of grammatical forms and vocabulary.</p> <p><b>b</b> Discourse Management. This refers to the candidate's ability to link utterances together to form coherent speech, without undue hesitation.</p> <p><b>c</b> Pronunciation. This refers to the candidate's ability to produce intelligible utterances to fulfil the task requirements.</p> <p><b>d</b> Interactive Communication. This refers to the candidate's ability to take an active part in the development of discourse.</p> <p><b>e</b> Global Achievement. This refers to the candidate's overall effectiveness in dealing with the tasks in the four separate parts of the FCE speaking test.</p> | <ol style="list-style-type: none"> <li>1 Highlight speaking strategies for learners such as turn-taking and giving feedback (or back-channelling).</li> <li>2 Give feedback on key grammar errors after learners complete a speaking task.</li> <li>3 Get learners to do mini presentations of two minutes on a topic they are interested in so that they get used to speaking fluently at length.</li> <li>4 Provide learners with an overview of the speaking test outlining the different tasks they will need to perform.</li> <li>5 Focus on tenses commonly used in spoken language, e.g. simple past, present perfect, future forms, etc.</li> <li>6 Place a specific focus on phrasal verbs commonly used in spoken language.</li> <li>7 Highlight signposting discourse markers that are used to guide listeners.</li> <li>8 Do minimal pair tasks for problem sounds with specific nationality groups, e.g. /v/ vs. /w/ for learners whose first language is German.</li> <li>9 Provide plenty of role play and group simulation tasks that encourage learners to work together.</li> <li>10 Get learners to take turns taking the examiner's role during practice speaking tests so they evaluate each other's overall performance.</li> <li>11 Focus on learners' dictionary skills so they note whether a word is more commonly used in spoken or written language.</li> <li>12 Record learners doing a speaking task and then play back the recording so you can point out where it is difficult to work out what some of the individual words are.</li> </ol> |
|---|--|

## 5 Planning a course

Read the advice below about planning an exam course. If you think the advice is good, mark it with a ✓. If you think the advice is bad, mark it with a X.

### Planning an exam course

- a** It is not necessary to do needs analysis with the group because their needs are obvious: pass the exam.
- b** Early in the course, talk to your learners individually and set some specific goals in relation to their particular strengths and weaknesses.
- c** Avoid using a coursebook because that will trap you into a specific way of teaching.
- d** Look online for supplementary resources because there are a lot of useful tasks and teaching ideas that will create variety in your programme.
- e** You need to balance general language development in relation to practising exams because learners need to keep learning.
- f** It is a waste of time focusing on learner autonomy because learning how to learn is not going to get learners through the exam.
- g** Do not set homework as learners will be doing their own study anyway and you're likely to overload them and make them feel stressed.
- h** Be sure to timetable lessons where you focus on exam strategies and tips because learners will not always know how to deal with some task types.

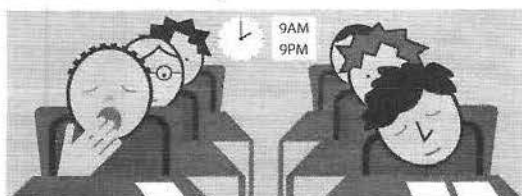
## 6 Reflection

**6a** In Tasks 2–5 above, you have worked through a series of steps related to preparing to teach an FCE exam class. In which task did you ...

- 1 ... look at the exam structure?
- 2 ... think about classroom tasks in relation to your learners' assessment?
- 3 ... consider the broader plan for the course you will teach?
- 4 ... analyse the kinds of tasks that learners will do in the exam?

**6b** Discuss these questions:

- 1 What is the best order to go through these steps when preparing to start teaching an exam class: the same order as the tasks in the worksheet or the same order as Task 6a?
- 2 Is it useful to go through these steps when teaching any kind of exam class? Why / why not?
- 3 Where can you find most of this information?
- 4 Much of the information in Tasks 2–5 is also useful for learners. Which of the tasks on these worksheets would you use as they currently stand, with learners?
- 5 Is the information in the other tasks relevant for learners? If so, how would you convey the relevant information to learners?



# 11 Exploiting authentic material

## Summary

<b>Focus</b>	Classroom methodology
<b>Aims</b>	To explore the process of using authentic materials in the classroom
<b>Contexts</b>	New or experienced in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for all trainees.

## Lead in

Write the following question on the board:

- Tell your partner about a lesson based on authentic material that you taught and you feel worked well. If you can't think of an example, are there any specific benefits with using authentic materials that you can think of?

Trainees discuss in pairs. Conduct feedback.

- 1a** Give each trainee a copy of worksheet 1. Ask trainees to work alone to do this task. Put trainees in groups of three to share their ideas. Conduct feedback.



### Text 1

- 1 Stories of heroism usually have wide appeal.
- 2 Narrative tenses; passive forms; lexical set of words associated with the sea.
- 3 Gist and detailed reading tasks focusing on narrative events.
- 4 Learners role play the story from the perspective of one of the protagonists to a friend/journalist. Or learners write the story from the perspective of one of the protagonists.

### Text 2

- Perhaps limited to people who like gardens.
- Range of modals – should, can, could, need; imperatives; lexis of gardening and planting.
- Gist reading tasks focusing on function of text (advice) and detailed reading focusing on specific examples of advice.
- Role play between garden expert and novice gardener. Or learners can write an advice sheet on growing your own food.

- 1b** Ask the groups to discuss the question. Conduct feedback.



- Both texts are potentially exploitable, but Text 2 is likely to be restricted to groups of learners who are interested in gardening. Text 1 is potentially of interest to a wider range of learners.

- 2** Indicate the remaining tasks focus on Text 1. Ask trainees to do this task alone, and then put them in pairs to check their ideas and discuss why some aims are inappropriate.



- 1 a. Aim b is not appropriate because it will not allow learners to focus on the key events in the text that will help them understand the narrative.
- 2 b. Aim a is not appropriate because the text is reporting information.
- 3 b. Aim a is not appropriate because there are not enough examples to make it of value to learners.
- 4 a. Aim b is not appropriate because there is only one example of the past progressive in the text.

- 5** a. Aim b is not appropriate because it is not very generative and is not a very challenging aim for upper intermediate learners.

- 3** **a and b** Give each trainee a copy of worksheet 2. Put trainees in pairs to do these tasks. Conduct feedback.



- 3a** Questions 1 and 2 both focus on small details in the text and do not provide practice in gist reading as would be appropriate for a text of this nature.

- 3b** None of the tasks is effective.

- 1 This question is 'liftable'. Learners can extract the answer from the text without necessarily having understood it. The grammar of the question and the grammar of the answer are identical.
- 2 This information is not given in the text.
- 3 There is no information in the text that allows learners to infer this idea.
- 4 This question requires comprehension on a linguistic level rather than merely understanding information. Further, the text does not provide a lot of context that allows learners to understand *huddled*.
- 5 This question is also 'liftable' (see 1).

- 3** **c and d** Put trainees in groups of four to discuss these tasks. After five minutes, re-group the trainees and ask them to share their ideas. Conduct feedback.



- 3c** More appropriate tasks could be a gist reading task consisting of two possible summaries of the article.



- Learners would choose the best one. A possible detailed reading task could be to put the day's events in order.

- 3d** The following words are critical for understanding the article: *cave, surf, rip*.

- 4a** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.



- 1 c 2 f 3 d 4 a 5 g 6 e 7 b

- 4** **b and c** Ask trainees to do these tasks in groups. Conduct feedback by asking each group to give one of their drawbacks and its corresponding solution.

- 5** Put trainees in groups of three and give them time to work on the task. Conduct feedback.

## Reflection task

- Think of some authentic texts that you have exploited in the past year. How varied are the topics of these texts? Do you think you are choosing texts on the basis of your own interests or the interests of learners?

# 11 Exploiting authentic material

## 1 Choosing some material

### Text 1

#### Lifesaver worried friend would die

A New Zealand lifesaver has told of the 11-hour fight for life he and a woman companion endured while trapped in a sea cave in Cornwall, England.

Shane Davis and Renee Potgieter, both from Christchurch, found themselves cut off in the cave at Trenance Point at Mawgan Porth on Monday.

They were eventually rescued after Mr Davis, who had been a lifesaver at Christchurch's New Brighton Beach, went for help and was spotted by rescuers.

Mr Davis said he and Ms Potgieter, both 21, were exploring the coastline in wetsuits when a rip swept her out to sea. "I swam out after her. With the size of the surf I was unable to get her out of the rip, and got sucked around the point and smashed up on the rocks a little bit. Renee was freaking out," he told the *Guardian*. "The cave was our only choice. When the tide



came into the cave we got smashed up on to the rocks."

They took off their wetsuits to share their body heat. "We found a spot and just huddled in the corner. It was very, very cold and I was worried she was not going to survive. She was drifting in and out of consciousness."

Mr Davis saw lights and swam for 40 minutes to get out into the open sea. Ms Potgieter was flown to hospital suffering from hypothermia.

Coastguards said it was a miracle they survived.

John Broad of the Lifeboat Institute said the way Mr Davis looked after his friend was inspirational.

NZ Herald 5 July 2007

### Text 2

#### Starting a vegetable garden

What should you consider in choosing a site for a new garden? How can you create a yearly plan for your garden that will increase your chances of success?

If you're planning a garden your first question is probably: "Where is the best site for my garden?" To pick a good location, consider:



- **Sun** – Choose a site that gets at least six hours of sunshine a day. Check how sunny your proposed plot will be at different times of day. Remember that the angle of the sun is lower in the spring and autumn and may affect how the garden is shaded by nearby trees.
- **Water** – Your garden will need at least 2.5 cm (1 inch) of water per week. Make sure your hoses will reach your intended site. Too much water isn't good, however; avoid a site with poor drainage.
- **Slope** – A flat site is best. Soil erosion is a problem with sloping land. A slope can be used to advantage, however, if it's kept planted. On a south-facing slope, soil warms up faster in the spring: a boon for early crops. Also, the site could be terraced.
- **Convenience** – Try to situate the garden close to the house. Kitchen gardens – just outside the back door – are handy. When you need an ingredient for dinner, it's just steps away.

<http://www.vegetableexpert.co.uk/PlanningYourVegetableGarden.htm>

- 1a You are looking for an authentic text for a group of upper intermediate learners. Analyse the two texts above, using the criteria in the table.

	Text 1	Text 2
1 General interest of topic		
2 Exploitable language		
3 Reading skills development		
4 Potential for speaking/writing extension		

- 1b Which text would you prefer to use with a group of learners that you know?

## 2 What are the aims?

Imagine you plan to use Text 1 with a group of upper intermediate learners. For each of the following pairs of aims choose one that is appropriate for this text. What is the problem with the other aim?

- |   |   |
|---|---|
| <p>1 a To practise gist-reading skills and have a general understanding of a narrative.</p> <p>b To practise scan reading for names and places.</p> <p>2 a To practise reading in detail to infer the writer's attitude.</p> <p>b To practise reading in detail to understand the sequence of events.</p> <p>3 a To practise vocabulary associated with emergency-rescue situations.</p> <p>b To clarify vocabulary used to talk about the sea.</p> | <p>4 a To encourage learners to notice verb phrases associated with past narratives.</p> <p>b To contrast different uses of <i>was going to</i>.</p> <p>5 a To provide speaking fluency practice by means of a role play (Shane/Renee &amp; friend).</p> <p>b To provide controlled oral practice of simple past forms.</p> |
|---|---|



# 11 Exploiting authentic material

## 3 Good task, bad task

3a The two questions below are suggested gist reading tasks for Text 1. How effective are they?

- 1 Read the text quickly and find out about the cave.
- 2 What did John Broad think?

3b The questions below are suggested detailed reading tasks for Text 1. How effective are they?

- 1 Who has told of the 11-hour fight for life?
- 2 What is the weather like at Mawgan Porth?
- 3 Is there a romantic relationship between Shane and Renee?
- 4 What is the meaning of the word *huddled*?
- 5 Who was flown to hospital suffering from hypothermia?

3c Can you think of more appropriate gist and detailed reading tasks for Text 1?

3d What vocabulary would you pre-teach for Text 1?

## 4 The pros and cons

4a Points 1–7 below outline different features of authentic materials, while a–g describe an associated benefit. Match the features and the benefits.

- 1 Authentic materials contain examples of real language used by native speakers.
- 2 Authentic materials such as DVDs are perceived as entertainment.
- 3 Authentic materials can contain a lot of cultural information.
- 4 Authentic materials can often be quite long.
- 5 Authentic materials such as maps have real-world transfer.
- 6 Authentic materials can be quite topical in terms of their content.
- 7 Authentic materials are often used to supplement coursebook materials.

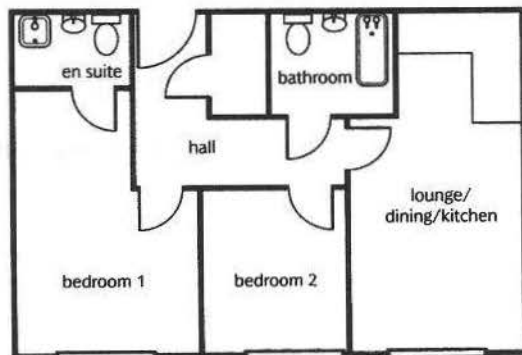
- a This means that learners can get good extensive listening and reading practice.
- b The variety they offer can increase motivation.
- c This allows learners to see how grammar and vocabulary behave in natural discourse.
- d This can help bring knowledge and information from the outside world into the classroom.
- e This means that teachers have the possibility of making their teaching programme as relevant and immediate as possible.
- f This means that learners forget that they are doing some kind of learning task and enjoy themselves.
- g This means that the learners will begin to see materials as something practical they can use.

4b For each of the benefits listed above, can you think of a corresponding drawback?

4c Now think of possible solutions that will help overcome these drawbacks.

## 5 Creating some tasks

Imagine you want to use the following floor plan of a flat from [www.taylorwimpey.co.uk](http://www.taylorwimpey.co.uk) with a group of pre-intermediate learners studying on an intensive summer course in the UK. Work in groups and brainstorm tasks for all four skills. You can create other materials to use in tandem with the floor plan.





## 12 Promoting learner autonomy

### Summary

<b>Focus</b>	Classroom methodology
<b>Aims</b>	To outline strategies for promoting learner autonomy
<b>Contexts</b>	New or experienced in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for all trainees. The role cards in Task 5a will need to be cut up for individual trainees from the appendix, p.115. Trainees will also need a copy of the commentary for Task 5 from the appendix, p.115.

### Lead in

Ask trainees to think of a prior learning experience that didn't involve language. Get them to discuss the following questions in small groups:

- How much learning did you do in the learning context (classroom, lecture theatre, etc.)?
- How much learning did you do in your own time?

**1a** Give each trainee a copy of worksheet 1. Ask trainees to do this task alone.

**1b** Put trainees in groups and ask them to compare their experiences. Invite some trainees to talk about their experience to the whole group.

**1c** Ask the groups to do this task. Conduct feedback.



a 2, 5 b 1, 4 c 3

**2** Ask trainees to do this task alone and then check their answers in pairs. When they are checking in pairs, write the following words on the board:

what goals acknowledge process how  
needs strategies

and let them know they should use these words to complete the definition. Conduct feedback.



1 process 2 acknowledge 3 needs 4 goals  
5 strategies 6 what 7 how

**3 a and b** Put trainees in three groups and assign each group their topic to brainstorm. After three to four minutes, put trainees in groups of three (one trainee from each of the previous groups) to share their ideas. Conduct feedback.

**3c** Give each trainee a copy of worksheet 2. Ask trainees to do this task in their groups. Conduct feedback.



**Group 1:** d, i, m  
**Group 2:** b, e, f, j, l  
**Group 3:** a, c, g, h, k

**4** Put trainees in pairs to do this task. Conduct feedback.



a 2 b 2 c 1 d 2 e 1

**5a** Give half the trainees role card A, and half the trainees role card B from the appendix, p.115. Put them in groups with trainees who have the same role card and ask them to discuss in their groups whether they have taught learners with a similar kind of profile.

**5b** Put trainees in A and B pairs. Ask trainees to take it in turns to describe their learner and discuss together what advice they could give him/her. Conduct feedback and find out what ideas were suggested for both learners.

**5c** Give each trainee a copy of the commentary on this task from the appendix, p.115, to read and compare their advice with.

### Reflection task

- What autonomous learning did you do in your initial study/training to become an English-language teacher?
- What autonomous learning have you done since you began work as an English-language teacher in order to develop professionally?

# 12 Promoting learner autonomy

## 1 Some issues and some advice

**1a** Read the statements below about different experiences that teachers have had. Choose the statement that most closely reflects an experience that you have had as a teacher (or as a learner).

**1** I feel that I'm doing most things right in the classroom, but my learners just don't seem to make much progress.

**2** A lot of my learners have been through an education system where they don't seem to have been taught how to think for themselves. They want me to provide them with everything.

**3** I'm not really sure if my learners know why they're learning English. They're all adults, so I suppose they have made a choice to study, but I'm not really sure whether they know why they've made that choice.

**4** Some groups seem to want me to give them homework, while others resist it. I tell them what they can do if they want, but ultimately it's up to them.

**5** I sometimes feel that learners want me to do everything for them and constantly get feedback from me. The point is that I can't be there to 'control' their language one hundred per cent of the time.

**1b** Work in groups and tell each other which statement you chose and why. Give some background to the actual experience you had.

**1c** How could a teacher best deal with the issues in 1a? Match the ideas below to the experiences.

- a by developing awareness of learning processes inside the classroom
- b by developing awareness of how best to study outside the classroom
- c by running one-to-one tutorial sessions

## 2 What is learner autonomy?

Complete the following definition, placing one word in each space.

Learner autonomy involves helping learners understand the  
**1** ..... of learning both inside and outside the classroom. It means that they begin to **2** ..... that they have a large role to play in their own learning. It also allows learners to understand what their **3** ..... are and to set **4** ..... for themselves. Part of the process involves finding out about specific **5** ..... that can help them to learn. As a result, they can, to some extent, decide **6** ..... they should learn and **7** ..... they should learn it.

## 3 What can teachers do?

**3a** Work in three groups.

### Group 1:

Think of ideas of how you can help learners to develop awareness of learning processes inside the classroom.

*e.g. set up group and project work that encourages learners to rely on each other and become independent of you.*

### Group 2:

Think of ideas of how you can provide learners with ideas for study outside the classroom.

*e.g. set homework regularly and regularly revise language that you teach.*

### Group 3:

Think of ideas of what you can say to learners in one-to-one tutorials.

*e.g. help each of your learners to articulate specific and achievable learning goals. These can be short term and long term.*

**3b** After each group has brainstormed ideas for the topics above, you will be put in groups of three (one person from each previous group) to share ideas.



# 12 Promoting learner autonomy

- 3c** Here are some ideas on what teachers can do. Are they similar to the ideas you thought about? Can you sort them according to the three groups on worksheet 1?
- a** Suggest to your learners that they try to vary their task choice. For example, learners who are usually drawn to more fluency-based tasks because they reflect their learning style can be told to try a more accuracy-focused task.
  - b** Do lessons that give your learners an orientation to resources that can be used outside class time such as a school library or learning centre.
  - c** Give learners feedback on the progress they have or haven't made in relation to their short- and long-term learning goals.
  - d** Get learners to talk about the methodology that you use and begin to provide them with rationales for your approach. For example, you can let them know that you set a time limit for some reading tasks so as to ensure that they practise scan reading skills.
  - e** Familiarise learners with reference sections in the coursebook they are using.
  - f** Set aside some classroom time for self-study so that learners get used to working independently.
  - g** Point out specific resources (books, computer programmes, websites) that an individual learner can use and show how the resource can be used to meet the learner's needs.
  - h** Write up a brief tutorial summary for your learner and outline some key action points.
  - i** Use guided discovery techniques so that learners get used to working out the answers for themselves.
  - j** Offer learners options when setting homework.
  - k** Suggest they implement some kind of learning system that works for them, e.g. ways of recording what they have learnt and ways of tracking what they have practised.
  - l** Let learners know about any opportunities for exposure to authentic English in the town or city they live in.
  - m** Develop learner autonomy by having them read instructions silently to themselves rather than always giving instructions verbally.

## 4 What can teachers say?

Read the learner problems **a–e** below. These are typical comments from learner tutorials. Choose the most constructive of the two pieces of advice offered by the teacher.

**a** *I want to learn English very quickly because I need a high IELTS score.*

- 1** Study as hard as you possibly can and try not to get discouraged.
- 2** Try to set learning goals that you feel you can achieve. Don't try and learn everything at once.

**b** *I hate Friday tests because I always do badly.*

- 1** Well, I suppose they are only revision tests and are not worth getting too worried about.
- 2** We do the tests to help you revise what you have learnt. But maybe you need to do a bit more of your own revision at home.

**c** *There's too much to learn – I'll never know English.*

- 1** Don't just think about what you have to learn in the future. Also think about what you have managed to learn so far.
- 2** In the end, you will end up knowing the English you need to know and you don't need to worry about anything else.

**d** *Learning vocabulary is so difficult for me – all these lists and lists of words.*

- 1** Just make sure you learn all the words that you need to learn and read your lists every day.
- 2** Perhaps try organising words in your vocabulary notebook into subject headings. It's sometimes easier to remember words when they are associated with a topic.

**e** *Teachers are always telling me to read. I don't like reading much.*

- 1** You don't need to read all the time, but occasionally it helps to do things that are a little bit challenging for you.
- 2** Well, in the end, I can't force you to read if you don't like it that much.



## 5 Two learners

Your trainer will give you a task to do.

# 13 Phonology: Sounds and word stress

## Summary

<b>Focus</b>	Developing language awareness
<b>Aims</b>	To introduce the individual sounds of English and its common word-stress patterns
<b>Contexts</b>	Pre-service or new in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for all trainees. Task 5a will need to be cut up into individual cards from the appendix, p.116. You may also need a phonemic chart.

## Lead in

Write the following question on the board:

- Have you ever had problems trying to say specific sounds in other languages?

Trainees discuss the question in small groups. Conduct feedback and elicit some examples from trainees.

- Give each trainee a copy of worksheet 1. Demonstrate with the first two examples /b/ and /p/ how the first sound is voiced while the second sound is unvoiced, but the place of articulation is the same. Put trainees in pairs to do this task. Conduct feedback.

- Unvoiced and voiced pairs – unvoiced on the left.
- /p/ & /b/   /t/ & /d/   /tʃ/ & /dʒ/   /k/ & /g/   /f/ & /v/  
/θ/ & /ð/   /s/ & /z/   /ʃ/ & /ʒ/

- Put trainees in small groups to do this task. Encourage them to say the sounds and try and feel which speech organs they are using. Conduct feedback.

- a /p/ & /b/   b /f/ & /v/   c /θ/ & /ð/   d /t/ & /d/, /s/ & /z/  
e /tʃ/ & /dʒ/, /ʃ/ & /ʒ/   f /k/ & /g/

- Put trainees in pairs to match the words. Go through the phonemic symbols with trainees, and then in their pairs match the phonemic symbols to the word pairs. Conduct feedback. Elicit what the difference is between the words above and below the black line. Elicit/teach monophthong and diphthong.

- Monophthongs
- |                   |                   |                  |
|-------------------|-------------------|------------------|
| 1 /i:/ bead/see   | 2 /ɪ/ women/bit   | 3 /ʊ/ foot/put   |
| 4 /u:/ food/true  | 5 /e/ any/pen     | 6 /ə/ ago/mother |
| 7 /ɜ:/ heard/bird | 8 /ɔ:/ sore/four  | 9 /æ/ hand/cat   |
| 10 /ʌ/ rung/fun   | 11 /ɑ:/ heart/car | 12 /ɒ/ what/hot  |
- Point out the /:/ symbol which indicates a longer sound
- Diphthongs
- |                   |                   |                   |
|-------------------|-------------------|-------------------|
| 13 /ɪə/ dear/here | 14 /eɪ/ wait/cake | 15 /ʊə/ tour/pure |
| 16 /ɔɪ/ soil/boy  | 17 /əʊ/ bureau/go | 18 /eə/ dare/hair |
| 19 /aɪ/ my/lie    | 20 /aʊ/ out/nor   |                   |

- Put trainees in pairs to do this task. Conduct feedback.

- 1 It means learners can use a dictionary to check the pronunciation of a word.
- 2 It is a good idea to introduce it gradually and teach two or three sounds at a time. It helps to start with phonemic symbols that are similar to written language, e.g. 't' and /t/.

- Give each trainee a copy of worksheet 2 and one word from the appendix, p.116 and ask them to mingle, saying their word with the incorrectly marked stress pattern. They should correct each other's stress.

- vegetable marvellous equation secretary alliance  
chocolate theatrical paragraph entertainment  
application return important gallery analysis  
resident lateral skeleton uniform opportunity  
computer

- Put trainees in groups to discuss these questions. Conduct feedback.

- 1 Incorrect word stress can impede communication.
- 2 Strongly emphasising the correct syllable, beating the stress with your hand or clapping on the stressed syllable are all ways to correct incorrect stress.

- a and b Ask trainees to do these tasks alone, and then check their answers in pairs. Conduct feedback.

- 6a prefer
- The word-stress rule is that the majority of two syllable words in English have first-syllable stress.

6b Group 1: association, discussion, transportation, transmission, automatism, emission

Group 2: psychology, geography, cosmology, philosophy, biology, calligraphy

Group 1 words ending -tion, -ssion are stressed before this syllable. Group 2 words ending in -graphy, -ogy, -ophy are stressed on the third syllable from the end.

- Put trainees in pairs to do this task. Conduct feedback.

- |               |                 |                 |
|---------------|-----------------|-----------------|
| 1 politics    | 2 political     | 3 politician    |
| 4 democracy   | 5 democratic    | 6 democrat      |
| 7 intellect   | 8 intellectual  | 9 intellectual  |
| 10 photograph | 11 photographic | 12 photographer |
| 13 diplomacy  | 14 diplomatic   | 15 diplomat     |
- Point out to trainees that these words do not follow any particular pattern.

## Reflection task

- When and how can you focus on word stress and sounds in your lessons?



# 13 Phonology: Sounds and word stress

## 1 Sounds: consonants

Match the pairs of sounds in the grid and write them in the space below.

1 /b/ /p/

2

3

4

5

6

7

8

/p/ <u>pen</u> ✓	/v/ <u>very</u>	/g/ <u>good</u>	/z/ <u>zoo</u>
/t/ <u>ten</u>	/θ/ <u>thank</u>	/tʃ/ <u>chip</u>	/ʒ/ <u>television</u>
/dʒ/ <u>job</u>	/b/ <u>bed</u> ✓	/f/ <u>fine</u>	/d/ <u>did</u>
/s/ <u>sea</u>	/k/ <u>keep</u>	/ʃ/ <u>ship</u>	/ð/ <u>that</u>

## 2 Speech organs and sounds

Match the pairs of consonant sounds from Task 1 to the place of articulation a–f. Two places of articulation have two sets of pairs.

Which sounds do we make using ...	
a the lips?	
b the lips and teeth?	
c the tongue and teeth?	
d the tongue and the alveolar ridge?	
e the tongue, the alveolar ridge and the hard palate?	
f the velum?	

## 3 Sounds: vowels

Match the words in the box to the words in the table according to the vowel sound (and not the spelling). Note; with some words, you should match the underlined vowel sound. Then match the word pairs to the phonemic symbol.

here true pen pure put see hair cake mother four  
boy bird cat lie car go hot now fun bit

Word	Phonemic symbol	Word	Phonemic symbol
foot:		food:	
heard:		sore:	
heart:		tour:	
bead:		out:	
<u>a</u> go:		dear:	
what:		soil:	
<u>w</u> omen:		my:	
<u>a</u> ny:		<u>b</u> ureau:	
hand:		dare:	
rung		wait:	

- |        |         |
|--------|---------|
| 1 /i:/ | 11 /ɑ:/ |
| 2 /ɪ/  | 12 /ɒ/  |
| 3 /ʊ/  | 13 /ɪə/ |
| 4 /u:/ | 14 /eɪ/ |
| 5 /e/  | 15 /ʊə/ |
| 6 /ə/  | 16 /ɔɪ/ |
| 7 /ɜ:/ | 17 /əʊ/ |
| 8 /ɔ:/ | 18 /eə/ |
| 9 /æ/  | 19 /aɪ/ |
| 10 /ʌ/ | 20 /aʊ/ |

## 4 Phonemic script

Discuss these questions:

- Why is it useful for learners to know the phonemic script?
- How can you introduce the phonemic script to a group of learners?

# 13 Phonology: Sounds and word stress

## 5 The right stress

- 5a Your trainer will give you a word. Say your word with the marked stress. Correct other people's word stress.
- 5b Discuss these questions:
- 1 Was it easy to recognise other people's words?
  - 2 How did you correct their word stress?

## 6 Some word-stress patterns

- 6a Circle the odd word out in the following group:  
apple paper waiter meeting greatest helpless prefer strengthen gorgeous

What is the word stress rule for the majority of the words above?

- 6b Sort the following words into two groups:  
association psychology discussion automatisisation biology geography  
transportation cosmology calligraphy transmission philosophy emission

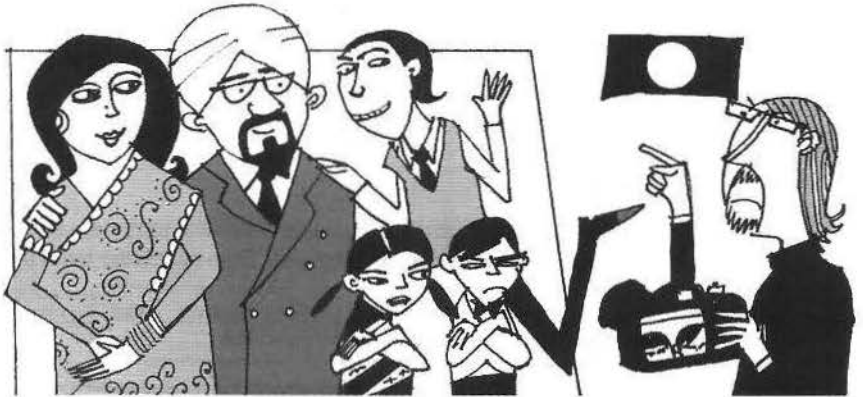
Group 1	Group 2
association	psychology

What is the rule for each group?

## 7 Some exceptional words

Add the following words to the correct place in the grid below.

photograph political democrat  
photographic democratic intellectual



noun	adjective	person
1 politics	2 .....	3 politician
4 democracy	5 .....	6 .....
7 intellect	8 intellectual	9 .....
10 .....	11 .....	12 photographer
13 diplomacy	14 diplomatic	15 diplomat

# 14 Phonology: Sentence stress and connected speech

## Summary

<b>Focus</b>	Developing language awareness
<b>Aims</b>	To explore how sentence stress and connected speech operate in spoken English
<b>Contexts</b>	Pre-service or new in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for all trainees. Cut up the sentences for Task 2a from the appendix, p.116 and give one to each trainee.

## Lead in

Write the following quote from a learner on the board:

- 'When I listen to mother-tongue speakers of English it sounds like they're eating half the words.'

Ask trainees to discuss this in small groups and get them to consider why this might be the case.

- 1a** Give each trainee a copy of worksheet 1. Assign the letter A to half the class and B to the other half. Ask trainees to do their half of this task alone, and then check answers in small groups with people who have done the same set.

- 1b** Put trainees in A and B pairs. Ask A trainees to read out the sentences in set B, and B trainees should underline the stressed syllables they hear. B trainees then read out the sentences in set A, while A trainees underline the stressed syllables they hear. Conduct feedback.



- 1 I'll be home tonight at 8 pm.
- 2 He's arriving at Victoria Station at seven o'clock tomorrow evening.
- 3 Suzy called for you today.
- 4 I'll be leaving at six o'clock tomorrow morning.
- 5 I've invited Maria to dinner tonight.
- 6 I'll be working at home all this weekend.

- 1c** Ask trainees to do this task by looking at each other's worksheets. Conduct feedback highlighting that stressed syllables occur in words that carry the core meaning (content words).

- 2a** Give each trainee a sentence from the appendix, p.116. Ask trainees to find two people who have the same preposition as them. Conduct feedback. Elicit the difference in the sound of the preposition. Illustrate the difference between the weak form and the strong form by using phonemic script. Emphasise the weak form is always the same sound /ə/.



The sentence number in bold indicates the sentence where the preposition is stressed.

**1** – 6 – 11   **2** – 7 – 12   **3** – 8 – 13   **4** – 9 – 14   **5** – 10 – 15

- 2b** Put trainees in groups to discuss these questions. Conduct feedback.



- 1 personal pronouns, auxiliary verbs, articles, conjunctions, indefinite quantifiers.
- 2 We use either the weak form or the strong form depending on whether the word carries the core meaning of the sentence or not.

- 3a** Give each trainee a copy of worksheet 2. Ask trainees to respond to the question: *Whose CD are you going to buy?*

- 3b** Ask trainees to respond to the question: *Have you bought Madonna's latest CD?* Conduct feedback.

- 3c** Ask trainees to write questions for the sentences they had in Task 1a. They can work in small groups to write the questions as described on the worksheet.

- 3d** Put trainees in A and B pairs. Trainees take turns reading their questions aloud and answering with the sentences from Task 1. They should then discuss whether the emphasis in their answers changed and note down the questions their partner asked. Conduct feedback.

- 4 a–c** Put trainees in pairs to do these tasks and then check answers with another pair. Conduct feedback.



**4b and c** 1 – ii – c (NB: it is the *sound* that is important, not the spelling) 2 – iv – a (/r/ is added) 3 – iii – d (/d/ → /b/) 4 – i – b (/d/ is elided)

- 4 d and e** Ask trainees to do these tasks alone, and then check answers in pairs. Conduct feedback.



**4d** 1 intrusion /w/ is added 2 assimilation /n/ → /m/ 3 elision of the final /t/ in 'watched' 4 linking between /f/ and /ə/ 5 assimilation /s/ → /ʃ/ 6 elision of the /t/ in 'next' 7 linking between the /t/ in 'went' and the /t/ at the beginning of 'into' 8 intrusion /j/ is added  
**4e** I watched (elision of /t/) Christopher play cricket yesterday. He's my brother and (linking) he's a (linking) very good player (assimilation /d/ → /p/). I ought (intrusion of /j/) to be equally (intrusion of /j/) good at (linking) cricket, but (elision of /t/) I don't (elision of /t/) practise enough (linking).

## Reflection task

- How much should sentence stress and connected speech be taught in *isolation*, and how much should it be *integrated* into other lessons (for example, grammar and listening)?

# 14 Phonology: Sentence stress and connected speech

## 1 Core meaning

Your trainer will assign you to group A or group B. Mark the words in each sentence (in your set) that carry the core meaning. For example:

I'm going to buy the latest Madonna CD.

### Group A

1 I'll be home tonight at 8 pm.

2 He's arriving at Victoria Station at seven o'clock tomorrow evening.

3 Suzy called for you today.

### Group B

4 I'll be leaving at six o'clock tomorrow morning.

5 I've invited Maria to dinner tonight.

6 I'll be working at home all this weekend.

1b Work with a partner from the other group. Your trainer will give you further instructions.

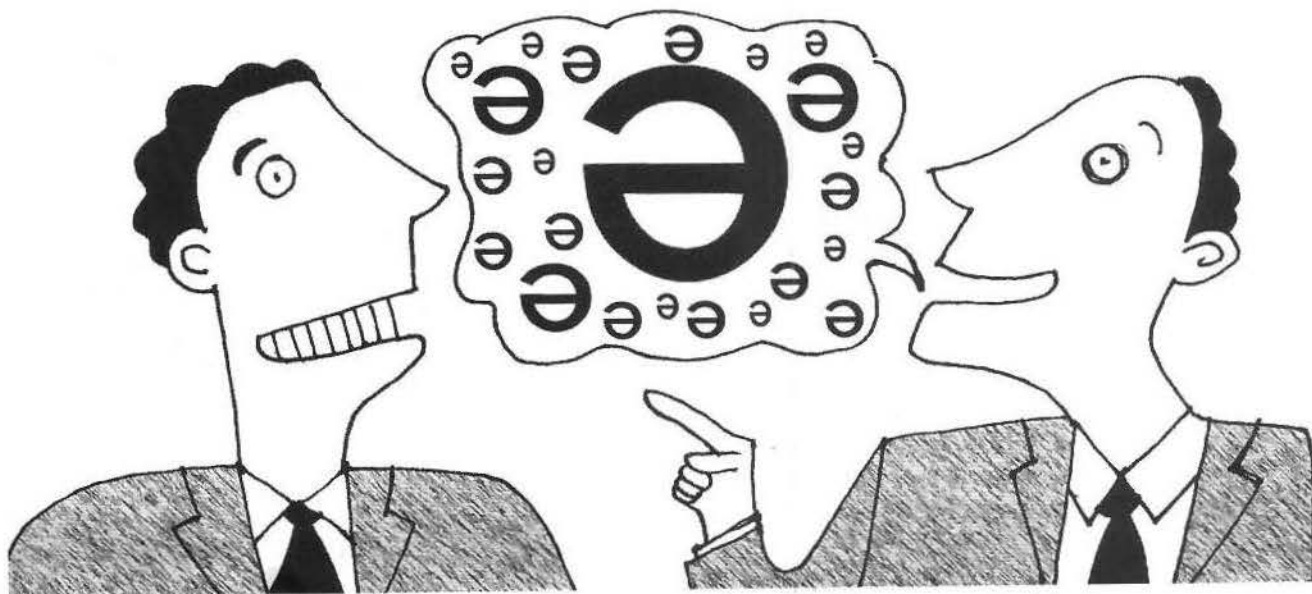
1c Compare the dots and underlining for each sentence. Do the stressed syllables occur in words that are core meaning words?

## 2 Weak or strong form?

2a Your trainer will give you a sentence. Find two other people with a sentence that contains the same preposition as yours. Say your sentence out loud (but do not show it to anyone).

2b Discuss these questions:

- 1 What other kinds of words have both weak and strong forms?
- 2 What affects whether we say these words with either a weak or strong form?





# 14 Phonology: Sentence stress and connected speech

## 3 Changing emphasis

- 3a** Listen to your trainer's question and respond using the sentence below.

I'm going to buy the latest Madonna CD.

- 3b** Now listen again and use the same sentence to respond. What is the difference in emphasis between the two responses? Why is there a difference?

- 3c** Group A: write two questions for each of the sentences in Task 1: Group A. Each question should require the same answer, but the emphasis changes on certain words.

Group B: write two questions for each of the sentences in Task 1: Group B. Each question should require the same answer, but the emphasis changes on certain words.

Complete the gaps below that match your sentence numbers from Task 1a.

- 1 a .....  
b .....
- 2 a .....  
b .....
- 3 a .....  
b .....
- 4 a .....  
b .....
- 5 a .....  
b .....
- 6 a .....  
b .....
- 7 a .....  
b .....
- 8 a .....  
b .....

- 3d** Ask your partner the questions. Does the emphasis in their answers change? Afterwards write down the questions your partner asked in the space above so you have questions for each sentence.

## 4 Features of connected speech

- 4a** In pairs say the following sentences aloud and decide what you think happens to the sound in the underlined part of the sentence.

- 1 I'll have some of those apples, please.
- 2 I saw a fantastic movie last night.
- 3 Your computer was a good buy.
- 4 An old man lives next door.

- 4b** Match the examples from 4a to the descriptions below.

- i A consonant sound is left out to help maintain good rhythm.
- ii A consonant sound links to a following vowel sound.
- iii A final consonant sound is modified by a subsequent consonant sound.
- iv An extra sound is added to make the transition between two vowel sounds easier.

- 4c** Can you guess which of the following terms match the definitions in 4b?

- |             |                |
|-------------|----------------|
| a intrusion | b elision      |
| c linking   | d assimilation |

- 4d** What are the underlined features of connected speech in these sentences? Use the terms from 4c.

- 1 I can't go out in the evenings.
- 2 Then Michael got home.
- 3 We watched Peter play tennis.
- 4 Can I have half a kilo of tomatoes, please?
- 5 Is this shoe yours?
- 6 I'll see you again next week.
- 7 I went into town this morning to do the shopping.
- 8 I own my house.

- 4e** How many features of connected speech can you find in the text below?

I watched Christopher play cricket yesterday. He's my brother and he's a very good player. I ought to be equally good at cricket, but I don't practise enough.

# 15 Vocabulary: Features of lexis

## Summary

<b>Focus</b>	Developing language awareness
<b>Aims</b>	To explore the features and classification of lexical items in English
<b>Contexts</b>	New or experienced in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for all trainees. Cut up the sentences for Task 1 from the appendix, p.117.

## Lead in

Write the following question on the board:

- What aspect of vocabulary learning do you think learners find most challenging?

Trainees discuss the question in small groups. Conduct feedback.

- 1 Give each trainee a copy of worksheet 1 and one of the sentences from the appendix, p.117. Ask them to mingle and do the task. Conduct feedback.

- Ⓛ Suggested correct version in **bold** and the nature of the problem is in brackets after each sentence.
- a ~~publicity~~ **advertising** (probably a false friend)
  - b ~~unprobable~~ **improbable** (incorrect prefix)
  - c ~~tough~~ **strong** (incorrect collocation with 'incentive' / incorrect near synonym)
  - d ~~to die for~~ **beautiful/exquisite** (style too informal for the context)
  - e ~~hill is ... plunging~~ **hill is ... steep** (incorrect collocation)
  - f ~~co-respondent~~ another **woman** (inappropriate legal register)
  - g ~~tepid~~ **welcome** **warm** welcome (incorrect collocation)
  - h ~~ministrations~~ **help** (style too formal for the context)
  - i ~~friendness~~ **friendship** (incorrect suffix)
  - j ~~anterior~~ **previous** (incorrect near synonym)
  - k ~~started up the TV~~ **turned on the TV** (incorrect collocation)
  - l ~~stony-broke~~ **poor** (style too idiomatic for the context)

- 2a Ask trainees to do this task in pairs. Explain that you do not expect them to know all the answers. Conduct feedback.

- Ⓛ 1 synonym 2 near-synonyms 3 super-ordinate  
4 co-hyponyms 5 antonyms 6 meronyms of camera

- 2b Ask trainees to do this task alone. Conduct feedback.

- Ⓛ 1 antonyms 2 super-ordinate 3 synonyms  
4 meronyms 5 co-hyponyms 6 near-synonyms

- 2c Ask trainees to study the table alone, and then discuss the questions in pairs. Conduct feedback.

- 2d Ask each pair to try to complete this task. Conduct feedback.

- Ⓛ 1 homophones 2 heteronyms 3 homonyms  
4 polysemes 5 homographs

- 3a Give each trainee a copy of worksheet 2. Put trainees in pairs to do this task, and then check answers with another pair. Conduct feedback.

- Ⓛ compound word 3, 5, 8 lexical chunk 4, 7, 11  
idiom 1, 9, 12 multi-word verb 2, 6, 10

- 3b Put trainees in small groups to discuss these questions.

- Ⓛ 1 *nuclear fission*. 'Fission' only collocates with 'nuclear'.  
2 *on the hour*. 'Hour' can be substituted with: 'dot', 'spot'.  
3 No, they form quite fixed collocation relationships. This is a typical feature of idioms.  
4 *come down with* some kind of illness; *go out with* a person; *keep up with* a person.

- 4a Put trainees in pairs to do this task. Conduct feedback.

- 4b Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

- Ⓛ 1 Legal English. The owner has had his or her house repossessed and, throughout this document, we will call this property an estate which is in debt.  
2 Medical English. Reducing the flow of blood is helping to decrease the bleeding and swelling.  
3 Archaic English. My superior did it and I don't think anyone will dare ask him about it.  
4 Informal British English. Thanks. I appreciate it.  
5 Formal English. We have to help both groups to talk together and move forward.  
6 Australian and New Zealand English. Your pick-up truck sounds broken, don't you think?  
7 American English. Chase the ball. You really did that well. I'm impressed.  
8 Indian English (newspaper headline). The recent floods have affected one hundred thousand people in the state of Bihar.

- 4c Put trainees in pairs to do this task. Conduct feedback.

- Ⓛ 'Style' and 'register' are sometimes used interchangeably. 'Style' here refers to levels of formality and the degree to which language is in current use. 'Register' refers to the kind of language used in specific contexts. 'Variety' of English depends on where people come from.

## Reflection task

- At what different levels can you focus on the features of lexis mentioned above?
- Would you teach any of this technical language to your learners? If yes, which terms would you teach?

# 15 Vocabulary: Features of lexis

## 1 Some problems with words

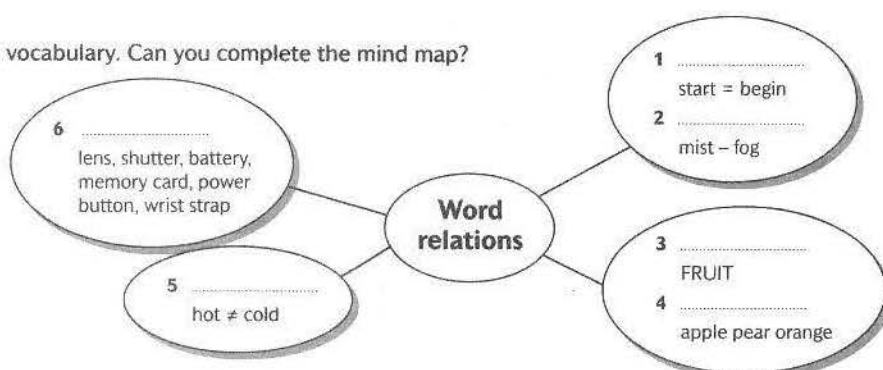
Your trainer will give you a card with a sentence on it. Say your sentence to others and ask them to correct you. Decide together what the nature of the problem is. Correct the sentences.

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

## 2 Features of vocabulary

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

super-ordinate  
 antonyms  
 meronyms  
 near synonyms  
 co-hyponyms  
 synonyms



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

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

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

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

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

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

# 15 Vocabulary: Features of lexis

## 3 Words that go together

3a All of the following words and expressions are a type of collocation. Put them in the correct box.

- |                         |                          |
|-------------------------|--------------------------|
| 1 carry the can         | 2 come down with         |
| 3 nuclear fission       | 4 in due course          |
| 5 heart attack          | 6 go out with            |
| 7 on the hour           | 8 credit card            |
| 9 get wind of something | 10 keep up with          |
| 11 out and about        | 12 pick someone's brains |

compound word	lexical chunk	idiom	multi-word verb

3b Discuss these questions:

- Which of the compound words is most fixed?
- Which lexical chunk can include alternative nouns?
- Is it possible to alter any of the idioms?
- Think of the kinds of words that can collocate with the multi-word verbs.

## 4 The words we use

4a Read the sentences and discuss anything which would create problems for intermediate language learners.

- The vendor is seized of the property hereinafter described for 'an estate in fee'.
- Vasoconstriction is helping to decrease haemorrhage and edema.
- My lord hath done it and methinks none durst meddle with him.
- Yeah, cheers, pal. Ta. Nice one.
- Our role is to further the negotiations between both parties and encourage progress.
- Your Ute sounds a bit crook there, mate, eh?
- Go chase the ball baby. Way to go, honey! Good job!
- Floods hit one lakh in Bihar.

4b Complete the table below with reference to the sentences in 4a. State what type of English is used in each sentence, and then write the standard English equivalent for each one.

Register	1
	2
	3
Style	4
	5
Variety	6
	7
	8

4c What is the difference between register, style and variety?



# 16 Concept checking: Vocabulary and grammar

## Summary

<b>Focus</b>	Developing language awareness
<b>Aims</b>	To explore lexical and grammatical meaning through the use of concept-checking questions
<b>Contexts</b>	Pre-service or new in-service teachers
<b>Duration</b>	60–75 minutes
<b>Preparation</b>	Photocopy both worksheets for all trainees. Cut up Task 1a from the appendix, p.118 so each group has copies of all the words. Trainees will also need learner dictionaries.

## Lead in

Write the following quote on the board:

- In many education contexts, when a learner does not understand something, the teacher uses explanation as a means to clarifying a problem. Is this always a good idea? Can you think why this might be a problem?

Ask trainees to discuss in groups and conduct feedback. Point out that explanations often involve a lot of language and can exacerbate a comprehension problem. Well thought out questions that gradually unpack meaning are often more effective.

- 1a** Put trainees in groups of four. Give each group a set of cards from the appendix, p.118. Trainees take turns to take a card and elicit the word on it by giving a definition, but without saying the word. Conduct feedback, asking trainees to consider how they refined their definitions when they were given wrong answers.

- 1b** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

1 d 2 a 3 f 4 b 5 e 6 c

- 2 a–c** Ask trainees to identify the different parts of each dictionary entry alone, and then check their answers in pairs. If the group is strong, they can move directly on to 2b and 2c. If not, do feedback on 2a first.

- 2a**
- semantic meaning: *If someone gets to you, they make you feel upset or angry.*  
style: **INFORMAL**  
collocation: *get to sb* (i.e. collocates with people)
  - semantic meaning: *different in every way*  
style: **FORMAL** collocation: *The two cultures* (i.e. collocates with ideas or things rather than people)
- 2b**  
*get to*
- 4** (semantic meaning), **7** (semantic meaning), **5** (style), **1** (collocation)  
*disparate*
- 8** (semantic meaning), **3** (semantic meaning), **2** (style), **6** (collocation).
- 2c** With some words you will need to check the register (medical, legal, etc.) and with other words the connotation.

- 3** Put trainees in small groups and provide them with learner dictionaries to help them. Conduct feedback, on the board, ending up with a set of questions for each word that everyone agrees with.

- 1**
- Does she seem happy? (No)  
Does she seem worried? (Yes)  
Is she thinking about a problem? (Yes)  
Occasionally or a lot of the time? (A lot of the time)
  - Did he pay a lot of money for the printer? (Yes)  
Is he satisfied with it? (No)  
Does he think he paid too much? (Yes)  
Is this word neutral or informal? (Informal)
  - Is it annoying? (Yes)  
Does it take a lot of time or effort? (Yes)  
Is this word neutral or informal? (Informal)
  - Do I like the idea? (No)  
Do I think it's stupid? (Yes)  
Is this word formal or neutral? (Formal)
  - Is there any milk? (No)  
Have I used it all? (Yes)

- 4** Ask trainees to do this task alone, and then check their answers in pairs. Reinforce the idea of working out the key concept for each structure. Conduct feedback.

a 2 b 1 c 2 d 2 e 1 f 2 g 1 h 2

- 5** Put trainees in small groups to do this task. Emphasise the importance of saying why one of the questions is irrelevant. Conduct feedback.

a 2 b 3 c 1 d 3 e 2

- 6** Ask trainees to do this task alone, and then check their answers in small groups. Conduct feedback to the board.

- 1**
- Can we see the result of the action? (Yes) / Is it still broken? (Yes)
  - Why do we think it will rain? (We can see the clouds)
  - Why do we think he studied hard? (His marks were good)
  - Do you want it now or in the past? (Now)

## Reflection task

- Why is it sometimes hard to include concept checking questions in your lessons?

# 16 Concept checking: Vocabulary and grammar

## 1 The right word

1a Work in groups. Choose a vocabulary card. Don't say your word, but give a definition of it and see if the others can guess the word.

1b Match the underlined words in the sentences 1–6 to the sets of questions a–f that check the meaning of the words.

1 The actor <u>retired</u> when he was 70 years old after a long and successful career.	a Did he stop working? (Yes) Did he choose to stop working? (No)	Was the company unhappy with his work? (No) Did the company have some financial problems? (Probably)
2 He was <u>made redundant</u> after almost 34 years in the company.	b Do I take or give something? (Take) Do I give it back? (Yes)	Is it forever or a short time? (A short time)
3 He <u>burgled</u> their house last Thursday.	c Did he come inside? (Yes) Was he invited? (No)	Did he have a key to unlock the door? (No) Did he perhaps break a window to get inside? (Yes)
4 Can I <u>borrow</u> your pen for a moment?	d Did he stop working? (Yes) Did he choose to stop working? (Yes)	Did he stop working because of his age? (Yes)
5 I'd like to <u>hire</u> a car for the weekend.	e Do I take or give something? (Take) Do I give it back later? (Yes)	Did I pay for it? (Yes)
6 He <u>broke into</u> the house while they were on holiday.	f Did he come inside the house? (Yes) Was he invited? (No)	Did he steal something? (Yes)

## 2 Using a dictionary

2a Look at the two dictionary entries from the *Cambridge Advanced Learner's Dictionary*.

underline the semantic meaning

○ circle the style of the word

~~~~~ put a wavy line under any kind of collocation

**get to sb** *INFORMAL* **SUFFER** ① If something gets to you, it makes you suffer: *The heat was beginning to get to me, so I went indoors.* **UPSET** ② If someone gets to you, they make you feel upset or angry: *I know he's annoying, but you shouldn't let him get to you.*

**disparate** /'dis.pər.ət/ ⑤ /-pə-.ət/ **adjective** *FORMAL*  
different in every way: *The two cultures were so utterly disparate that she found it hard to adapt from one to the other.*

2b Decide which concept checking questions below go with which word above. Identify whether the question is checking the semantic meaning, the style or the collocation.

- Does this word usually refer to things or people? (People)
- Is it a neutral or a formal word? (Formal)
- Is the difference big or small? (Big)
- If someone does this to you, do you feel angry? (Yes)
- Is this an informal expression? (Yes)
- Does this word usually refer to things or people? (Things)
- Can you feel upset too? (Yes)
- Does this describe things that are different? (Yes)

2c What other aspect of the meaning of words do you need to focus on when writing concept-checking questions?

## 3 Concept checking

Write concept-checking questions for the underlined words in these sentences:

- She's been very preoccupied recently because her mother has been very ill.
- You know that new printer I bought? It was a complete rip-off – it's broken already.
- It's such a hassle when you lose your wallet and have to get new bank cards and everything else.
- The very idea is preposterous!
- I've run out of milk.

# 16 Concept checking: Vocabulary and grammar

## 4 Key grammatical concepts

Look at the underlined grammar structures. Which of the two key concepts is the more important to focus on when checking the meaning of the structure? Tick ✓ the most important concept.

- a I've lent my car to James. (Present perfect simple)  
1 the agent of the action      2 the relationship between two time periods
- b You should go and visit her more often. (Modal *should*)  
1 obligation      2 ability
- c I'm going to do my homework immediately after dinner. (*Be going to*)  
1 duration      2 intention
- d They were having dinner when he arrived. (Past progressive)  
1 possibility      2 duration
- e The CD was recorded in Vienna. (Passive)  
1 the agent of the action      2 intention
- f If I hadn't bought a house, I would have gone abroad. (Third conditional)  
1 possibility      2 hypotheticality
- g She's working part-time this month. (Present progressive)  
1 time reference      2 intention
- h We might come to the party a little later on. (Modal *might*)  
1 obligation      2 possibility

## 5 The irrelevant one

After each underlined grammar structure a–e, one of the concept checking questions is not relevant. Put a cross X beside the question that is not relevant. Say why it is not relevant.

- a They've been working here for two years now.  
1 When did they start working here?  
2 Why did they start working here?  
3 Are they still working here now?  
4 Did they stop working here at any time in the past two years?
- b You have to pay a deposit of £200.  
1 Can you choose to pay a deposit?  
2 Is it necessary to pay?  
3 When is it necessary to pay?
- c I used to smoke.  
1 Is it strange for me to smoke?  
2 Do I smoke now?  
3 Did I smoke in the past?  
4 Did I smoke once or many times?
- d Tony had his watch fixed last week.  
1 Is the action completed in the past?  
2 Did Tony fix his own watch or did another person do it?  
3 Was it possible for Tony to fix his own watch?  
4 Do we know who did it?
- e We're having lunch at their place on Sunday.  
1 Is the lunch happening now?  
2 What is the duration of the lunch?  
3 Is it in the future?  
4 Has the lunch been arranged with other people?



## 6 Something missing

Each of the grammar structures is missing a concept checking question that checks one aspect of the meaning. Add the missing question and answer.

- a She's broken her arm.  
1 Did the action happen in the past? (Yes)  
2 Do we know exactly when? (No)  
3 .....
- b Look at those clouds – it's going to rain.  
1 Is it raining now? (No)  
2 Will it rain in the future? (Probably)  
3 .....



- c He must have studied really hard to get a mark like that in the exam.  
1 When did he study? (In the past)  
2 Did he study hard? (Probably)  
3 Are we certain? (No)  
4 .....
- d I wish my computer had more memory.  
1 Does your computer have enough memory? (No)  
2 Do you want more memory for your computer? (Yes)  
3 .....

# 17 Grammar: Tense, time and aspect

## Summary

|                    |                                                                                                                                            |
|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus</b>       | Developing language awareness                                                                                                              |
| <b>Aims</b>        | To explore the relationship between tense, aspect and time                                                                                 |
| <b>Contexts</b>    | New or experienced in-service teachers                                                                                                     |
| <b>Duration</b>    | 60–75 minutes                                                                                                                              |
| <b>Preparation</b> | Photocopy both worksheets for all trainees. The statements for Task 1 will need to be cut into individual strips from the appendix, p.118. |

## Lead in

Ask trainees, in groups, to brainstorm as many different verb forms as they can. This might include tenses or individual words like past participles. Give them one or two examples and set a time limit. The group with the longest list wins.

- Put the cut-up statements from the appendix, p.118 in a box or hat. Divide the group into two teams. A trainee from one team takes a statement and reads it out. The members of the other team have 30 seconds to confer and decide if the statement is True or False. If their answer is correct they win a point. The team with the most points wins. Give each trainee a copy of worksheet 1, containing the answers. Don't explain answers during feedback as this will pre-empt some of the tasks in the worksheets.



- False (strictly speaking there are two)
- False (tense is indicated by a morpheme)
- False (it can refer to present and future time, e.g. 'if' clause of a second conditional)
- True
- True
- False. Only transitive verbs (i.e. verbs which have objects) can be changed from active to passive.
- False – it can also be used as an adjective.
- False – the future perfect connects two points in the future.
- True
- True
- False – it can refer to present time in the situation of offers (*I'll carry your suitcase*) and it can refer to all time in the situation of annoying habits (*He will bite his nails*).
- False – it connects time zones, but does not necessarily show duration.

- a and b** Ask trainees to do these tasks alone, and then check their answers in pairs. Conduct feedback.



- 2a 1 c 2 a 3 b
- 2b 1 past and present 2 progressive and perfect
- 3 active and passive

- a and b** Put trainees in small groups to do these tasks. Conduct feedback.



- 3a Group 1: 1, 8, 11 Group 2: 2, 5, 12  
Group 3: 3, 7, 10 Group 4: 4, 6, 9
- 3b 1 future 2 always 3 habitual/routine  
4 immediate/dramatic 5 tense; time

- a and b** Give each trainee a copy of worksheet 2. Put trainees in pairs to do these tasks. Conduct feedback.

**4a** They all include the progressive aspect.

- 1 present progressive 2 past progressive 3 present perfect progressive 4 present progressive 5 present progressive
- 4b** 1 duration, being temporary 2 synchronicity, duration 3 duration 4 being temporary, synchronicity 5 repetition, synchronicity

- 5a** Ask trainees to do this task alone, and then compare their answers in pairs. Conduct feedback.



- a** Correct: a, c, h, j Incorrect: b, d, e, f, g, i

- b and c** Put trainees in small groups to discuss these tasks, then conduct feedback to the board.



**5b** 1 b, d 2 f, i 3 d

[NB: in b 'admire' has the state meaning of respect while in h it has the active meaning of looking at and appreciating; in f 'have' means 'own' while in c it collocates with shower as does the verb 'take'.

**4 c, g**

**5 c**

| Group | Category                                              | Verbs                     |
|-------|-------------------------------------------------------|---------------------------|
| 1     | mental states / feelings                              | know, believe, despise    |
| 2     | states of being                                       | resemble, be, contain     |
| 3     | momentary events                                      | cut, hit, break, punch    |
| 4     | verbs with both a state meaning and an active meaning | admire, have, feel, smell |

## Reflection task

- In many coursebooks, what is the word *tense* used to indicate? What are the advantages and disadvantages of this common use of the word *tense*?



# 17 Grammar: Tense, time and aspect

## 1 Team competition: Some statements about grammar

Answers:

- |   |                                                                          |       |
|---|--------------------------------------------------------------------------|-------|
| a | There are three tenses in English.                                       | FALSE |
| b | A tense always needs an auxiliary verb.                                  | FALSE |
| c | The past tense only refers to past time.                                 | FALSE |
| d | The present simple third person '-s' is a morpheme.                      | TRUE  |
| e | 'Progressive' is known as an aspect, not a tense.                        | TRUE  |
| f | All verb forms can be changed from the active to the passive voice.      | FALSE |
| g | The past participle is only used in perfect and passive verb phrases.    | FALSE |
| h | Perfect verb forms always refer to past time in some way.                | FALSE |
| i | The present simple tense can refer to past time.                         | TRUE  |
| j | Progressive verb forms are used to emphasise duration.                   | TRUE  |
| k | 'Will' only refers to future time.                                       | FALSE |
| l | The perfect aspect often shows some kind of duration between time zones. | FALSE |

## 2 Tense, aspect and voice

### 2a Match the terms 1–3 with the descriptions a–c:

- 1 tense      2 aspect      3 voice

- a This indicates how a speaker views an action: is it completed, or related to another point in time? Does its duration need to be emphasised? Not all verb forms have this, these are called 'simple'.
- b This changes depending on whether the speaker wants to show what the subject did, or what happened to the subject.
- c In linguistics, this refers to how a verb inflects, for example, the addition of the *-d* to indicate the past, or the *-s* to indicate the third person present. As the future is not indicated by such inflection it cannot, strictly speaking, be described in this way, though for convenience's sake, it often is.

### 2b Discuss these questions:

- What two tenses are there in English?
- What two aspects are there in English?
- What two voices are there in English?

## 3 One tense, different times

### 3a Put these different examples of the present simple into four groups according to the way the tense is being used.

- The bus departs tomorrow morning at 8 o'clock for Lake Como.
- They come from Thailand.
- I get up every morning at about six.
- I got up from the table and suddenly my head starts spinning.
- We live in the very centre of town.
- It was like this – he just comes up to me and asks for a hundred quid!
- The mail always arrives at this time every day.
- Frank arrives later on this evening.
- Summer 1968. The sun rises on another beautiful day.
- Every year on 31 December she throws away a huge amount of rubbish.
- They move out at the end of the month.
- I love dark chocolate.

### 3b Complete the rules.

The present simple tense

- Group 1: used to talk about timetabled actions in the .....
- Group 2: used to talk about something that is ..... true.
- Group 3: used to talk about a(n) ..... action.
- Group 4: used to make an action in a narrative seem more .....
- From this task, we can deduce that there is not always a direct relationship between the ..... name and the ..... it refers to.

# 17 Grammar: Tense, time and aspect

## 4 What's in common?

4a Look at the following examples. What do they have in common?

- 1 I'm staying at Alison's place until I move into my new flat.
- 2 She was walking across the room when I came in.
- 3 I've been working on my assignment this afternoon.
- 4 Stop making all that noise – I'm watching the news!
- 5 Whenever I see him, he's always standing outside and smoking a cigarette.

4b Look back at each example in 4a. Which of the concepts below explain the use of the progressive? More than one concept may be relevant for each example.

- |                 |                   |
|-----------------|-------------------|
| 1 repetition    | 2 duration        |
| 3 synchronicity | 4 being temporary |

## 5 What can you say?

5a Which examples are incorrect? Change them so they are correct.

- a She's working really hard this month.
- b Someone from history I'm really admiring is the Roman Emperor, Hadrian.
- c He can't come to the phone because he's having a shower.
- d How long have you been knowing Dan?
- e She's been cutting her finger with the kitchen knife.
- f We're having a small holiday home on the coast.
- g The car has been hitting the lamp post.
- h I'm just admiring your beautiful new vase.
- i He is resembling his father a lot.
- j They were all jumping up and down with excitement.



5b Look at the examples that were incorrect from 5a and match them to the following rules. Some examples can be placed in more than one group.

- 1 Verbs used to talk about a mental process are not usually used in the progressive form.
- 2 Verbs used to describe a state of being are not usually used in the progressive form.
- 3 Some mental process and state verbs have two meanings, one of which can be used in the progressive form.
- 4 Verbs whose meaning indicate a single momentary event are not used in the progressive form.

5c Complete the table by adding in verbs from 5a, then add these verbs to the correct box:

be believe feel break despise contain punch smell

| group | category                                              | verbs |
|-------|-------------------------------------------------------|-------|
| 1     | mental states / feelings                              |       |
| 2     | states of being                                       |       |
| 3     | momentary events                                      |       |
| 4     | verbs with both a state meaning and an active meaning |       |

# 18 Grammar: Narrative verb forms

## Summary

|                    |                                                                                                                                                                                                                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus</b>       | Developing language awareness                                                                                                                                                                                                                                                                  |
| <b>Aims</b>        | To compare and contrast the uses and meanings of different narrative verb forms                                                                                                                                                                                                                |
| <b>Contexts</b>    | Pre-service or new in-service teachers                                                                                                                                                                                                                                                         |
| <b>Duration</b>    | 60–75 minutes                                                                                                                                                                                                                                                                                  |
| <b>Preparation</b> | Photocopy both worksheets for all trainees. Cut up the examples and meanings for Task 3a from the appendix, p.119. You will need to cut up the form puzzles for Task 5 from the appendix, p.119 and have complete copies of the puzzles for each trainee so they have a record of the answers. |

## Lead in

Put trainees in pairs and ask them to tell each other about an important event in their childhood. After they have done so, ask them to recall any verb phrases that their partner used.

- 1a** Explain that you are going to read an anecdote of a childhood accident. Give each trainee a copy of worksheet 1 and ask them to record the difference between what they hear and what is on the page.

### Correct text

I think my most dramatic childhood memory was a little accident I had when **I was playing** with my brother. You see, my family **had just moved** into the countryside. It was great – I loved it – all that nature to explore! Anyway, that afternoon **we'd been walking** along the banks of a little river until we came across a kind of tree house. But best of all, it had a swing attached to it so you could swing out over the river. So my brother and I climbed up to the tree house and I was determined to go first. **I grabbed** the rope and then **I swung out**. But, of course, what we hadn't realised was that the rope was rotten. And as I was swinging back to the tree house, the rope broke and **I hit** my head on a rock. I was bleeding a lot so **I went** off to hospital for stitches!

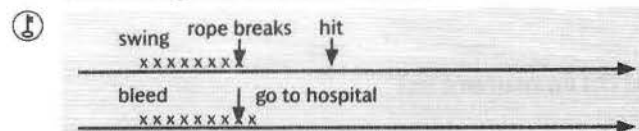
- 1b** Put trainees in pairs to name the correct verb forms. Conduct feedback.

- 1 was playing – past progressive  
2 had just moved – past perfect  
3 had been walking – past perfect progressive  
4 grabbed – past simple  
5 swung – past simple  
6 hit – past simple  
7 went – past simple

- 2a** Ask trainees how they could check the meaning of narrative verb forms in class. Introduce the idea of timelines and put trainees in pairs to do this task. Conduct feedback.

- 1: 1 b 2 c 3 a 2: 1 b 2 d 3 c 4 a

- 2b** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.



- 3a** Put trainees in pairs to do this task and give them the cut-up examples 1–6 that use the past progressive and their meanings a–f from the appendix, p.119 to match. Conduct feedback. Give each trainee a copy of worksheet 2 containing the answers.

- 1 c 2 d 3 a 4 e 5 f 6 b

- 3b** Put trainees in pairs to discuss this question. Conduct feedback.

- The task illustrates that one tense can be used to convey a wide variety of meanings, which are not always as straightforward as they first appear.

- 4** Put trainees in pairs to do this task. Conduct feedback.

- 1 In sentence a, the speaker began learning at the age of ten, but in sentence b, the speaker began learning before the age of ten.  
2 There is no significant difference in meaning between the two examples because the linker 'after' also signals the order of events in the past. As with 3, sentence b slightly emphasises the idea that the action of arriving happened first.  
3 In sentence a, the speaker got home and then the game began, but in sentence b the game was already underway when the speaker arrived home.  
4 In sentence a the audience clapped as soon as Ellen began singing, but in sentence b the audience waited for Ellen to finish singing before clapping.

- 5 a and b** Put trainees in two groups. Give each group a form puzzle from the appendix, p.119, to complete. Confirm each group's answers. Ask trainees to test each other with questions such as 'what's the form of the main verb in the past participle?' Do an example question for each group before getting trainees to think of their own questions. Give each trainee a copy of the complete form puzzles in the appendix, p.119 for their records.

## Reflection task

Put trainees in pairs. Ask them to tell each other about a past event in their life. Then ask them to consider:

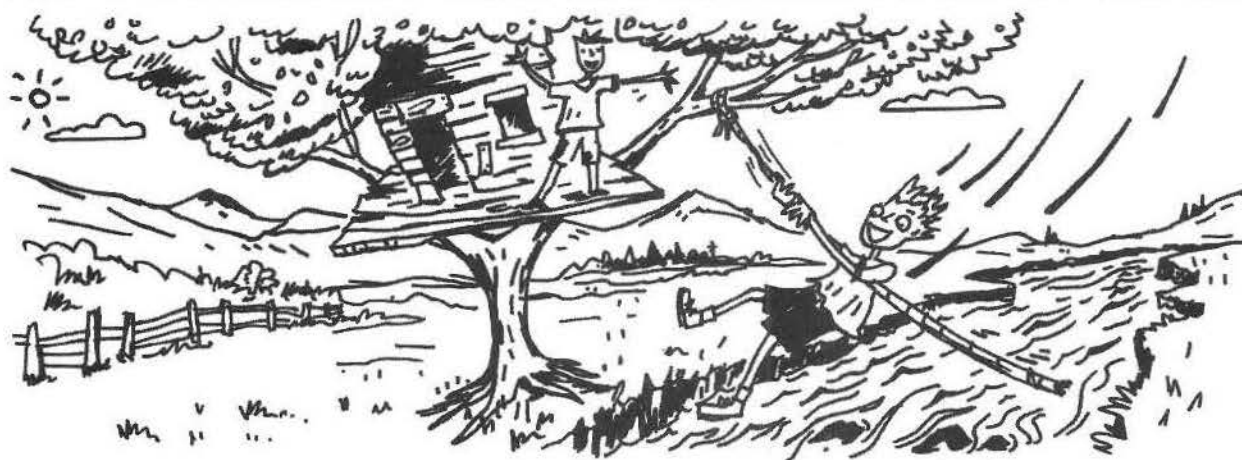
- What different narrative verb forms did you use?
- If you recorded and transcribed your conversation, could you use it with learners?
- What are the advantages of using teacher-generated texts for teaching grammar?

# 18 Grammar: Narrative verb forms

## 1 Spot the errors

- 1a Your trainer will read out a narrative which contains mistakes with the narrative tenses. As you listen, record the difference between what you hear and the text below.

I think my most dramatic childhood memory was a little accident I had when I had played with my brother. You see, my family was just moving into the countryside. It was great – I loved it – all that nature to explore! Anyway, that afternoon we've been walking along the banks of a little river until we came across a kind of tree house. But best of all, it had a swing attached to it so you could swing out over the river. So my brother and I climbed up to the tree house and I was determined to go first. I was grabbing the rope and then I had swung out. But, of course, what we hadn't realised was that the rope was rotten. And as I was swinging back to the tree house, the rope broke and I was hitting my head on a rock. I was bleeding a lot so I was going off to hospital for stitches!

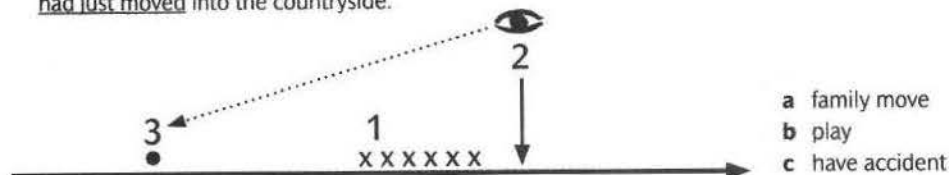


- 1b How many of the correct verb forms can you name?

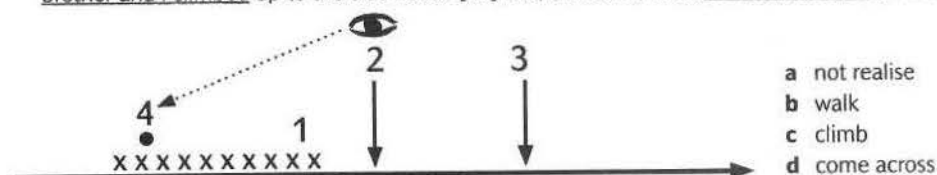
## 2 Timelines

- 2a Label the two time lines below according to these excerpts from the text in Task 1.

- 1 I think my most dramatic childhood memory was a little accident I had when I was playing with my brother. You see, my family had just moved into the countryside.



- 2 Anyway, that afternoon we'd been walking along the banks of a little river until we came across a kind of tree house. [...] So my brother and I climbed up to the tree house [...] But, of course, what we hadn't realised was that the rope was rotten.



- 2b Create two timelines. One for each of these excerpts:



- 1 And as I was swinging back to the tree house, the rope broke and I hit my head on a rock.  
2 I was bleeding a lot so I went off to hospital for stitches!



# 18 Grammar: Narrative verb forms

## 3 What are the concepts?

### 3a Answers:

| Example of past progressive                                                                                                                             | The past progressive can be used ...                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| 1 Jamie was always biting his nails as a child.                                                                                                         | c to describe a repeated past action.                        |
| 2 I was wondering if I could have a word with you.                                                                                                      | d to make a request.                                         |
| 3 We were leaving Norwich when we got a flat tyre.<br>                 | a to talk about a situation in progress that is interrupted. |
| 4 He said he was meeting Ron.                                                                                                                           | e to report a future event.                                  |
| 5 That evening, we were going to the theatre.                                                                                                           | f to talk about the future in the past.                      |
| 6 The wind was blowing hard and the rain was lashing the windows.<br> | b to describe the background to a story.                     |

### 3b What does Task 3a tell you about the uses of verb forms?

## 4 Shades of meaning

Is there any difference in meaning between each pair of verb phrases in the following sentences? If so, what is the difference?

- a I started to learn Spanish when I was ten years old.  
b I'd started to learn Spanish by the time I was ten years old.
- a After they arrived, they unpacked their suitcases.  
b After they'd arrived, they unpacked their suitcases.
- a When I got home, the game began.  
b When I got home, the game had begun.
- a When Ellen sang, the audience clapped.  
b When Ellen had sung, the audience clapped.

## 5 Form puzzle

- 5a** Work in two groups. Your trainer will give you cards.  
Group 1: Complete a form puzzle for the past perfect.  
Group 2: Complete a form puzzle for the past progressive.
- 5b** Work in pairs and test each other on the form puzzles.

# 19 Grammar: Future forms

## Summary

|                    |                                                                                                                                                                                   |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus</b>       | Developing language awareness                                                                                                                                                     |
| <b>Aims</b>        | To outline the form and meaning of a variety of verb forms used to talk about future time                                                                                         |
| <b>Contexts</b>    | Pre-service or new in-service teachers                                                                                                                                            |
| <b>Duration</b>    | 60–75 minutes                                                                                                                                                                     |
| <b>Preparation</b> | Photocopy both worksheets for all trainees. The words in Task 4a can be cut up from the appendix, p.120. The dominoes for Task 5 will need to be cut up from the appendix, p.121. |

## Lead in

Put trainees in small groups and ask them to tell each other about their future plans for the following times: tonight, tomorrow, this weekend, next month, in a year's time. Tell them to listen for different future forms used by their partners.

- 1a** Give each trainee a copy of worksheet 1. Ask trainees to quickly read the conversation excerpt and answer the questions. Conduct feedback.

**1b** Jake is the answer to both questions.

- 1 b and c** Put trainees in pairs to do these tasks. Conduct feedback. With weaker groups, it may be necessary to analyse these forms on the board. Point out that the present progressive use is a clear example of how tense name and time reference do not always match.

**1b** 'will' + base form 4, 5, 6  
'going to' + base form 1, 3  
present progressive 2  
**1c** a 3 b 4 c 2 d 6 e 1 f 5

- 2a** Ask trainees to read the excerpt and answer the question. Conduct feedback.

**2b** Jake

- 2 b and c** Put trainees in pairs or small groups to work on 2b. If the group is confident, they can move directly on to 2c. If not, conduct feedback on 2b first.

**2b 1** I'll be lying in the sun reading a novel *or* I'll probably be teaching  
**2** By Friday we'll have finished everything.  
**3** In this context, the future progressive is used to talk about an action that will be in progress at a specific future time.  
**4** In this context, the future perfect is used to talk about an event that will be completed before a specific time in the future.  
**2c** future progressive: subject + will + be + verb + -ing (present participle)  
future perfect: subject + will + have + verb (past participle)

- 3 a and b** Give each trainee a copy of worksheet 2. Explain that you will now be looking at all the future forms from Tasks 1 and 2 together. Ask trainees to do these tasks alone, and then check their answers in pairs. Conduct feedback.

**3a** 2 are we going? 3 We'll be having 4 I'll record  
5 we'll watch 6 I'm going to buy 7 she'll let 8 I'll give  
9 I'll be seeing 10 I'll ask 11 starts 12 We're going to  
13 she'll be  
**3b** upper intermediate

- 3c** Put trainees in groups of three to do this task. Conduct feedback.

**1** present progressive **2** present progressive **3** future progressive  
**4** will + base form **5** will + base form  
**6** going to + base form **7** will + base form **8** will + base form  
**9** future progressive **10** will + base form  
**11** simple present **12** going to + base form  
**13** will + base form

- 3d** Change the composition of the groups. Point out that the example in 3a 1 relates to another context in the coursebook. Also indicate that there are some forms and meanings that have not been discussed in Task 1 of worksheet 1. Conduct feedback.

**a** 6 **b** 1, 2 **c** 4, 5, 8, 10 **d** 11 **e** 12 **f** 7, 13 **g** 3 **h** 9

- 4 a and b** Put trainees in pairs to do these tasks. Give each pair the cut-up sentences from the appendix, p.120. Conduct feedback.

**4 a and b**  
**1** The race is due to start at any minute.  
**2** The opening ceremony is about to begin.  
**3** Next year I plan to take up yoga.  
**4** Shall we go out for a pizza tonight?  
**5** Their disagreement means a strike is imminent.  
**6** The President is to meet the trade delegation this afternoon. (*more formal*)

- 5** Put trainees in groups of three or four. Give each group a set of dominoes from the appendix, p.121. Explain the rules of the game:  
One player deals out the dominoes between all the players. Player one puts down one domino face up on the table. The players then take it in turns to put dominoes down by matching future forms with their meaning.

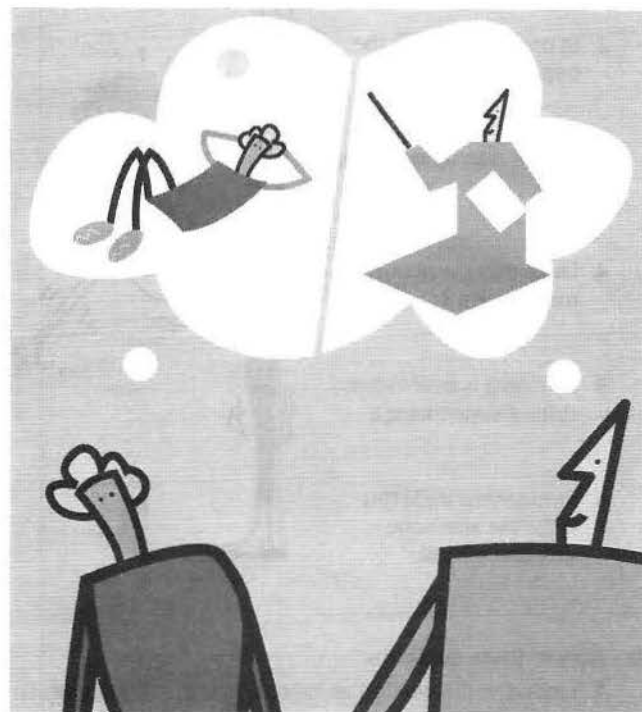
## Reflection task

- There is no future tense in English. To what extent do you agree with this statement?

# 19 Grammar: Future forms

## 1 After the course

- 1a Read the conversation below between Rosanna and Jake who are talking about what they intend doing once they have finished their teacher training course. Whose future plans are more organised? Who is more worried at present?



- Jake:** So what are your plans for when you finish the course?
- Rosanna:** My plans? Well, to have a break for a start. I'm going to just chill out (1) and do nothing.
- Jake:** Not job-hunting then?
- Rosanna:** No, not immediately. What about you?
- Jake:** No relaxation for me. I'm starting back at my old job (2) straight after the course. I got a call a couple of days ago — they're desperate for teachers and want me to come back.
- Rosanna:** Fantastic — you've got a job already!
- Jake:** Hmm — don't know if I'm worth employing.
- Rosanna:** C'mon!
- Jake:** I'm really nervous about this afternoon's lesson.
- Rosanna:** Don't worry — it's going to be (3) good.
- Jake:** What makes you so sure?
- Rosanna:** I've seen your lesson plan!
- Jake:** I was just wondering whether I should move this stage to ...
- Rosanna:** Don't change it — it's fine. Really.
- Jake:** OK I'll leave (4) it alone. But what if I don't get through?
- Rosanna:** What — the lesson or the course?
- Jake:** The course.
- Rosanna:** Stop worrying. I think everyone will get through (5).
- Jake:** I hope so. I wonder when we'll find out.
- Rosanna:** It says in the course guidelines. They'll send out (6) the results on the Monday after the course finishes.

- 1b Which categories do the underlined future forms in 1a fit into? Put the numbers in the correct box.

| 'will' + base form | 'going to' + base form | Present progressive |
|--------------------|------------------------|---------------------|
|                    |                        |                     |

- 1c Now match the examples in 1a to the meanings below.
- 'Going to' is used to make a prediction based on present evidence.
  - 'Will' is used to talk about an intention decided in the moment of speaking.
  - The present progressive is used to talk about a future arrangement involving other people.
  - 'Will' is used to talk about a future fact.
  - 'Going to' is used to talk about an intention decided before the moment of speaking.
  - 'Will' is used to make a prediction about the future that is not based on evidence.

## 2 Different aspects

- 2a Read another excerpt from a conversation between Rosanna and Jake during the final week of the course. Who is keen for the course to finish?

**Jake:** Only three more days.

**Rosanna:** Amazing, isn't it? The time's gone so quickly. Just think, this time next week I'll be lying in the sun reading a novel and not a book on teaching methodology!

**Jake:** I'll probably be teaching, but at least I won't have anyone observing me while I do it. That's the bit I find hard.

**Rosanna:** Oh well, it's your last lesson today and mine tomorrow. By Friday we'll have finished everything. It'll all be over.

**Jake:** Roll on Friday, I say!

- 2b Answer the questions below, using the conversation in 2a.

- Find one example of a future form that is progressive.
- Find one example of a future form that is perfect.
- Complete the rule: In this context, the ..... progressive is used to talk about an action that will be in ..... at a specific future .....
- Complete the rule: In this context, the ..... perfect is used to talk about an event that will be ..... before a specific ..... in the .....

- 2c How do we form these two future forms?

# 19 Grammar: Future forms

## 3 Putting it all together

3a Do the exercise below.

- 7** a) Read Emma's conversation with her husband, Paul, later that day. Choose the correct verb forms.
- EMMA I spoke to Diane. She's coming / She'll come to the Eden Project with us.
- PAUL Oh, that's good. Which day <sup>2</sup>will we go/are we going?
- EMMA Thursday. And there's a programme about it on BBC2 on Saturday at 7.30.
- PAUL <sup>3</sup>We'll be having/We'll have dinner with your parents then.
- EMMA Oh yes, I forgot. OK, <sup>4</sup>I'll record/I'm going to record it and <sup>5</sup>we'll watch/we're watching it when we get home.
- PAUL Fine. By the way, <sup>6</sup>I'm going to buy/I'll buy a video camera at the weekend. I thought it'd be nice to take one on holiday with us.
- EMMA Tina has one she never uses. It's brand new too. Maybe <sup>7</sup>she'll let/she's going to let us borrow it.
- PAUL Well, it's worth asking. <sup>8</sup>I'll give/I'm giving her a ring.
- EMMA Don't worry. <sup>9</sup>I'll be seeing/I see her at my yoga class tomorrow. <sup>10</sup>I'll ask/I'm going to ask her then.
- PAUL Good idea. Anyway, where's the babysitter? The film <sup>11</sup>starts/is going to start in half an hour. <sup>12</sup>We're missing/We're going to miss the beginning.
- EMMA Oh, I'm sure <sup>13</sup>she'll be/she's being here soon.

3b What level do you think the book that this is taken from is aimed at?

3c Name the correct future forms in the dialogue.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....
- 13 .....

3d Match the examples in 3a to these descriptions of meaning. Note: There is often more than one example of each description.

- a a personal plan or intention
- b an arrangement with other people or organisations
- c a decision that is made at the time of speaking
- d a fixed event on a timetable, calendar, etc.
- e a prediction that is based on present evidence
- f a prediction that is not based on present evidence
- g something that will be in progress at a point in time in the future
- h something that will happen in the normal course of events, without any particular plan or intention

## 4 Other futures

4a Unscramble the words to create a correct sentence.

- 1 start any race due the at  
to minute is

- 2 to opening about is the  
begin ceremony

- 3 to year plan up next I yoga  
take

- 4 for go pizza shall out  
tonight we a ?

- 5 imminent is their means  
strike disagreement a

- 6 President to trade this  
is the the afternoon  
delegation meet



4b Answer these questions:

- 1 Underline the words that indicate future time in these examples.
- 2 Which example is more formal than the others?

## 5 Future dominoes

In groups of three or more, play future dominoes.



# 20 Grammar: Conditional forms

## Summary

|                    |                                                                                                                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus</b>       | Developing language awareness                                                                                                                                                                  |
| <b>Aims</b>        | To compare and contrast the uses and meanings of the different conditional forms                                                                                                               |
| <b>Contexts</b>    | Pre-service or new in-service teachers                                                                                                                                                         |
| <b>Duration</b>    | 60–75 minutes                                                                                                                                                                                  |
| <b>Preparation</b> | Photocopy both worksheets for all trainees. It might help to provide grammar reference books for Task 3. You will also need to cut up the half sentences for Task 6a from the appendix, p.122. |

## Lead in

Write the word 'if' on the board and ask trainees to think of a wish they have. Get them to write it on a slip of paper and put it into a hat or box. Pull out some wishes and read them aloud. Everyone has to guess whose wish it is.

- 1 Give each trainee a copy of worksheet 1. Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback, writing up the sentences on the board. Explain that 'if' sentences are known as conditional sentences.



- 1 (b): ... will apply for the job.
- 2 (c): ... would apply for the job.
- 3 (a): ... would have applied for the job.

- 2 Put trainees in pairs to complete the grid. Conduct feedback.



|           |        |           |            |
|-----------|--------|-----------|------------|
| 1 Samira  | future | real      | possible   |
| 2 Sheila  | future | imaginary | unlikely   |
| 3 Giacomo | past   | imaginary | impossible |

- 3 a–d Put trainees in small groups to do these tasks. Conduct feedback.



- 3a
  - 1 if + subject + simple **present** + subject + 'will' + verb (**base form**)  
First conditional or conditional type 1
  - 2 if + subject + simple **past** + subject + 'would' + verb (**base form**)  
Second conditional or conditional type 2
  - 3 if + subject + past **perfect** + subject + 'would' + have + verb (past **participle form**)  
Third conditional or conditional type 3
- 3b The conditional clause shows the condition and the main clause shows the result. Either clause can come first; the order is flexible.
- 3c Other modal verbs such as might/may/could – they slightly reduce the certainty of the result.
- 3d No, it doesn't. In the examples from Tasks 1 and 2, the present simple and the past simple both refer to future time.

- 4a Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.



- 1 first conditional = advice    2 first conditional = threat
- 3 first conditional = promise    4 second conditional = criticism
- 5 second conditional = advice    6 first conditional = warning

- 4b Ask trainees, in small groups, to discuss this question. Conduct feedback.



The task suggests the importance of being aware of the functional meaning of these sentences. It also suggests the need to contextualise this language carefully.

- 5 a and b Put trainees in small groups to do these tasks. Conduct feedback, pointing out that beyond the three basic forms, there are many variations in terms of form.



- 5a 1 type 1    2 type 2    3 type 3    4 type 1    5 type 2
- 6 type 1 – the present simple is used in the result clause because it refers to something that is always true. This variation of type 1 is known as the *zero conditional*.
- 5b It is better to teach these examples once learners have a clear grasp of the three core conditional structures. Trying to teach them at the same time as the main structures would probably cause confusion.

- 6a Give one sentence half to each trainee from the appendix, p.122. Ask the trainees to find the person with the other half to their sentence. Conduct feedback, asking the trainees to mark the sentences that matched on their worksheets.



1 c    2 e    3 d    4 b    5 f    6 a

- 6b Ask trainees, in small groups, to discuss these questions. With stronger groups, it might be useful to analyse the verb forms in each clause.



- 1 No, they don't, but they are all correct.
- 2 It is useful for learners to learn the three main types of conditional because it helps them to form accurate sentences. However, native speakers often form conditional sentences, which, while correct, do not conform to the standard three types. Higher-level learners need to be made aware of this.

## Reflection task

- Imagine you are going to teach the third conditional to a group of young teenagers. What context would you choose?

## 20 Grammar: Conditional forms

### 1 Complete the story

Look at this job application.

Shiela, Giacomo and Samira all see the advert and consider applying for the job. Complete the sentences with the endings below.

#### **Full-time Sales Consultant required**

No experience necessary, training provided

Applicants must have clean driving licence

*Closing date: 17 February*

- Samira is about to take her driving test next week. If she passes the test, she ...
- Sheila works part-time. If she wanted to work full-time, she ...
- Giacomo only saw the advert after the closing date for applications. If he'd seen the advert earlier, he ...

- ... would have applied for the job.
- ... will apply for the job.
- ... would apply for the job.

### 2 What's the meaning?

The grid below focuses on the meaning of the three 'if' sentences. Complete each box by answering the relevant question.

| 'if' sentence | What time period is the situation referring to – the past, the present or the future? | Is the situation (the 'if' part of the sentence) real or imaginary? | Is the outcome of the situation possible, impossible or unlikely? |
|---------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------|
| 1 Samira      |                                                                                       |                                                                     |                                                                   |
| 2 Sheila      |                                                                                       |                                                                     |                                                                   |
| 3 Giacomo     |                                                                                       |                                                                     |                                                                   |

### 3 How does the form work?

3a Complete these form formulas for the sentences in Task 1 and decide what kind of conditional sentences they are.

1 Samira's sentence:

CONDITIONAL CLAUSE

MAIN CLAUSE

if + subject + simple ..... , subject + ..... + verb ( ..... form)

What is the name for this kind of conditional sentence? .....

2 Sheila's sentence:

CONDITIONAL CLAUSE

MAIN CLAUSE

if + subject + simple ..... , subject + ..... + verb ( ..... form)

What is the name for this kind of conditional sentence? .....

3 Giacomo's sentence:

CONDITIONAL CLAUSE

MAIN CLAUSE

if + subject + past ..... , subject + ..... + have + verb (past ..... form)

What is the name for this kind of conditional sentence? .....

3b In conditional sentences, which clause shows the condition? Which clause shows the result? Which clause comes first?

3c What other verb(s) can be used in the main clause of all three conditional sentences to make the outcome seem a little less certain?

3d In the 'if' clause of each sentence, does the time referred to match the time label of the tense used in the clause?

## 20 Grammar: Conditional forms

### 4 Two conditionals – many functions

4a Decide if the following sentences are examples of the first or second conditional. Then match the sentences to the functional labels on the right.

1 If you put away some money in the bank now, you'll have more to spend on your holiday.

warning

2 If you turn that computer on again, you'll be banned from using it for a week.

promise

3 If you pay me back everything this weekend, I won't mention the loan to anyone else.

advice

4 If they had more up-to-date equipment, the factory would be a lot safer.

threat

5 If you had a lie down, you'd feel a whole lot better.

criticism

6 If you don't look out, you'll trip on the doorstep.

advice

4b What does this task tell you about other aspects of conditionals that you need to be aware of when teaching?

### 5 Some alternatives

5a For each of the examples below, decide which conditional it most closely matches — type 1, 2 or 3.

- 1 If she's been working hard, she'll want a long holiday.
- 2 Were he to apologise unconditionally, then all would be forgiven.
- 3 Had it not been for the rain mid-afternoon, the whole day would have been a complete success.
- 4 Cook me dinner and I'll help you with your essay.
- 5 If I were to come at eight, would it be inconvenient?
- 6 If the rain is heavy, there's always a flood at high tide.

5b When would you teach these less regular conditional structures?

### 6 Mix and match

6a Your trainer will set you a task. Afterwards record the answers below.

- |                                                           |                                                 |
|-----------------------------------------------------------|-------------------------------------------------|
| 1 If you're going to paint the house yourselves ...       | a ... then she could have won the game.         |
| 2 If I missed the bus ...                                 | b ... then you should see a doctor.             |
| 3 If they hadn't stayed up so late last night ...         | c ... then you're going to save a lot of money. |
| 4 If you really are having that much trouble sleeping ... | d ... they would be able to concentrate.        |
| 5 If they want this by the end of the day ...             | e ... I just walked and arrived late to work.   |
| 6 If she were a little more relaxed ...                   | f ... they're dreaming.                         |

6b Discuss these questions:

- 1 Do these examples follow the form rules in the previous tasks? Are they correct?
- 2 What do these example sentences tell you about the rules for conditional sentences?

# 21 Grammar: Modality

## Summary

|                    |                                                                                                                                                                                                                                                                            |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus</b>       | Developing language awareness                                                                                                                                                                                                                                              |
| <b>Aims</b>        | To explore modality: its meaning, form and varieties                                                                                                                                                                                                                       |
| <b>Contexts</b>    | New or experienced in-service teachers                                                                                                                                                                                                                                     |
| <b>Duration</b>    | 60–75 minutes                                                                                                                                                                                                                                                              |
| <b>Preparation</b> | Photocopy both worksheets for all trainees. The sets of cards for Task 2 will need to be cut up for groups of three from the appendix, p.123. Copies of <i>face2face Upper intermediate Student's Book</i> would be useful for Task 5. You may also need a phonemic chart. |

## Lead in

Get trainees to discuss the rules for the following situations:

- 1 a library      2 an English-language lesson

After the discussion, get them to reflect on the language they used. It is likely they used modal verbs (e.g. *must*, *should*, etc.). Establish that the area of meaning is obligation.

- 1 Give each trainee a copy of worksheet 1. Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback by giving the answers only; do not explain the rules. Ask trainees to say what they think defines a modal verb. Move to Task 2 without conducting feedback.

1 might    3 shouldn't    7 would    8 will

- 2 Put trainees in groups of three. Give each group a set of cards (shuffled) and the instructions from the appendix, p.123. At the end of the game, conduct feedback asking trainees what defines a modal verb.

Answer key in the appendix. Pure modals follow the form rules for modal verbs. 'Have to', 'need', 'had better', 'ought' are not pure modals because they do not conform to these rules of modal form.

- 3 a and b Put trainees in pairs to do these tasks. Conduct feedback.

3a  
1 ability    2 obligation    3 possibility    4 permission  
5 possibility    6 deduction    7 deduction    8 deduction  
9 (mild) obligation    10 obligation  
3b It shows that modal verbs can have more than one meaning. Of particular note is the way in which *can* can encompass an array of meanings and that *should* can be used for deduction as well as obligation.

- 4a Give each trainee a copy of worksheet 2. Put trainees in pairs to do this task. Conduct feedback.

1 *can* should be replaced by *could* or *must*. *Can* cannot be used in the affirmative when talking about probability / logical deduction.  
2 The concept of the utterance is 'absence of necessity', so the past of *not have to* should be used (*we didn't have to...*).

- 3 While *must* can be used for positive logical deduction (almost 100 per cent sure it is true), the opposite (almost 100 per cent it is not true) is *can't*.

- 4b Trainees work alone, and then check their answers in pairs. Conduct feedback.

1 'Must' and 'have to' have very similar meanings.  
2 Example a indicates that it is not necessary to wear a hat, whereas example b indicates that wearing a hat is not allowed.  
3 Both verbs refer to past habits. *Used to* can be used for both examples. However, it is not possible to use *would* in b because this refers to a state rather than an activity.  
4 In a the teacher is deducing from past work that the learners have worked hard. In b the teacher is instilling a sense of obligation in the learners to work hard in future.

- 5a Ask trainees to do the task quickly and then check their answers in pairs. Conduct feedback.

1 Lucy is a little more sympathetic.    2 Possibility

- 5b Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

1 I might ... I'll (will) ... he could ... they'll (will) ...  
he'll (will) ... I'll (will)    2 I won't (will not) ...  
I can't ...    3 he's bound to ... he's unlikely to ...  
4 he probably will    5 a possibility

- 5c Put trainees in groups to discuss these questions. Conduct feedback.

3 Modality in English is expressed through an array of different grammatical forms beyond modals and semi-modals. Adjectives, adverbs and nouns can all express modality, as can individual verbs that cannot be formally designated 'modal'.

## Reflection task

- The strong interpersonal nature of modals of obligation means the wrong modal pronounced in the wrong way in the wrong situation can cause offence. Can you think of problems learners have had? How can we help them with this aspect of modality?



# 21 Grammar: Modality

## 1 What's modal?

Which of the following underlined words are pure modal verbs? If you are not sure, guess.

- 1 They might be arriving late, so let's start eating.
- 2 Do we have to go now? The party's just getting underway.
- 3 It shouldn't be a difficult exam – it's all multiple-choice.
- 4 I really need a good sleep.
- 5 You'd better let your parents know where you're going.
- 6 You ought to save a bit harder if you want to buy a house.
- 7 I would never just turn up without phoning first.
- 8 Murray will definitely be home by now – he left about an hour ago.
- 9 It can't be Mum ringing – it's too late.
- 10 You needn't come if you don't want to.

## 2 Form chain

Work in groups of three. Your trainer will give you a set of cards containing errors, corrections and rules. After the task, record the answers below.

She may be late.

Do you can play piano?

He mighted go to the cinema.

You should taking aspirin.

They can Italian very well.

She must can learn it.

They can speak Italian very well.

He might have gone to the cinema.

She must be able to learn it.

She may be late.

You should take an aspirin.

Can you play the piano?

They do not inflect with the -s morpheme in the present simple.

They cannot co-occur.

They have an inflected past form.

There are no non-finite forms.

Subject and verb are inverted to form a question (and a 'not' is added to form a negative). No auxiliary is needed.

They are always followed by the base form of the main verb.

## 3 How many meanings?

3a Sort the examples 1–10 into the meaning categories in the table below.

- 1 I could speak Arabic fluently when I was five years old.
- 2 I must get my hair cut.
- 3 Campbell might just win the championship.
- 4 Could I make a quick call?
- 5 Even native speakers can make mistakes.
- 6 She must have had a late night.
- 7 The forecast says the weather should be fine all weekend.
- 8 It can't have been Rob – he's overseas.
- 9 You should try this sauce – it's delicious.
- 10 I have to leave at 6 o'clock.

| Possibility | Deduction | Ability | Permission | Obligation |
|-------------|-----------|---------|------------|------------|
|             |           |         |            |            |

3b What does Task 3a demonstrate about modal meaning?

# 21 Grammar: Modality

## 4 Problems with modals

4a The examples below contain learners' problems with modals. Correct the problem and identify the reason for it.

- 1 Sue can have gone to the shops – she said we needed more milk.
- 2 We had a camper van so we mustn't have stayed at hotels.
- 3 It mustn't be Gary at the door because he's away on holiday this week.

4b Look at the following pairs of sentences and say how they are different in terms of meaning.

- 1 a I must give Peter a ring.  
b I have to give Peter a ring.
- 2 a You don't have to wear a hat.  
b You mustn't wear a hat.
- 3 a I would go for long rides on my bike when I was a child.  
b I used to live in Edinburgh when I was a child.
- 4 a Our teacher told us we must have worked hard.  
b Our teacher told us we had to work hard.

## 5 Some teaching material

5a Read the excerpt from unit 6B of *face2face Upper Intermediate Student's Book* and answer the two questions.

- 1 Lucy and Don are discussing a colleague, Bruce. Who is more sympathetic towards Bruce?



**Lucy:** Look, Bruce is having a go at someone again. By the way, are you going to his leaving party?

**Don:** I might go for a bit.

**Lucy:** Yes, me too. You know, I'll miss him in some ways.

**Don:** Well, you don't have much contact with him, but I do. And I won't be sad to see him go. He's, um, he's extremely difficult to work with – he doesn't listen to anyone.

**Lucy:** Yeah, I was in a meeting with him once and nobody could get a word in. And he's so bad-tempered. If he's like that in the Leeds office, he's bound to upset people.

**Don:** Well, he's unlikely to change his personality overnight. But the Leeds office isn't doing well, and you know, he could improve things there.

**Lucy:** Yes, he probably will, although I can't imagine they'll like him.

**Don:** I don't suppose he'll worry about being popular. He's just ... he's not that kind of person, is he? I remember him saying, "I'm not here to make friends, I'm here to sort out the company's problems." And to be fair, he has.

**Lucy:** Sure, no question about that. Is he, um, taking his family with him, do you know?

**Don:** Well, he's likely to be there for at least a year so I'll be surprised if he doesn't. He's a real family man.

**Lucy:** But commuting's a possibility, I suppose. He may not want to give up his house here.

- 2 What area of modal meaning is exemplified in the dialogue?

5b Find one example of each of the following in the excerpt above.

- 1 A modal verb in the affirmative: .....
- 2 A modal verb in the negative: .....
- 3 A modal adjective: .....
- 4 A modal adverb: .....
- 5 A modal noun: .....

5c Discuss these questions:

- 1 How would you focus on modality in this material with a group of upper-intermediate learners?
- 2 Compare your ideas with the extract from the coursebook below.

## Listening and Grammar

3 a) Look at the photo. Where are the people? What do you think Lucy and Don are talking about?

b) **RB.2** Listen to Lucy and Don's conversation. Answer these questions.

- 1 Why is Bruce difficult to work with?
- 2 Why is he going to work in the Leeds office?
- 3 How long is he going for?
- 4 Is Don going to apply for Bruce's job?
- 5 Who does Lucy think will get the job?
- 6 What do Lucy and Don think will happen if Bruce comes back?

c) Listen again. Who said these sentences, Don or Lucy?

- 1 He's **bound** to upset people.
- 2 He's **unlikely** to change his personality overnight.
- 3 I **can't** imagine they'll like him.
- 4 I **don't** suppose he'll worry about being popular.
- 5 He's **likely** to be there for at least a year.

## 4 MODAL VERBS

a) Look at sentences 1–5 from Lucy and Don's conversation. Which of the underlined modal verbs express future certainty (C)? Which express future possibility (P)?

- 1 I might go for a bit.
- 2 I'll miss him in some ways.
- 3 I won't be sad to see him go.
- 4 He could improve things.
- 5 He may not want to give up his house.

### LEVELS OF CERTAINTY ABOUT THE FUTURE

b) Look at the phrases in **bold** in 3c). Match sentences 1–10 to these meanings.

- a) The speaker thinks this will definitely or probably happen.
- b) The speaker thinks this definitely or probably won't happen.

c) Look again at the phrases in **bold** in 3c). Which are followed by the infinitive? Which are followed by subject + will + infinitive?

d) Check in **RB.2** p127.

- 3 What do the examples tell us about modality?

## 22 Grammar: The noun phrase

### Summary

|                    |                                                                                                                                                                                                           |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Focus</b>       | Developing language awareness                                                                                                                                                                             |
| <b>Aims</b>        | To analyse the component parts of English noun phrases                                                                                                                                                    |
| <b>Contexts</b>    | New or experienced in-service teachers                                                                                                                                                                    |
| <b>Duration</b>    | 60–75 minutes                                                                                                                                                                                             |
| <b>Preparation</b> | Photocopy both worksheets for all trainees. Cut up the noun phrases for Task 2b and the sentence halves for Task 3a from the appendix, p.124. Grammar reference books may also be needed for these tasks. |

### Lead in

Ask the trainees to reorder this text:

*the man standing in the corner wearing the three piece suit made of fine wool*

- 1a** Give each trainee a copy of worksheet 1. Ask trainees to read the two texts. Quickly confirm the answer to the question.

**1b** Yes, the texts contain the same information.

- 1b** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

- 1c** Put trainees in small groups to discuss these questions. Conduct feedback.
- 1 once we get your deposit
  - 2 a letter that shows you are enrolled on the course
  - 3 this letter
  - 4 when you apply for your grant ... your application ... there's a committee who make decisions about grants
  - 5 their decision is final and it cannot be challenged or changed in any way
  - 6 there's a committee who make decisions about grants
  - 7 a month exactly ... they'll decide by the 20th of next month

- 2a** Give each trainee a copy of worksheet 2. Put trainees in pairs. Conduct feedback.

- 2b** Put trainees in small groups. Give each group a copy of the words cut up from the appendix, p.124. Ask them to put each noun phrase in the right order. Conduct feedback (see sentences in answer key to 2c).

- 2c** Ask trainees to do this task in their groups. Conduct feedback.

|   |      |                            |                          |
|---|------|----------------------------|--------------------------|
| 1 | the  | woman                      | who lives down the road  |
| 2 | an   | intensive crash course     | in high school chemistry |
| 3 | your | brand new desktop computer |                          |
| 4 | the  | revolving clock floral     | in the Botanic Gardens   |

- 3a** Give each trainee one sentence half from the appendix, p.124 and ask them to find the person who has the matching half. Conduct feedback asking trainees to mark the answers on their worksheet.

**3b** 1 b 2 d 3 e 4 a 5 c

- 3b** Ask each pair to do this task. Conduct feedback.

**3c** Written language

- 3** **c-e** Ask trainees to do these tasks in pairs and then check their answers with another pair. Conduct feedback.

- The objects of each sentence are in bold.
- 1 She walked unwillingly along the dusty road that led to the farm
  - 2 Children and pregnant women can develop iron-deficient anemia
  - 3 The mild liquid contains a truly effective anti-bacterial agent that works on the stain and not on the fabric
  - 4 The team's delaying tactics upset the opposing players
  - 5 Researchers have noted a significant decrease in consumer demand for high-priced electronic goods

- 3f** Discuss this question as a whole group.

**3f** Yes, with higher-level learners.

### Reflection task

- It is sometimes said that the grammar in coursebooks focuses too much on verb phrases at the expense of noun phrases. To what extent do you agree with this?

## 22 Grammar: The noun phrase

### 1 The information load

1a Read the two texts below, one written and one spoken. Do they contain the same information?

Text 1

On receipt of your deposit, we will forward a letter of course enrolment. This letter should be included in your letter of application to the grants committee. A final and binding decision will be made by the committee members within a calendar month.

Text 2

**Enrolments Officer:** Once we get your deposit, we will send you a letter that shows you are enrolled on the course. When you apply for your grant, you should include this letter with your application.

**Applicant:** Who do I send the application to?

**Enrolments Officer:** There's a committee who makes decisions about grants.

**Applicant:** How long does it normally take them to make a decision?

**Enrolments Officer:** A month exactly. So if your application arrives on the 20th, they'll decide by the 20th of next month.

**Applicant:** And if I don't agree with their decision?

**Enrolments Officer:** I'm afraid there's not a lot you can do. Their decision is final and it cannot be challenged or changed in any way.



1b The noun phrases below come from Text 1. How is the same information conveyed in Text 2?

1 receipt of your deposit

2 a letter of course enrolment

3 this letter

4 your letter of application to the grants committee

5 a final and binding decision

6 the committee members

7 a calendar month

1c Discuss these questions:

- Why is Text 1 shorter than Text 2 although the information is the same?
- Most of the noun phrases in Text 1 are three or more words long. Can you identify any noun phrases in Text 2 that are equally long or longer?
- What does this tell you about grammatical differences between written language and spoken language?



# 22 Grammar: The noun phrase

## 2 The composition of a noun phrase

**2a** Study the composition of the noun phrases from Task 1 in the table below. Then match the definitions 1–7 to column headings a–g.

- 1 A dependent element of the noun phrase that comes after the head noun. This element can fall into two categories.
- 2 A single noun that is the most important element of the noun phrase.
- 3 An element that indicates the type of reference made by the noun phrase, e.g. is it definite, indefinite, possessive?
- 4 A dependent element of the noun phrase that comes before the head noun. This element can fall into two categories.
- 5 An element that completes the meaning of the head noun.
- 6 An element that indicates qualities and attributes of the head noun, e.g. subjective qualities or physical attributes.
- 7 An element that specifies which thing or person or type of person is being referred to.

| a PRE-HEAD    |                   | b HEAD NOUN | c POST-HEAD                            |                                  |
|---------------|-------------------|-------------|----------------------------------------|----------------------------------|
| d determiners | e pre-modifiers   |             | f complements                          | g post-modifiers                 |
|               |                   | receipt     | of your deposit                        |                                  |
| a             |                   | letter      | of course enrolment                    |                                  |
| this          |                   | letter      |                                        |                                  |
| your          |                   | letter      | of application to the grants committee |                                  |
| a             | final and binding | decision    |                                        |                                  |
| the           | committee         | members     |                                        |                                  |
| a             | calendar          | month       |                                        |                                  |
| a             |                   | committee   |                                        | who makes decisions about grants |
|               |                   |             |                                        |                                  |
|               |                   |             |                                        |                                  |
|               |                   |             |                                        |                                  |
|               |                   |             |                                        |                                  |

**2b** Put these jumbled noun phrases in the correct order.

- 1 the the who road down woman lives
- 2 in school intensive an course high chemistry crash
- 3 computer brand new desktop your
- 4 Gardens clock floral the the Botanic revolving in

**2c** Put these noun phrases in the grid.

## 3 Noun phrases working together

**3a** Your trainer will set you a task. Afterwards, record the answers below.

- 1 She walked unwillingly along
- 2 Children and pregnant women can develop
- 3 The mild liquid contains a truly effective anti-bacterial
- 4 The team's delaying tactics
- 5 Researchers have noted a significant decrease in

- a upset the opposing players
- b the dusty road that led to the farm
- c consumer demand for high-priced electronic goods
- d iron-deficient anemia
- e agent that works on the stain and not on the fabric

**3b** Are the utterances in 3a examples of spoken or written language?

**3c** Underline the noun phrase in each sentence.

**3d** Decide what the main verb or verb phrase in each sentence is and put a circle around its subject.

**3e** Put a wavy line under the object in each sentence.

**3f** Could you do this type of analysis with learners? At which level would you do this analysis?

## 23 Functional language

### Summary

|                    |                                                            |
|--------------------|------------------------------------------------------------|
| <b>Focus</b>       | Developing language awareness                              |
| <b>Aims</b>        | To introduce and explore the nature of functional language |
| <b>Contexts</b>    | Pre-service or new in-service teachers                     |
| <b>Duration</b>    | 60–75 minutes                                              |
| <b>Preparation</b> | Photocopy both worksheets for all trainees.                |

### Lead in

Put trainees in groups of three. One trainee takes on the role of someone wanting a career in English language teaching. Another trainee gives them advice. The third trainee listens to the role play and writes down any expressions used to give advice. Conduct feedback. Different structures are likely to have been used for the same purpose. Explain that this kind of language, known as functional language, will be the focus of the session.

- 1a** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

**1b** Conversation 1: *I was just wondering if you'd mind awfully turning the radio down* is too formal for family members. Conversation 2: *So I'm out of here early, ok?* is too informal for the context and would appear rude.

- 1b** Put trainees in small groups to discuss this question. Conduct feedback.

**1c** Conversation 1: making a request  
Conversation 2: asking for permission

- 1c** Put trainees in pairs to do this task. Conduct feedback. Make sure trainees understand that *function* means the purpose of the language and *exponent* means an example of a function.

- 2 a–c** Ask trainees to work alone on Tasks 2a and b, and then check their answers in pairs. Then get the pairs to discuss the questions in 2c. Conduct feedback.

**2a** 3, 4, 5, 1, 2    **2b** 4, 3, 2, 1, 5  
**2c**

- 1 It would depend on how well the speaker gets on with their boss. Example 1 is the most neutral, but some people might feel comfortable using 4.
- 2 Examples 3 and 4 are most likely, but example 1, which is reasonably neutral, might also be used between friends.
- 3 Examples 1 and 2 are possible given the nature of the request.
- 4 Probably 1 or 5 would be used given the nature of the request.
- 5 The degree to which two speakers know each other and the amount of social distance between them. The degree of imposition is also a factor.

- 3a** Put trainees in small groups to do this task. Conduct feedback.

**3b** 5, 2, 3, 6, 7, 4, 1

- 3b** Ask the groups to discuss these questions. Conduct feedback.

- 3c** 1 *My hands are covered in flour* (i.e. could you get my mobile for me?)  
2 Both speakers in the conversation know each other well and a request can be implied. This shows that very simple statements can have functional value.

- 3c** Put trainees in four groups to do this task. Conduct feedback and get trainees to act out their dialogues.

- 3d** 1 Well, there's your new laptop. – *asking permission, suggestion*  
2 I had no idea that I'd need to bring pen and paper. – *apologising, request*  
3 Just think about it, OK? – *proposal, request*  
4 I'm not going to say it again. – *threat/warning, request*

- 4 a and b** Give each trainee a copy of worksheet 2. Ask trainees to do Task 4a alone, and then check their answers in pairs. Then get the pairs to discuss the questions in 4b. Conduct feedback.

- 4a**  
1 What about meeting for lunch?  
2 Why don't we meet for lunch?  
3 We could meet for lunch.  
4 Shall we meet for lunch?  
5 Let's meet for lunch.  
**4b**  
1 They are all suggestions.  
2 (Exponent marked above.) Point out that learners can learn these stems as set phrases.  
3 Whether the base form of the verb or the *-ing* form (gerund) is used after the functional stem.

- 5 a and b** Put trainees in small groups to do these tasks. Ask each group to share their ideas with another group. Conduct feedback.

### Reflection task

- Think about organising an entire teaching programme based on functional language. What kinds of learners might be interested in this kind of programme?
- Can you foresee any problems with using functions as an organising principle for a language programme?

# 23 Functional language

## 1 Something strange

- 1a** Read the two conversations below. In each conversation find one utterance that seems out of context and say why it is out of context. Change it for something more appropriate.

### Conversation 1

Melissa and Harry talking about their son, Chris.



- Harry:** What is that terrible noise?  
**Melissa:** It's the radio. That's what Chris calls music.  
**Harry:** It's awful, and it's so loud. Why can't he turn it down?  
**Melissa:** Tell him to.  
**Harry:** Chris! I was just wondering if you'd mind awfully turning the radio down?  
**Melissa:** I don't think he can hear you.

### Conversation 2

Angela Soames, team leader, and Steve, who works in her team.



- Steve:** Excuse me, Ms Soames. I was wondering if I could have a quick word.  
**Angela:** Certainly, Steve.  
**Steve:** Last night I developed toothache ...  
**Angela:** Oh dear – sorry to hear that.  
**Steve:** I've managed to get a dentist's appointment this afternoon.  
**Angela:** That's good.  
**Steve:** But it's at 3.30. So I'm out of here early, ok?  
**Angela:** Yes, of course, that's fine.

### 1b Discuss this question:

In 1a you changed the language in the utterances to make it more appropriate, but the purpose remained the same. What was the purpose (function) of what (1) Harry and (2) Steve said? Choose from the functions below:

|                        |          |                         |
|------------------------|----------|-------------------------|
| apologising            | inviting | accepting an invitation |
| making a suggestion    |          | making a request        |
| asking for information |          | asking for permission   |

- 1c** Can you think of examples (exponents) of the other functions in Task 1b?

## 2 How polite?

- 2a** Look at the following ways to make requests. Order them from most direct to most polite.

- 1 Would you mind turning the radio down?
- 2 I hate to ask, but you couldn't possibly turn the radio down, could you?
- 3 Turn the radio down!
- 4 Can you turn the radio down?
- 5 Would you turn the radio down, please?

- 2b** Look at the following ways to ask permission. Order them from most direct to most polite.

- 1 Do you mind if I leave early?
- 2 Can I leave early?
- 3 OK with you if I leave early?
- 4 I have to leave early, OK?
- 5 Would it be possible for me to leave early?

- 2c** Discuss these questions:

- 1 Imagine you wanted your boss to turn the office radio down. Which question from 2a would you use?
- 2 Imagine you had to leave your friend's party early. Which question from 2b would you use?
- 3 If you wanted to borrow £2,000 from a friend who is not rich, which exponent from 2a would you use?
- 4 If you wanted to borrow a relative's car for a week, which exponent from 2b would you use?
- 5 What factors affected your choice?

## 3 A strange request

- 3a** Put the following conversation in the correct order.

- 1 **A:** OK then!
- 2 **B:** He said he'd phone.
- 3 **A:** Listen – that'll be him now.
- 4 **B:** The other room.
- 5 **A:** What time's he coming?
- 6 **B:** My hands are covered in flour.
- 7 **A:** Oh, where's your mobile?

- 3b** Discuss these questions:

- 1 Identify the request in the conversation.
- 2 Why doesn't the request follow any of the patterns in Task 2a?

- 3c** Work in four groups. Each group should take one of the exponents below and think of how it could be used to express two different functions. Then write two short dialogues to provide a context for each function. Act out the dialogues for the rest of the group.

- 1 Well, there's your new laptop.
- 2 I had no idea that I'd need to bring pen and paper.
- 3 Just think about it, OK?
- 4 I'm not going to say it again.

# 23 Functional language

## 4 Function and forms

### 4a Correct the following examples of learner errors.

- 1 What about meet for lunch? .....
- 2 Why don't us meet for lunch? .....
- 3 We could meeting for lunch. ....
- 4 Shall you meet for lunch? .....
- 5 Let's meeting for lunch. ....

### 4b Discuss these questions:

- 1 What is the function of these utterances?
- 2 In each example, underline the exponent of the functional language.
- 3 To use this language accurately, what aspect of grammar would it be useful for learners to know?

## 5 Some material

### 5a Look at the two coursebook excerpts. Both aim to clarify and practise suggestions at elementary level. Evaluate the material for a group of elementary learners in the context you are familiar with. Use the following questions as a guide.

- 1 How familiar and relevant is the context?
- 2 Is the context natural?
- 3 Is the range of exponents focused on appropriate or are there too many or too few?
- 4 How challenging is the material overall?

### 5b Decide what you think is the most appropriate piece of material.

#### Language focus 2 Suggestions and offers

1 **117-5** It's Lisa's birthday on Saturday. Listen to her conversation with Amy without reading. What do they decide to do?

2 Write the numbers of the missing lines in the gaps. Then listen again and check.

- 1 How about that new French restaurant
- 2 I'll speak to Martin and the others
- 3 Let's book it for eight
- 4 Where shall we go
- 5 why don't we all go out for a meal somewhere
- 6 shall I phone the restaurant and book a table



- A: It's your birthday next Saturday, isn't it?  
 B: Yeah, but I don't really know what I want to do. Maybe I'll stay at home and have a quiet night in.  
 A: Don't be silly, you can't do that! I know, let's .....  
 B: ... you, me, Martin, Ben and some of the others maybe?  
 A: Yeah, okay. That sounds more fun!  
 B: (b) .....  
 A: There's Bogotti's but we always go there. (c) .....  
 B: I can't remember its name ...  
 A: The French Table?  
 B: Let's go there. I'd really like to try it.  
 A: Yeah, it sounds good. (d) ..... and check that they can come. Then (e) .....  
 B: Yes, please, if that's okay.  
 A: What time? Eight, half eight?  
 B: (f) ....., and then we can go somewhere else later.  
 A: Yes, good idea!

3 Work in pairs. Look at the tapescript on page 173 and practise the dialogue.

#### Grammar

- 1 a We make suggestions like this:  
 Why don't we all go out for a meal?  
 How about (trying) that new French restaurant?  
 Shall I phone and book a table?  
 Let's book it for eight o'clock.  
 b How does the other person in the conversation answer?
- 2 a We make offers like this:  
 I'll speak to Martin and the others.  
 Shall I phone and book a table?  
 b How does the other person answer?

► Read Language summaries C and D on page 158.

#### Practice

1 Put the words in the correct order to make suggestions and offers.

- 1 coffee / a / about / How?
- 2 jacket / take / I / your / Shall?
- 3 the bill / ask / we / Shall / for?
- 4 home / you / I'll / take
- 5 go / we / Why / don't / cinema / the / to?
- 6 another / Let's / drink / have
- 7 you / tomorrow / call / I / Shall?
- 8 we / Why / meet / the station / don't / at?
- 9 the tickets / book / I'll

b **112-6** Listen and check. How did the other person answer? Did they accept the offer/suggestion?

#### Pronunciation

Look at Recording 6 on page 173. Listen again and practise. Pay attention to the polite intonation.

2 Which suggestions/offers in exercise 1 might you make in these situations?

- a You are arranging a night out at the cinema.
- b A friend is spending the evening at your house.
- c You meet an old friend in the street.
- d You are in a restaurant with a friend.

3 Work with a partner. Write a dialogue for one of the situations in exercise 2. Act it out in front of the class.

7 Complete the Function File with the words below. Then listen again and check your answers.

about, good idea, I'd like, let's, on

#### FUNCTION FILE

##### Making Suggestions

Mick What's 1 ..... at the cinema, Lucy?  
 Lucy Let's have a look, I know. 2 ..... go and see *I, Robot*. I think Will Smith is really good.  
 Mick Mm, I don't like science fiction films. What 3 ..... *Troy*?  
 Lucy No, I don't like Brad Pitt. And people say it's boring.  
 Mick Well, an old film, then? 4 ..... to see *Casablanca* again.  
 It's my favourite film.  
 Lucy OK. That's a 5 ..... Let's do that!

8 Pronunciation Listen and repeat the suggestions and replies.

#### Speaking

9 Write a short, imaginary 'What's On' page for your town. Think about these things.

concerts, exhibitions, films, plays, sports events

10 Work in pairs. Decide what to do this week. Use your 'What's On' pages.

Example

A Why don't we ...

B No, I don't like ... Let's ...

#### QUOTE ... UNQUOTE

Everyone wants to be famous until they are.  
 Keith Richards, guitarist in 'The Rolling Stones'



# 24 Discourse analysis

## Summary

|                    |                                                                                                       |
|--------------------|-------------------------------------------------------------------------------------------------------|
| <b>Focus</b>       | Developing language awareness                                                                         |
| <b>Aims</b>        | To introduce discourse analysis and the key linguistic features associated with this language system  |
| <b>Contexts</b>    | New or experienced in-service teachers                                                                |
| <b>Duration</b>    | 60–75 minutes                                                                                         |
| <b>Preparation</b> | Photocopy both worksheets for all trainees. Cut up the dialogue for Task 1a from the appendix, p.125. |

## Lead in

Ask trainees to discuss this question in groups:

- When focusing on new language with learners, do you prefer to use complete texts or sentence-level examples? Why?

Conduct feedback.

- 1 a and b** Put trainees in pairs and give them the cut-up dialogue from the appendix, p.125 to put in the correct order. Conduct feedback by giving each trainee a copy of worksheet 1 containing the answers. Then get them to discuss 1b in small groups. Conduct feedback.

- i** Apart from understanding the overall sense (coherence) of the conversation, we are also able to make links between some of the 'little words' such as *it, that, there*. These are all features of cohesion.

- 2a** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

- i** **it** = title of the professional development session **there** = the noticeboard **one** = the list **that thing** = the branch of linguistics **that** = not knowing what discourse analysis is **the** = a pen that both speakers can see **do** = need to go to the session

- 2b** Put trainees in pairs to do this task. (Explain that they are not expected to know the answers.) Conduct feedback.

- i** 1 endophoric 2 anaphoric 3 cataphoric 4 exophoric

- 2c** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

- i** 1 Sophie and Jane – anaphoric reference 2 some kind of place or box – exophoric reference 3 the hilltop – anaphoric reference 4 my husband and I – cataphoric reference 5 Wellington – anaphoric reference 6 sandwich – anaphoric reference 7 the fact the other person is leaving – anaphoric reference 8 seat – exophoric reference 9 family business going broke – cataphoric reference 10 one of the pens – anaphoric

- 3 a and b** Ask trainees to do Task 3a alone and then discuss their ideas in pairs. Put trainees in small groups to discuss the questions in 3b, then conduct feedback.

- i** **3a** The examples spell out exactly what is being referred to in full. As a result, they sound unnatural.

## 3b

- 1 Yes. Leaving out language and replacing language are a correct and natural feature of spoken discourse.
- 2 It is more efficient. The use of pronouns and auxiliary verbs to substitute main verbs or nouns helps create cohesive ties in a text.
- 3 Leaving out language is known as *ellipsis*; replacing language is known as *substitution*.

- 3c** Give each trainee a copy of worksheet 2. Put trainees in pairs to rewrite the conversation so it sounds more natural. Conduct feedback by asking a few pairs to read their versions.

- 4 a and b** Ask trainees to do these tasks alone, and then check their answers in pairs. Conduct feedback on 4a before asking trainees to do 4b.

- i** **4a** 1 First of all 2 so that 3 In addition 4 because 5 Although 6 Therefore 7 in order to 8 To sum up  
**4b** 1 first of all 2 in addition 3 although 4 therefore, because, in order to, so that 5 to sum up

- 5a** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

- i** **it** = the issue of bioethics **this** = bioethics being ignored **this** = the drawbacks of bioethics **one of these** = reasons **they** = critics **this area** = bioethics **this kind of topic** = bioethics **what** = the kind of topic which

- 5b** Ask trainees to discuss these questions in pairs. Conduct feedback.

- i** 1 As the sense relationship between sentences does not work, it is a difficult and fruitless task.  
2 Grammatically the text is cohesive but ...  
3 ... it doesn't make sense. It is a random assembly of sentences that don't make any overall sense.  
4 In discourse analysis terms, texts are successful only if they are both *cohesive* and *coherent*. The text in 5a is arguably *cohesive*, but it is not *coherent*.

- 6** Put trainees in pairs to match the terms to the definitions. Conduct feedback.

- i** 1 e 2 d 3 f 4 a 5 g 6 c 7 h 8 b

## Reflection task

- Think about the teaching resources you are using at the moment. To what extent do they focus explicitly on the features of discourse included in the tasks?

# 24 Discourse analysis

## 1 A professional development session

### 1a Answer:

- A: What's this afternoon's professional development session about?  
 B: No idea what it is.  
 A: Isn't **it** on the noticeboard over **there**? On the list.  
 B: Where? Oh, you mean the blue **one**.  
 A: Does it say what it is?  
 B: Oh no. It says **it's** discourse analysis.  
 A: Right, discourse analysis. That's **that thing** about sentences or something ...  
 B: You don't know what it is, do you?  
 A: Well ... OK, no, actually I don't.  
 B: Don't worry. I don't either.  
 A: Well, **that's** all right then!  
 B: I think it's something to do with connected language.  
 A: How do you know that?  
 B: I think I must have read it somewhere.  
 A: Pass me **the** pen – I'm going to sign up.  
 B: Could you put my name down too?  
 A: Sure. I think I need to go to this.  
 B: By the sound of it, we both **do**.

### 1b What helped you to work out the correct order? Talk about specific examples of language in the dialogue.

## 2 What refers to what?

### 2a What do the **bold** words above refer to?

### 2b Guess which words go in the gaps of the summary below.

anaphoric exophoric cataphoric endophoric

When words like pronouns and determiners refer to people, places, things and ideas inside a text this is known as

1 ..... reference. For example, the **it** in line 5 refers to the previously mentioned **list**. This is known as 2 ..... reference because the **it** refers backwards. In line 6, the **it** refers forwards to the term **discourse analysis**. This is known as 3 ..... reference. However, the **there** in line 3 and the **the** in line 15 refer to physical things in the real world. As such, they are considered outside the text. This is known as 4 ..... reference.

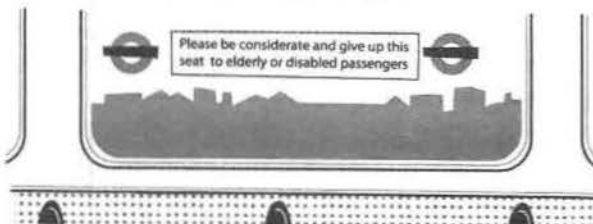
### 2c Say what the underlined words are referring to and identify what kind of reference it is: anaphoric, cataphoric, exophoric.

- Sophie and Jane got home after midnight. They crept in as quietly as they could.
- (*sign next to an arrow*) Completed assignments to be left here.
- After a two-hour climb, they reached the hilltop. From there the view was spectacular.

- 4 We met walking across a bridge. No-one believes my husband and I when we say how we got together.



- 5 Wellington is the capital of New Zealand and has so much to offer. The city has a stunning harbour and is surrounded by rolling hills.  
 6 You can have the ham sandwich or the egg sandwich. Which one would you like?  
 7 You're leaving? I don't believe it!  
 8 (*sign on a bus*) Please be considerate and give this seat up to elderly or disabled passengers.



- 9 It is going to be very hard on them all. The family business has gone broke.  
 10 These pens are identical. Which one is yours and which is mine?

## 3 When you don't want to repeat yourself

### 3a The examples below are taken from the conversation in Task 1. However, they have been changed slightly. What is the difference between these examples and the originals?

- B: Where is the list you mentioned? Oh, you mean this list which is printed on blue paper.  
 B: Don't worry about it. I don't know what discourse analysis is either.  
 A: How do you know that it's something to do with connected language?

### 3b Discuss these questions:

- Can we say that the language in the original version is correct? Why / why not?
- Why do we use these language features?
- Do you know or can you guess the name for these features of language?



## 25 Methodology: Historical perspectives

### Summary

|                    |                                                                           |
|--------------------|---------------------------------------------------------------------------|
| <b>Focus</b>       | Background to teaching                                                    |
| <b>Aims</b>        | To provide an overview of second language teaching methods and approaches |
| <b>Contexts</b>    | New or experienced in-service teachers                                    |
| <b>Duration</b>    | 75–90 minutes                                                             |
| <b>Preparation</b> | Photocopy all three worksheets for each trainee.                          |

### Lead in

Put trainees in small groups and ask them to discuss what they consider their teaching method to be and what helped them to develop this method.

**1a** Give each trainee a copy of worksheet 1. Ask trainees to do this task alone, and then compare their answers in pairs.

**1b** Ask the pairs to discuss these questions. Conduct feedback.



The list of principles belongs to the Berlitz Method, a variation of the Direct Method dating back to the end of the 19th century (see pp.11–14 of *Approaches and Methods in Language Teaching* by Jack C. Richards and Theodore S. Rodgers, Cambridge University Press, 2001). Potential weaknesses with this approach concern an inefficient lack of tolerance of the learner's L1; the absence of extended stretches of oral language ('a speech') which may not provide acquisition opportunities; a lack of tolerance for error and interlanguage; and slavish adherence to a lesson plan which may mean the teacher does not respond to learners' developing needs in a lesson.

**2** Ask trainees to do this task alone. Then put trainees in small groups to compare their answers.



**Chris** – Grammar–translation method  
**Marina** – The Silent Way  
**Graham** – Community language learning  
**Evelyn** – Total Physical Response (TPR)

**3a** Give each trainee a copy of worksheet 2. Put trainees in pairs to do this task. Conduct feedback.



Situational method → communicative approach → task-based language teaching / multiple intelligences (both in 1990s)

**3b** Give each trainee a copy of worksheet 3. Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.



|                        | During each period what were the ...                                  |                                                                             |                                                                                                                                                                                      |
|------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | ... key methods/<br>approaches                                        | ... alternative methods/<br>approaches                                      | ... common beliefs about<br>methods & approaches                                                                                                                                     |
| <b>1950s – 1980s</b>   | Audiolingual Method;<br>Situational Method;<br>Communicative Approach | Silent Way;<br>Natural Approach;<br>Total Physical Response                 | Belief that new methods define 'best practice' and lead to improvements; many methods not tested by rigorous study; often seen as a way of fixing second language learning problems. |
| <b>1990s – present</b> | Content-Based Instruction;<br>Task-Based Language Teaching            | Cooperative Learning;<br>Whole Language Approach;<br>Multiple Intelligences | Methods no longer seen as a solution; considered the 'post-methods era'; teachers can adapt different methods according to needs.                                                    |

**3c** Put trainees in small groups to discuss these questions. Conduct feedback.

**4** Ask trainees to do this task in pairs and then check their answers with another pair. Conduct feedback.



1 k (AM), d (CA)   2 f (AM), i (CA)   3 n (AM), j (CA)  
 4 m (AM), e (CA)   5 a (AM), l (CA)   6 h (AM), c (CA)  
 7 b (AM), g (CA)

### Reflection task

- Think about your teaching over the past month. What different tasks can you relate back to some of the methodologies mentioned? For example, 'I quite often drilled new vocabulary with my learners. That relates to the Audiolingual Approach.'
- How varied is your teaching in terms of different techniques you use? Is it too varied or is it dictated by the coursebook you are using? Can you afford to offer your learners more variety in terms of methodology?



# 25 Methodology: Historical perspectives

## 1 Some key principles

1a Read these key principles for second language teaching. Tick (✓) the ones you agree with or currently use in your classroom practice.

- |                                                      |                          |
|------------------------------------------------------|--------------------------|
| 1 Never translate: demonstrate                       | <input type="checkbox"/> |
| 2 Never explain: act                                 | <input type="checkbox"/> |
| 3 Never make a speech: ask questions                 | <input type="checkbox"/> |
| 4 Never imitate mistakes: correct                    | <input type="checkbox"/> |
| 5 Never speak with single words: use sentences       | <input type="checkbox"/> |
| 6 Never speak too much: make students speak much     | <input type="checkbox"/> |
| 7 Never use the book: use your lesson plan           | <input type="checkbox"/> |
| 8 Never jump around: follow your plan                | <input type="checkbox"/> |
| 9 Never go too fast: keep to the pace of the student | <input type="checkbox"/> |
| 10 Never speak too slowly: speak normally            | <input type="checkbox"/> |
| 11 Never speak too quickly: speak naturally          | <input type="checkbox"/> |
| 12 Never speak too loudly: speak naturally           | <input type="checkbox"/> |
| 13 Never be impatient: take it easy                  | <input type="checkbox"/> |

(cited in Titone 1968: 100–101)

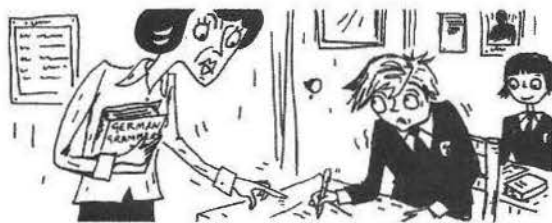
1b Discuss these questions:

- Do you know a specific methodology associated with these principles?
- What era in the history of second language teaching do you think the principles belong to?
- Can you see any problems with the implementation of these principles?

## 2 Some language learning experiences

Read the four descriptions of second language learning below. Answer the following questions:

- Do you know the name for the approach described by each person?
- Do they mention any specific techniques that you currently use yourself?
- Which method sounds the most interesting to you?



Chris – learning German

I remember our teacher at secondary school – Frau Linthe. She was very academic and really made us focus on the grammar. We spent a lot of time translating between English and German and she would get a bit angry when we made mistakes. She spoke English with a very strong German accent and we used to joke about it behind her back. I guess I was an average German-language student, but when I ended up living in Germany some years later a lot of what I learnt with Frau Linthe came back to me and I eventually managed to speak the language fairly well.



Marina – learning Tamil

The lessons weren't what I'd expected at all. Instead of using dialogues and practising them, our teacher, Raja, used Cuisenaire rods, those little bits of wood with different colours. The rods represented different sounds and then we built this up into a word. In fact, the first word we learnt was 'rod' and then we moved on to learning the colours. I found the pronunciation quite hard and I kept making mistakes. The terrible thing was when I made a mistake, the teacher wouldn't say anything – just silence. But I always knew there was something I wasn't doing right. It was very unnerving. Still, the good thing was we were forced to use only Tamil right from the beginning.



Graham – learning Arabic

I thought this way of learning was quite novel. Our teacher, Ahmed, used a voice recorder and there was a microphone that we'd pass around. We'd sort of tell him what we wanted to say in Arabic and he'd translate it for us. We'd then record the phrase in Arabic and phrase-by-phrase build it up into a dialogue. Then Ahmed would give us a transcript of the dialogue to study. Of course, all this was in Roman script – we didn't study the Arabic alphabet. Still, these lessons really helped me get by when I was working in the Middle East.



Evelyn – learning Spanish

I never thought that learning a second language would be like going to the gym. I was in this class of beginners and we more or less had to do everything that we said. So the first expressions we learnt were commands like 'open the door' and 'close your book'. Carlos, our teacher, would repeat these phrases about a hundred times and we would have to perform the actions with him, then we'd say the words. I guess it was better than studying grammar, but sometimes it felt a little silly. I'd also expected that the teacher would make me speak, but we didn't have to say anything if we didn't want to.

## 25 Methodology: Historical perspectives

### 3 Reading

3a Before reading the text below, predict the correct historical order for the following methods and approaches:

Situational Method    Multiple Intelligences    Communicative Approach    Task-based Language Teaching

Now read the text and find out the correct order.

#### The methods era

One of the lasting legacies of the Direct Method was the notion of “method” itself. The controversy over the Direct Method was the first of many debates over how second and foreign languages should be taught. The history of language teaching throughout much of the twentieth century saw the rise and fall of a variety of language teaching approaches and methods, the major examples of which are described in this book. Common to most of them are the following assumptions:

- An approach or method refers to a theoretically consistent set of teaching procedures that define best practice in language teaching.
- Particular approaches and methods, if followed precisely, will lead to more effective levels of language learning than alternative ways of teaching.
- The quality of language teaching will improve if teachers use the best available approaches and methods.

The different teaching approaches and methods that emerged in the last 60 or so years, while often having very different characteristics in terms of goals, assumptions about how a second language is learned, and preferred teaching techniques, have in common the belief that if language learning is to be improved, it will come about through changes and improvements in teaching methodology. This notion has been reinforced by professional organizations that endorse particular teaching approaches and methods, by academics who support some and reject others, by publishers who produce and sell textbooks based on the latest teaching approaches and methods, and by teachers who are constantly looking for the “best” method of teaching a language. Lange comments:

Foreign language teacher development ... has a basic orientation to methods of teaching. Unfortunately, the latest bandwagon “methodologies” come into prominence without much study of understanding, particularly those that appear easier to immediately apply in the classroom or those that are supported by a particular “guru”. Although concern for method is certainly not a new issue, the current attraction to “method” stems from the late 1950s, when foreign language teachers were falsely led to believe that there was a method to remedy the “language teaching and learning problems”. (1990: 253)

The most active period in the history of approaches and methods was from the 1950s to the 1980s. The 1950s and 1960s saw the emergence of the Audiolingual Method and the Situational Method, which were both superseded by the Communicative Approach. During the same period, other methods attracted smaller but equally enthusiastic followers, including the Silent Way, the Natural Approach, and Total Physical Response. In the 1990s, Content-Based Instruction and Task-Based Language Teaching emerged as new approaches to language teaching as did movements such as Competency-Based instruction that focus on the outcomes of learning rather than methods of teaching. Other approaches, such as Cooperative Learning, Whole Language Approach, and Multiple Intelligences, originally developed in general education, have been extended to second language settings. These approaches and methods are discussed in Parts II and III of this book. By the 1990s, however, many applied linguists and language teachers moved away from a belief that newer and better approaches and methods are the solution to problems in language teaching. Alternative ways of understanding the nature of language teaching have emerged that are sometimes viewed as characterizing the “post-methods era”. These are discussed in the final chapter of this book.

#### Approaches and methods in teacher preparation programs

Despite the changing status of approaches and methods in language teaching, the study of past and present teaching methods continues to form a significant component of teacher preparation programs. The reasons for this are the following:

- The study of approaches and methods provides teachers with a view of how the field of language teaching has evolved.
- Approaches and methods can be studied not as prescriptions for how to teach but as a source of well-used practices, which teachers can adapt and implement based on their own needs.
- Experience in using different teaching approaches and methods can provide teachers with basic teaching skills that they can later add to or supplement as they develop teaching experience.

Richards, J. C. & Rodgers, T. S. (2001) *Approaches and Methods in Language Teaching*, 2nd ed., Cambridge: Cambridge University Press. pp. 14–16.

# 25 Methodology: Historical perspectives

**3b** Read the text again and complete the following grid.

|                 | During each period what were the ... |                                        |                                                  |
|-----------------|--------------------------------------|----------------------------------------|--------------------------------------------------|
|                 | ... key methods/<br>approaches       | ... alternative methods/<br>approaches | ... common beliefs about<br>methods & approaches |
| 1950s – 1980s   |                                      |                                        |                                                  |
| 1990s – present |                                      |                                        |                                                  |

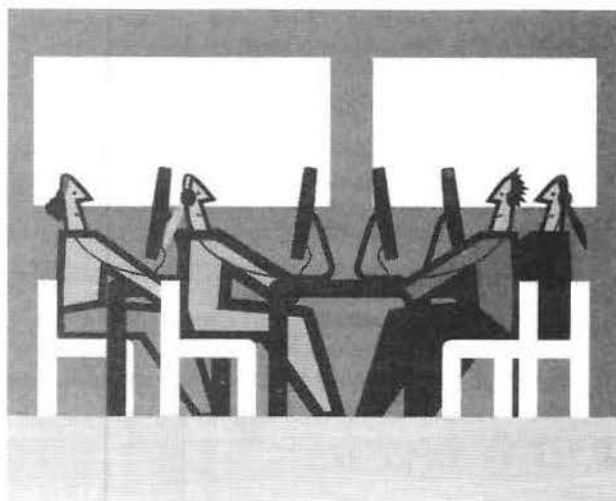
**3c** Discuss these questions:

- 1 Do you feel methodology is a 'problem' that you need to solve? Why / why not?
- 2 What changes or improvements have you made to your own methodology since you began teaching? To what extent were these changes associated with an investigation of a new method or approach?
- 3 Do you agree that second language teachers are now in a 'post-methods era'? Why / why not?
- 4 To what extent do you think coursebooks dictate the method used by the teacher?

## 4 Two methods in contrast

Use the ideas **a–n** to complete the table below that contrasts the Audiolingual Method with the Communicative Approach.

- a** Voice recorder and audio-visual material are frequently used.
- b** The lesson takes place in lockstep.
- c** Information-gap tasks are frequently used.
- d** Communicative competence.
- e** Learners negotiate meaning and the teacher facilitates the learning process.
- f** Behaviourism (stimulus → response → reinforcement).
- g** There is a lot of learner-centred interaction.
- h** Modelling and drilling are central.
- i** Learners learn when engaged with meaningful language in meaningful contexts.
- j** Functional, notional and interactional.
- k** Structural linguistics.
- l** A variety of coursebooks is used.
- m** Learners respond to linguistic stimuli and the teacher directs the learning process.
- n** Key items are: phonology, morphology and syntax.



|                               | Audiolingual Method | Communicative Approach |
|-------------------------------|---------------------|------------------------|
| 1 Theory of language          |                     |                        |
| 2 Theory of language learning |                     |                        |
| 3 Syllabus                    |                     |                        |
| 4 Learner and teacher roles   |                     |                        |
| 5 Instructional materials     |                     |                        |
| 6 Classroom techniques        |                     |                        |
| 7 Classroom practice          |                     |                        |



## 26 Second Language Acquisition (SLA)

### Summary

|                    |                                                                                                 |
|--------------------|-------------------------------------------------------------------------------------------------|
| <b>Focus</b>       | Background to teaching                                                                          |
| <b>Aims</b>        | To provide an overview of Second Language Acquisition (SLA) and key concepts associated with it |
| <b>Contexts</b>    | New or experienced in-service teachers                                                          |
| <b>Duration</b>    | 75–90 minutes                                                                                   |
| <b>Preparation</b> | Photocopy all three worksheets for each trainee.                                                |

### Lead in

If you speak a second language, lead in by speaking about your own acquisition/learning experience(s). Put trainees in pairs or small groups to discuss their second language learning/acquisition experiences.

- 1 Give each trainee a copy of worksheet 1. Ask trainees to read the profiles alone, and then discuss the question in pairs. Conduct feedback.

**i** **Chan Hee:** It is likely that Chan Hee has native-speaker level competence in English. However, some children who change countries and languages can still have accuracy issues when they are adults. One factor that can mitigate against this is whether the child has some degree of English language support while they integrate into the new school.

**Mona:** She probably has a very high level of proficiency in English. It is unlikely (though certainly not impossible) that she has native-speaker-level ability given that she has never visited or lived in an English-speaking country.

**Bogdan:** He is probably very communicative in English and quite idiomatic, but given that he has, in effect, picked up English as an adult, he may not be entirely accurate and it is possible he may not write English well at all.

- 2 Indicate that these are key terms associated with SLA. Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback and explain that the words appear in the text in the next task.

**i** 1 b 2 e 3 d 4 c 5 a

- 3a Give each trainee a copy of worksheet 2. Encourage trainees to gist read to find the answer, and set a time limit. Conduct feedback.

**i** No, having considered different aspects of this argument, he indicates that the distinction is not always clear and that learners can always reflect on implicit language knowledge and transform it into explicit language knowledge.

- 3b Give each trainee a copy of worksheet 3. Ask trainees to read the text again and do this task alone. Allow trainees plenty of time to read the text closely to fully understand it. Put trainees in pairs to check answers. Conduct feedback.

**i** a 4 b 6 c 1 d 5 e 2 f 7 g 3

- 3c Put trainees in groups to discuss this question. Conduct feedback.
- 3d Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

**i** There may be some room for discussion. Answers given are for guidance only.  
✓ highly likely ? possibly ✗ less likely

|                                              | Chan Hee | Mona | Bogdan |
|----------------------------------------------|----------|------|--------|
| Lots of acquisition opportunities            | ✓        | ✗    | ✓      |
| Incidental learning                          | ✓        | ?    | ✓      |
| Conscious learning                           | ?        | ✓    | ✗      |
| A lot of implicit English language knowledge | ✓        | ✗    | ✓      |
| A lot of explicit English language knowledge | ?        | ✓    | ✗      |

- 4 Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

| Promote language noticing | Provide language-acquisition opportunities |
|---------------------------|--------------------------------------------|
| b, c, e, h                | a, d, f, g                                 |

### Reflection task

- How evenly balanced are your lessons in terms of noticing opportunities and acquisition opportunities?
- Do you feel like you need to alter the balance? Why / why not?



## 26 Second Language Acquisition (SLA)

### 1 Learner profiles

1a Read the three profiles of second language learners. How effectively do you think each person communicates in English?

#### Chan Hee – L1 Korean

Chan Hee moved permanently from his native Korea to Australia when he was eight years old, with very basic English. As soon as he arrived, he attended a mainstream primary school and had English language support lessons for the first six months at the school. He is now 14 years old and studying at secondary school. He still speaks Korean with family members, but he feels uncomfortable with his first language when he goes back to Korea on holiday.



#### Mona – L1 Arabic

Mona started learning English at primary school. She was a very capable student and did well in English throughout her primary and secondary schooling. She decided to major in English language and literature at university. She now works as an English language teacher in an Egyptian secondary school and tries to pass on her passion for the language to her learners. She takes any opportunity to practise English with native speakers she meets in Cairo.



#### Bogdan – L1 Russian

Bogdan began studying English at high school, but felt that this study was largely a waste of time. He studied sports science at university for three years, but during that time he didn't study English. After university, he met an English woman, Hannah, who was living and working in Russia. Hannah spoke Russian well, so they always spoke Russian together. When Hannah returned to live in England, Bogdan followed her. At the beginning it was hard coping with life and language, but Bogdan soon picked up English by ear and began working as a gym instructor. After many years, he eventually married Hannah and is now settled in England.



### 2 Key terms

Match the terms on the left with the definitions on the right.

- |                         |
|-------------------------|
| 1 implicit knowledge    |
| 2 explicit knowledge    |
| 3 skill-building theory |
| 4 input processing      |
| 5 noticing              |

- |                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------|
| a when a second language learner notes L2 language features in what they hear or read                                            |
| b knowing a language without necessarily knowing the rules of that language                                                      |
| c when a learner hears or reads language and makes sense of it without worrying about linguistic form                            |
| d the concept of developing language ability by actively practising what has been learnt to the point where it becomes automatic |
| e knowing the rules of a language and the way in which it works                                                                  |

## 26 Second Language Acquisition

### 3 Reading

- 3a Read the article on SLA and the role of conscious learning by Rod Ellis. Does Rod Ellis agree with Stephen Krashen's assertion that explicit and implicit knowledge are entirely independent of one another?

#### The role of consciousness in L2 acquisition

- 1 When children acquire their L1 they seem to do so without conscious effort. In contrast, L2 learners, especially adults, seem to have to work hard and to study the language consciously in order to succeed. This comparison is not entirely accurate, however, for L2 learners, even adult ones, are also capable of 'picking up' language in much the same way as children do in L1 acquisition. At stake here is one of the most controversial issues in SLA – the role of consciousness.
- 2 Two opposing positions can be identified. Stephen Krashen has argued the need to distinguish 'acquired' L2 knowledge (i.e. implicit knowledge of the language) and 'learned' L2 knowledge (i.e. explicit knowledge about language). He claims that the former is developed subconsciously through comprehending input while communicating, while the latter is developed consciously through deliberate study of the L2. However, as we will shortly see, this claim is controversial. So, too, is Krashen's claim that the two knowledge systems are entirely independent of one another and that 'learned' knowledge can never be converted into 'acquired' knowledge. This contradicts skill-building theories of L2 acquisition, according to which learners can achieve grammatical accuracy by automatizing 'learned' knowledge through practice.
- 3 Richard Schmidt has pointed out that the term 'consciousness' is often used very loosely in SLA and argues that there is a need to standardize the concepts that underlie its use. For example, he distinguishes between consciousness as 'intentionality' and consciousness as 'attention'. 'Intentionality' refers to whether a learner makes a conscious and deliberate decision to learn some L2 knowledge. It contrasts with the 'incidental learning', which takes place when learners pick up L2 knowledge through exposure. Schmidt argues that no matter whether learning is intentional or incidental, it involves conscious attention to features in input.
- 4 This distinction is important and helpful. It helps us to see that when Krashen talks about 'acquisition' being 'incidental' and 'subconscious' he has failed to recognize that 'incidental' acquisition might in fact still involve some degree of conscious 'attention' to input. In other words, learning incidentally is not the same as learning without conscious attention.
- 5 There are, in fact, very different positions regarding the need for conscious attention in L2 acquisition. Schmidt argues that learning cannot take place without what he calls **noticing** – the process of attending consciously to linguistic features in the input. He provides evidence of the importance of noticing in a study of his own acquisition of Portuguese when he was in Brazil. Schmidt kept a diary, recording the various L2 features he noticed in the input he experienced. Subsequent analyses of his output showed that in nearly every case the forms that he produced were those that he had previously noticed people using when they spoke to him. At best, however, this constitutes limited evidence of the need for conscious attention. Other researchers, not least Krashen, have resisted the claim that input processing involves noticing.
- 6 Schmidt also points to a third sense in which we can talk about consciousness in language learning. He uses the term 'awareness' to refer to whether learners are conscious of acquiring new L2 elements (i.e. of when 'intake' is converted into L2 knowledge). The possibility of learning taking place implicitly in this way is even more hotly disputed. According to some psychologists, learners can achieve long-term storage of complex material through implicit learning. That is, they can learn without awareness and without consciously testing hypotheses. However, other psychologists have disputed this, arguing that the learning which has taken place only *appears* to be implicit but, in fact, learners are aware of what they are learning.
- 7 Irrespective of whether learners learn implicitly or explicitly, it is widely accepted that they can acquire different kinds of knowledge. It is perhaps self evident that all language users, including L2 learners, *know* rules that guide their performance without any awareness of what the rules consist of. Of course, they can always reflect on this **implicit knowledge**, thus making it explicit. It is also clear that L2 learners may have knowledge *about* the L2 (i.e. **explicit knowledge**) but be unable to use this knowledge in performance without conscious attention.

Ellis, R. (1997) *Second Language Acquisition*, Oxford: Oxford University Press. pp.54–56.

## 26 Second Language Acquisition

**3b** Read the article again and match the summaries a–g to the paragraphs.

Which paragraph ...

- a** ... points out that incidental learning does not automatically mean that learners are not sometimes conscious of form?
- b** ... discusses disagreement between psychologists whether information, e.g. language, will be remembered long term if learners are not conscious of what they are learning?
- c** ... outlines that the degree to which children and adults are conscious of acquiring first and second languages is a hotly debated issue?
- d** ... puts forward the idea that paying some kind of attention to the language heard or read results in more effective learning?
- e** ... introduces two means of second language development: one that involves 'picking it up' without worrying about grammar; the second that involves consciously studying grammar rules as a way of learning an L2?
- f** ... argues that L2 learners use both conscious and unconscious knowledge about the target language?
- g** ... clarifies key terms associated with the concept of consciousness by considering the role played by the learner's own will to learn something?

**3c** Think about your experiences as a second language learner and teacher. What points of view do you agree with or disagree with in the article? Discuss your ideas in small groups.

**3d** Complete the grid for the learners described in Task 1, using the symbols below.

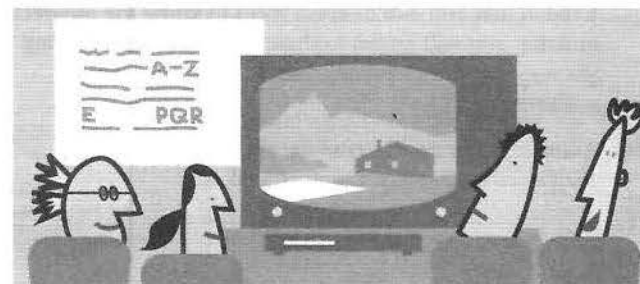
✓ highly likely   ? possibly   ✗ less likely

|          | Lots of acquisition opportunities | Incidental learning | Conscious learning | A lot of implicit English language knowledge | A lot of explicit English language knowledge |
|----------|-----------------------------------|---------------------|--------------------|----------------------------------------------|----------------------------------------------|
| Chan Hee |                                   |                     |                    |                                              |                                              |
| Mona     |                                   |                     |                    |                                              |                                              |
| Bogdan   |                                   |                     |                    |                                              |                                              |

### 4 Noticing vs. acquisition

Sort the following classroom tasks a–h into those that promote language noticing and those that provide language acquisition opportunities.

- a** informal chat at the beginning of the lesson
- b** concept checking the meaning of new vocabulary items
- c** grammar gap-fill practice tasks
- d** oral fluency practice with role plays
- e** grammar-analysis tasks
- f** showing part of a film on DVD
- g** listening to a song
- h** controlled oral language practice dialogues



| Promote language noticing | Provide language acquisition opportunities |
|---------------------------|--------------------------------------------|
|                           |                                            |

## 27 Sociolinguistic perspectives

### Summary

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| <b>Focus</b>       | Background to teaching                                                            |
| <b>Aims</b>        | To introduce the field of sociolinguistics and key terminology associated with it |
| <b>Contexts</b>    | New or experienced in-service teachers                                            |
| <b>Duration</b>    | 75–90 minutes                                                                     |
| <b>Preparation</b> | Photocopy all three worksheets for each trainee.                                  |

### Lead in

Put trainees in small groups and ask them to discuss these questions:

- How many different people have you communicated with today either by speaking or writing? What variations, if any, did you make to the language you used?
- Why did/didn't you vary your language?

Conduct feedback, eliciting examples from the trainees.

- 1 a and b** Ask trainees to do 1a alone and then check their answers in small groups. Ask trainees to then discuss the questions in 1b. Conduct feedback.



1a

- 1 man/husband and wife – wedding ceremony
- 2 remain silent – police arrest language
- 3 an emergency – plane safety announcement
- 4 you can't refuse – the film *The Godfather*
- 5 your glasses – toast at a wedding reception
- 6 reasonable doubt – a trial

**1b** The expressions are set phrases associated with specific situations and contexts in society, all of which have typical language that we are able to recognise.

- 2** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.



True: 1, 2, 5, 6, 8



Emphasise the fact that all the wrong answers have a prescriptive element to them. Point out that description rather than prescription is at the heart of sociolinguistics.

- 3** Put trainees in small groups to discuss these questions. Explain that you don't expect them to know the answers and that you will return to these questions after reading the text. Conduct feedback, but do not give definite answers.

- 4a** Allow trainees time to read the text, and then check their answers in pairs. Conduct feedback.



3

- 4b** Put trainees in pairs to do this task. Conduct feedback.



1 domain 2 style 3 gender 4 register  
5 language variety 6 gender 7 jargon

- 4c** Ask trainees to discuss the questions from Task 3 again in small groups. Conduct feedback.



- 1 *Style* refers to level of formality; *register* refers to language (both vocabulary and grammar) used by speakers (or writers) to talk about something specific in a specific context; *jargon* is terminology (usually lexical) connected with specific professions, hobbies and sports groups.
- 2 A *language variety* is a general term to talk about different kinds of language used in particular contexts or settings. A *domain* is a more specific term connected to particular situations, e.g. 'home' or 'work' where who you talk to and what you talk about determines the kind of language used.
- 3 The first meaning of *gender* relates to the ways in which men and women use language differently; the second use of the term (not mentioned in the text) refers to noun categories in certain languages, i.e. whether they are of masculine or feminine gender.

- 4 d and e** Put trainees in pairs to do these tasks. Conduct feedback.



4d 1c 2a 3c 4b 5b 6a

**4e 1** Trainees can suggest any term, e.g. concept checking, activating schemata, lead in, gist reading, etc.

- 5 a and b** Put trainees in small groups to do these tasks. Conduct feedback.



**5a Study:** The language is likely to be neutral, but the learner may use polite language if making requests for information. There is likely to be some academic jargon related to the content of the essay.

**Leisure:** The rivals are likely to know each other, so their communication is likely to be direct and possibly aggressive. However, it might also be good-natured and teasing, and more sportsmanlike.

**Sales:** Because the topic of the conversation is delicate, both speakers may blend familiarity with tentativeness so that friendly relations are maintained. However, if they are very good friends and used to being direct with each other, they may get straight to the point.

**Bureaucracy:** The language of the asylum seeker may range considerably from assertive and perhaps demanding to being ingratiating and hoping to create a good impression. The immigration officer will be trying to maintain a neutral stance, but using a firm and direct style of language that represents the prevailing government policy.

### Reflection task

- To what degree do you feel you take account of sociolinguistic issues that concern language varieties in your day-to-day teaching?



## 27 Sociolinguistic perspectives

### 1 What comes next ...?

1a Complete the following statements with two or three words.

- 1 I now pronounce you .....
- 2 You have the right to .....
- 3 In the unlikely event of .....
- 4 I'm going to make you an offer .....
- 5 Ladies and gentlemen, raise .....
- 6 You must decide if he is guilty beyond .....

1b Discuss these questions:

- 1 Where do these phrases come from?
- 2 Why are you able to recognise and complete the phrases?

### 2 What does a sociolinguist do?

Which of the following statements are true when describing the work of a sociolinguist?

#### Job description

- 1 ☒ is interested in the role between language and society
- 2 ☐ is aware that many societal behaviours and patterns are linguistic
- 3 ☐ ranks native speakers from most proficient to least proficient
- 4 ☐ encourages native speakers to alter their linguistic patterns
- 5 ☐ examines the way in which speakers convey social meaning
- 6 ☐ looks at the relationship between social structures and the language that is used within these structures
- 7 ☐ tries to break down social structures so that native speakers are linguistically consistent
- 8 ☐ is interested in the relationship between language forms and different contexts

### 3 Key terms

3 Discuss these questions:

- 1 What do you think is the difference in meaning between the following terms: *style*, *register* and *jargon*?
- 2 What do you think is the difference in meaning between a *language variety* and a *domain*?
- 3 In the context of sociolinguistics the term *gender* has two meanings. What do you think they are?

### 4 Reading

4a Read the excerpt on sociolinguistics by Bernard Spolsky in worksheet 2 and choose the best answer.

This excerpt looks at ...

- 1 ... how family contexts affect language use.
- 2 ... how different social groups vary the formality of the language they use.
- 3 ... how language changes according to social context.

# 27 Sociolinguistic perspectives

## Styles

[...]

A first useful explanation is provided by the notion of **style** and the related dimension of **formality**. At times, we are more careful, and at times we are more relaxed in our speech or writing, just as at times we are more careful or more relaxed in other kinds of behaviour, like how we dress or eat. This varying level of attention to variety forms a natural continuum, the various levels of which can be divided up in different ways. Each language has its own way of doing this: some, like Javanese or Japanese, have a finely graded set of levels, marked specifically in morphological and lexical choice.

[...]

## Specialised varieties or register and domains

[...]

A third set of variations concerns the special variety (or **register**) especially marked by a special set of vocabulary (technical terminology) associated with a profession or occupation or other defined social group and forming part of its **jargon** or in-group variety. People who work at a particular trade or occupation develop new terms for new concepts. Phrases like **hacking** and **surfing the net** have no obvious meaning to those who are not keeping up with the computer revolution. Terms like **sticky wicket** and **hit for a six** are understood best by people with some experience of cricket.

A specialised jargon serves not just to label new and needed concepts, but to establish bonds between members of the in-group and enforce boundaries for outsiders. If you cannot understand my jargon, you don't belong to my group. (You might have noticed how in this series of books, the writers are careful to identify new terms by putting them in **bold**, and to explain them in a glossary, all to make it easier for the novice reader to join the group of experts.)

Australian aboriginal secret societies developed their own special forms of language. Thieves and underworld jargons (sometimes called **cant**) are another example. The goal of these was often to make it hard for the outsider to understand conversations. This is not limited to the underworld. In Alsace, where the fact that so many people knew German made Yiddish more widely understandable, Jewish horse traders were reported to have used a great number of Hebrew terms for numbers and parts of a horse so as to keep their language secret. In the course of time, these terms might get known by all professionals in the field, and form part of the register of horse-traders. Gangs and other closed peer groups often develop their own forms of jargon to serve as markers of group membership and also to make their speech less intelligible to outsiders.

Dialects, styles, and registers as we have presented them are ways of labelling varieties of language. The starting point of our classification is the linguistic variation, which we attempt to explain by associating it with a specific set of social features. We might choose to work in the reverse direction, by classifying social situations, and then naming the variety that is suitable for it. A register is a variety of language most likely to be used in a specific situation and with particular roles and statuses involved. Examples might be a toast at a wedding, sports broadcast, or talking to a baby.

[...]

A useful way of classifying social situations is to analyse them into three defining characteristics: place, role-relationship and topic. Together, these make up a set of typical **domains**. One common domain is home. Domains are named usually for a place or an activity in it. Home, then, is the place. The role-relationships associated with *home* (the people likely to be involved in speech events) include family members (mother, father, son, daughter, grandmother, baby) and visitors. There are a suitable set of topics (depending on the cultural pattern) such as activities of the family, news about family members, the meal, the household. A particular variety of language is appropriate to the domain. In a multilingual community, different languages may well be considered for different domains. In a multilingual family, different role-relationships might involve different language choice. For instance, husband and wife might use one language to each other, but father and children might use another.

Another common domain is work. The place might be a factory or an office or a store. The role-relationships include boss, worker, colleague, customer, foreman, client, to mention just a few. The topics are work-related. Now we can understand some of the sociolinguistic complexity that occurs when two people who have one role-relationship at home (such as father and son) have another at work (boss and worker, for instance). When they speak, they can choose a register or language variety to show which relationship is dominant at the time.

Spolsky, B. (1998) *Sociolinguistics*, Oxford: Oxford University Press. pp.31–35.

### 4b Below are definitions for all the terms in Task 3. Can you match the terms to the definitions?

- 1 This is a social situation where the place, the participant roles and the subject of conversation are all defined.
- 2 This concerns the level of linguistic formality used by speakers in different situations.
- 3 This is a grammatical class, for example, some nouns in languages can belong to one class or another.
- 4 All the language used by a specific group of speakers, for example, colleagues, members of a sports team in a specific context.
- 5 A more general term used to indicate any language that can be identified in a particular way.
- 6 Noticeable differences in the kind of language used by men and women.
- 7 Specific language, particularly vocabulary, usually associated with a particular field of work or social group.

### 4c Look at Task 3 again. Discuss the questions again.

## 27 Sociolinguistic perspectives

**4d** Choose the best answer **a–c** for each statement/question 1–6 in relation to the information in the text.

- 1 In any language, the formality continuum ...
  - a has very similar ways of dividing up language.
  - b contains more examples of language at the relaxed end of the continuum.
  - c is made up of different word forms and kinds of words.
- 2 Language registers are associated with ...
  - a different groups of people in society.
  - b mostly different workplaces.
  - c groups that take part in social activities such as sports or hobbies.
- 3 Jargon can help to ...
  - a welcome new members into an in-group.
  - b educate readers of academic literature.
  - c forge links between members of specific social groups.
- 4 The most appropriate way to define language variety is ...
  - a to crack the unintelligible code used by some groups in society.
  - b to either link language to social features or to define a social situation and outline language associated with it.
  - c to define the roles people take in social events and brainstorm examples of language typically used at those events.
- 5 Which of the following can be labelled as a domain?
  - a two people talking at a bus stop
  - b two friends discussing their love lives in a restaurant
  - c two colleagues having a chat
- 6 The writer makes the point that ...
  - a a relationship change brought about by a change of place will probably result in a change of language.
  - b role-relationships do not tend to vary when the place of a conversation changes.
  - c the dominant partner in a role-relationship determines what register will be used by the two speakers.

**4e** Discuss these questions:

- 1 What jargon can you think of associated with English language teaching methodology? Think of two or three examples.
- 2 Is there any jargon or a register that you are familiar with that is not associated with your job?
- 3 Can you think of a specific domain that you have participated in at some stage in the past week? Give an example.
- 4 Do you belong to a family or know of any families that is/are multilingual and use(s) different languages for different domains?

### 5 Different domains

**5a** Four different domains are listed below. For each one, a place, role-relationship and topic are indicated. Work in groups and decide what kind of language would be used in each domain.

| Domain      | Place                 | Role-relationship                                     | Topic                                 |
|-------------|-----------------------|-------------------------------------------------------|---------------------------------------|
| Study       | University            | Lecturer and learner                                  | Content of next essay                 |
| Language:   |                       |                                                       |                                       |
| Leisure     | Athletics club        | Two rivals                                            | Upcoming race                         |
| Language:   |                       |                                                       |                                       |
| Sales       | Local electrical shop | Shop assistant and customer who are also good friends | Faulty MP3 player bought in shop      |
| Language:   |                       |                                                       |                                       |
| Bureaucracy | Immigration office    | Immigration officer and asylum seeker                 | Asylum seeker's application to remain |
| Language:   |                       |                                                       |                                       |

**5b** For each domain, change one of the characteristics (place, role-relationship, topic). How does the language used change?

# 28 World Englishes

## Summary

**Focus** Background to teaching

**Aims** To explore the spread of global English

**Contexts** New or experienced in-service teachers

**Duration** 75–90 minutes

**Preparation** Photocopy all three worksheets for each trainee. Cut up the role cards for Task 4a from the appendix, p.126.

## Lead in

Ask trainees to discuss in pairs:

- What language/dialect did you speak as a child?
- Do you believe there is a standard version of English?

Conduct feedback.

- 1a** Give each trainee a copy of worksheet 1. Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

**1b** 1b 2b 3a 4a 5a 6b 7b 8a

- 1b** Put trainees in small groups to discuss these questions. Conduct feedback.

- 1** It is mostly considered a native variety.  
**2** It is considered a Creole because it is now learned as a mother tongue.  
**3** This can vary depending on individual contexts. Generally speaking, first names are used in Australia and in New Zealand. In the UK and the USA, speakers may use a mix of first names and family names with the title Mr, Mrs, Ms or Miss.

- 2a** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

**Inner Circle:** New Zealand, Canada  
**Outer Circle:** Nigeria, Philippines, Singapore, Malaysia, Pakistan  
**Expanding circle:** Italy, Korea, Russia

- 2b** Put trainees into small groups to discuss this question. Conduct feedback.

**The distinctions are reasonably clear with the examples above. However, is South Africa with its varied linguistic history an Inner or Outer Circle country? Most Outer Circle countries have a colonial history.**

- 3a** Give each trainee a copy of worksheet 2. Ask trainees to do this task alone. Allow trainees time to read the text. Put trainees in pairs to check answers. Conduct feedback.

**1**

- 3b** Give each trainee a copy of worksheet 3. Ask trainees to do this task alone. Conduct feedback.

**Spread of English due to:**  
**1** Imperialism/linguicism  
**2** desire of people to learn English because of its utility.  
**Evidence of 1:**  
*Anglo varieties of written English are often considered superior.*  
**Evidence of 2:**  
*People worldwide seek out opportunities to learn English.*  
**Evidence of the influence of both arguments:**  

- people need to learn English as an international language but fear threat to local languages and culture
- local Englishes reflect local culture and ways of thinking
- knowledge of Chinese culture has been spread through translations in English
- in the future, Western values are likely to be challenged through the medium of English

**Classification of English**  

- Monomodel English: Single, homogeneous variety of English → international language
- Polymodel English: Assumes English is variable (acquisition, function, context)

- 4a** Give half the trainees role card A, and half the trainees role card B from the appendix, p.126. Put them in groups with trainees who have the same role card, to discuss what they will say.

- 4b** Put trainees in A and B pairs to act out the role play.

- 5** Put trainees into small groups to discuss these questions. Conduct feedback.

**Teachers can often feel strongly about some of these issues, so there may be some heated discussion. In general, there is a tendency (certainly amongst sociolinguists) to view native-speaker English as just one of many varieties.**

## Reflection task

- There is now much debate about an *International English* as spoken by non-native speakers. What are your thoughts on having a variety of English of this kind? What could become the dominant variety – this or a native-speaker variety?



# 28 World Englishes

## 1 Guesswork – some key terms

### 1a Which definition do you think is correct for each term?

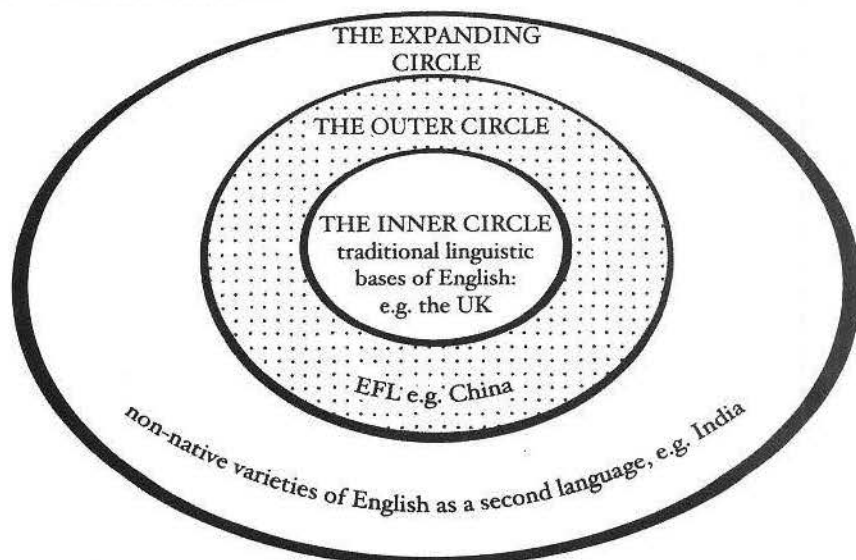
- 1 native variety
  - a a pure variety of English spoken only by people born in that country
  - b a variety of English considered to be older and more influential
- 2 nativised variety
  - a a variety of English spoken by populations colonised in the 19th and 20th centuries
  - b a variety of English influenced by local cultures and languages
- 3 lingua franca
  - a a common language used by different people to communicate with each other
  - b a simplified version of a language which is easy to learn
- 4 pidgin language
  - a a language born as a result of the contact between two different languages
  - b an ad-hoc language invented by colonisers to communicate with local people
- 5 Creole
  - a a pidgin language that is learned as a mother tongue
  - b a pidgin language that has official recognition
- 6 cultural norm
  - a rules about appropriate cultural behaviour
  - b typical cultural behaviour
- 7 linguicism
  - a where a society is divided into specific language groups, creating new local languages
  - b where one language group assumes linguistic superiority to other language groups, resulting in the extinction of local languages
- 8 linguistic imperialism
  - a where the language of one culture invades and dominates the language and culture of another country
  - b where a dominant country seeks to take political control of another country by means of language



### 1b Discuss these questions:

- 1 Do you think Australian English is considered a native variety or a nativised variety?
- 2 Do you think that Jamaican Patois (not Jamaican English) is considered a pidgin language or a Creole?
- 3 In your country, what is the cultural norm for addressing a work colleague who you report to?

## 2 World Englishes



### 2a Add the following countries to a circle.

Nigeria, Italy, New Zealand, Philippines, Korea, Singapore, Canada, Russia, Malaysia, Pakistan

### 2b Discuss this question:

How clear is the distinction between the circles?

# 28 World Englishes

## 3 Reading: English as an International Language or World Englishes?

3a Read the text and decide which is the best summary:

- 1 A discussion about why English has spread so widely and the consequences of the spread for the language itself
- 2 A discussion about how the linguistic imperialism of English has created many varieties of English
- 3 A discussion about how the pragmatic choice of people across the world to learn English has created many varieties of English

The political debate over the spread of English centres around two questions: (1) is it due to imperialism or linguisticism; or (2) is it due to a genuine desire of people to learn English because it has become so useful and because it can be adapted to suit the cultural norms of the people who speak it? I return to this debate in more depth in Part C and here simply provide an introduction to it. In a way, this is a debate about one English and many Englishes. Those who see imperialism as the cause argue that it is British and, to an increasingly greater extent, American English, that is being spread across the world. They argue that British and American English necessarily bring with them Anglo-cultural norms and that to learn this English means adopting British and American culture. As Rahman (1999) has argued in the case of Pakistan, English 'acts by distancing people from most indigenous cultural norms' (cited in Phillipson, 2002: 17).

There is little doubt that the certain varieties of English are considered superior in a range of international contexts. Academic publications in the United States and Britain favour articles written in Anglo varieties and which follow Anglo rhetorical styles. This has led scholars such as Swales (1997), Ammon (2000) and Kandiah (2001) to consider how any possible prejudice against scholars who are either speakers of different varieties of English or who are second language speakers of English can be addressed.

Phillipson's (1992) elegant argument for the linguistic imperialism thesis has won many followers. Needless to say, however, there are many who disagree with his analysis and who argue that, far from being forced upon people unwillingly, English has been actively sought out by people throughout the world (Conrad, 1996; Davies, 1996; Li, 2002b; Brutt-Giffler, 2002). In their view, people are making sensible and pragmatic choices; they are not being coerced into learning English. And, far from English being a purveyor of Anglo-cultural norms, the development of new varieties of English shows how English can be adapted by its speakers to reflect their cultural norms.

Kandiah (2001) sees both motivations in action and feels that there is an inherent contradiction for people in postcolonial countries. On the one hand, people realise they need to learn English as it is the international language. On the other, they fear that the need to use English in so many situations and for so many functions will threaten their own language, cultures and ways of thinking. Yet, as Kachru and other have argued, local Englishes reflect local cultures and ways of thinking. Second, many non-Anglo or non-Western ways of thinking have received international attention through English. To take just three examples from Chinese culture, traditional Chinese medicine, the writings on the Art of War by Sun Zi and the tenets of Confucianism are now much better known in the West than in the past, precisely because this Chinese cultural knowledge and these Chinese ways of thinking have been disseminated through English. As Jacques (2005) has argued, with the rise in power of India and China, American and Western values will be contested as never before. It is highly likely that they will be contested through the medium of English.

In closing this chapter, I want to introduce a conundrum that we face in an attempt to standardise and classify World Englishes. We like models and norms. The conundrum that we have to solve is that we are faced with many models all of which are characterised by internal variation. This has been pointed out by Kachru in his call for a 'polymodel' approach to replace a 'monomodel' approach (1992a: 66). A monomodel approach supposes that English is homogenous, a single variety, it is 'English as an international language'. In Kachru's view, this approach ignores the incontrovertible fact that English is actually characterised by variety and variation. A polymodel approach, on the other hand, supposes variability. Kachru lists three types: 'variability related to acquisition; variability related to function; and variability related to context of the situation' (1992a: 66).

Kirkpatrick, A. (2007) *World Englishes*, Cambridge: Cambridge University Press. pp.35–37.

# 29 Course design

## 1 What would you include?

You have been asked to create a course that aims to develop the spoken ability of intermediate learners. Look at the following suggestions of lists of linguistic features to include in the programme and tick an appropriate column.

| A list of ...                                            | Include | Maybe include | Don't include |
|----------------------------------------------------------|---------|---------------|---------------|
| 1 ... speaking micro strategies such as turn-taking      |         |               |               |
| 2 ... functional exponents (suggestions, agreeing, etc.) |         |               |               |
| 3 ... communication tasks that learners can do           |         |               |               |
| 4 ... grammar structures                                 |         |               |               |
| 5 ... phonological features                              |         |               |               |
| 6 ... topics to be covered                               |         |               |               |
| 7 ... formal discourse markers                           |         |               |               |
| 8 ... spoken genre, e.g. explanations, narratives, etc.  |         |               |               |

## 2 What does course design entail?

2a Numbers 1–10 outline different steps involved in designing a course. Your trainer will give you the steps to order. Afterwards, record your answers below.



- 1 A decision is made on how to sequence the content of the course.
- 2 The aims and objectives of the course are determined.
- 3 The teacher conducts a thorough needs analysis with learners who will follow the programme.
- 4 The course programme is written up as a formal document to be given to learners.
- 5 The teacher writes a course rationale.
- 6 The teacher decides which kind of syllabus framework will best meet the needs of the learners.
- 7 The teacher consults with different stakeholders other than the learners who will be involved in the programme.
- 8 Suitable teaching materials are found or created.
- 9 The teacher decides on the course content.
- 10 The teacher begins to deliver the course.

2b Discuss these questions:

- 1 Do you always follow the steps above when planning a course? Why / why not?
- 2 If it is not possible to follow this procedure strictly, what aspects of this approach do you try and use?

## 29 Course design

### Summary

|                    |                                                                                                         |
|--------------------|---------------------------------------------------------------------------------------------------------|
| <b>Focus</b>       | Background to teaching                                                                                  |
| <b>Aims</b>        | To explore syllabus and course design in theory and in practice                                         |
| <b>Contexts</b>    | New or experienced in-service teachers                                                                  |
| <b>Duration</b>    | 75–90 minutes                                                                                           |
| <b>Preparation</b> | Photocopy all three worksheets for each trainee. Cut up the steps for Task 2a from the appendix, p.126. |

### Lead in

Ask trainees to think of different learning experiences they have had. They should discuss the following questions:

- Was there a syllabus for the course programme? How aware were you of the syllabus? How important did you think it was?

Conduct feedback by eliciting examples from trainees.

- 1 Ask trainees to do this task alone, and then check answers in small groups. Conduct feedback.

- 1 include
- 2 include
- 3 include
- 4 maybe include – grammar can be viewed as 'generative' and therefore allowing learners to communicate, but a historically strong grammar focus in syllabuses suggests that it may not be that useful, given the course programme aims
- 5 include
- 6 include – learners need to talk about something and it is perhaps useful to think of different topics
- 7 don't include – formal discourse markers are much more likely to be found in written language
- 8 include

- 2a Put trainees in pairs to do this task. Give them the cut-out steps from the appendix, p.126 to order. Then ask them to check their answers with another pair. Conduct feedback.

- 3, 7, 2, 6, 5, 9, 1, 8, 4, 10

- 2b Ask trainees to discuss these questions in pairs. Conduct feedback.

- 1 Practical demands of many teaching contexts preclude implementing course design methodology of this nature. However, teachers can still apply many of these principles and think about the course aims, the needs of the learners and the supplementing of coursebook material.

- 3a Give each trainee a copy of worksheet 2. Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

- 1 multi-strand and skills-based syllabuses are **not** mentioned
- 2 task-based syllabus – d functional syllabus – a process syllabus – b formal syllabus – c

- 3b Give each trainee a copy of worksheet 3. Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

- The answers in **bold** are suggestions only and any other variations with the same meaning are acceptable.  
Paragraph 1: Functional syllabuses grew out of applied linguists' **frustration** that learners **failed to use** language that they had studied in the classroom in the real world.  
Paragraph 2: One argument against functional syllabuses is that the language they focused on tended to **restrict** learners' **ability to express themselves outside certain contexts**.

Paragraph 3: A second argument against functional syllabuses was that **like** formal syllabuses they were a list of separate bits of knowledge that learners **were expected to acquire in decontextualised language-focused activities**.

Paragraph 4: Task-based syllabuses aim to provide **acquisition** opportunities for learners inside the classroom. They do this by means of a series of tasks that allow learners to **interact and negotiate meaning**. This process allows learners to gradually fine-tune their linguistic skills.

Paragraph 5: [...] This approach puts teaching and learning processes **at the heart** of the content that is to be taught.

Paragraph 6: Involving learners in the process of deciding the content of a course programme provided them with opportunities for **authentic language use**, which helps develop their knowledge and skills. This discussion of the learning programme was a way of providing meaningful content for **learners**.

- 4a Elicit some possible sources of information for needs analysis. Put trainees in pairs to do this task, and then check answers with another pair. Conduct feedback.

- 2 & 3: teaching resource stock-takes; a review of the administration requirements for a course 5–8: language tests; questionnaires; diagnostic lessons; conducting observations of learners in different classes; 10 & 11: progress reports on previous study; examples of learners' work from previous classes 13: discussions of stakeholder expectations

- 4b Ask trainees to create a plan in small groups. Conduct feedback.

### Reflection task

- When creating a course programme, to what extent do you think it is possible to really meet the needs of all of your learners?



## 29 Course design

**3b** Correct the information in the paragraph summaries.

### Paragraph 1

Functional syllabuses grew out of applied linguists' satisfaction that learners succeeded in using language that they had studied in the classroom in the real world.

### Paragraph 2

One argument against functional syllabuses is that the language they focused on tended to confuse learners about what language to use in what context.

### Paragraph 3

A second argument against functional syllabuses was that unlike formal syllabuses they were a list of separate bits of knowledge that learners learnt in context.

### Paragraph 4

Task-based syllabuses aim to provide grammar learning opportunities for learners inside the classroom. They do this by means of a series of tasks that allow learners to study grammar rules. This process allows learners to gradually fine-tune their linguistic skills.

### Paragraph 5

The 1980s saw the development of a second approach to syllabus design that is based on how learners learnt, not what they learnt. This approach puts teaching and learning processes in the background of the content that is to be taught.

### Paragraph 6

Involving learners in the process of deciding the content of a course programme provided them with opportunities for highly controlled language practice, which helps develop their knowledge and skills. This discussion of the learning programme was a way of providing meaningful content for teachers.

## 4 Getting needs analysis information

**4a** Put the following sources of information in the correct box in the diagram below.

- discussions of stakeholder expectations
- language tests
- conducting observations of learners in different classes
- examples of learners' work from previous classes
- a review of the administration requirements for a course (e.g. attendance requirements)
- progress reports on previous study
- teaching resource stock-takes
- questionnaires
- diagnostic lessons

Teachers can gather information ...

|                       |                     |                                                    |
|-----------------------|---------------------|----------------------------------------------------|
| ... for themselves    | ... by means of ... | 1 Reading the opinions of experts                  |
|                       |                     | 2 .....                                            |
|                       |                     | 3 .....                                            |
| ... from learners     |                     | 4 One-to-one interviews                            |
|                       |                     | 5 .....                                            |
|                       |                     | 6 .....                                            |
|                       |                     | 7 .....                                            |
|                       |                     | 8 .....                                            |
| ... from colleagues   |                     | 9 Meetings                                         |
|                       |                     | 10 .....                                           |
|                       |                     | 11 .....                                           |
| ... from stakeholders |                     | 12 Information about real-world contexts and tasks |
|                       |                     | 13 .....                                           |

**4b** You have been asked to create an EAP course for a university that you are working for. Work out a plan for carrying out needs analysis.

# 29 Course design

## 3 Reading

3a 1 Read the text and underline the four syllabuses that are discussed from the list below.

- |                       |                       |
|-----------------------|-----------------------|
| task-based syllabus   | skills-based syllabus |
| functional syllabus   | process syllabus      |
| multi-strand syllabus | formal syllabus       |

2 Match the four syllabuses to the definitions.

- a a syllabus that focuses on how language is used in different real-life contexts
- b a syllabus that involves learners in classroom decision making about what to learn
- c a syllabus that focuses on language systems and skills ability
- d a syllabus that focuses on a series of tasks that provide learners with opportunities to negotiate meaning

### Background [to syllabus design]

- 1 Before the advent of communicative language teaching (CLT) in the late 1970s, it was widely accepted that the syllabus should focus upon linguistic knowledge and the skills of listening, reading, speaking and writing, usually in that order. In the 1970s, research in the social and conversational use of language, coupled with growing dissatisfaction with learners' apparent failure to use linguistic knowledge outside the classroom which they had gained within it, initiated a major change in syllabus design. Applied linguists advocated a focus upon *language use* rather than the formal aspects of language (e.g. Council of Europe 1971; Wilkins 1972b; Brumfit and Johnson 1979). The initial phase of this transition was exemplified in the development of functional syllabuses focusing upon particular purposes of language and how these would be expressed linguistically.  
[...]
- 2 In the early 1980s this functional movement in syllabus design became challenged from two directions. The teaching of a repertoire of functions or special purpose language was considered by some as limiting the learner's potential to certain fixed communicative situations or fixed social and occupational roles. They argued that a focus upon formal aspects of language at least allowed learners to generalise from one situation or communicative demand to another on the basis of the system of rules and the range of vocabulary that they have learned (Brumfit 1981; Wilkins *et al.* 1981).
- 3 The second challenge echoed earlier doubts expressed about formal syllabuses. Both types of syllabus could be seen as 'synthetic' in that learners were expected gradually to accumulate separated bits of knowledge, be they forms or functions, largely through de-contextualised language-focused activities before applying such knowledge as typically synthesised in real communication.  
[...]
- 4 **Task-based syllabuses** had their origins in research on second language acquisition (SLA) during the 1980s. Building upon discoveries from first language (L1) acquisition and Krashen's influential view that language was best acquired through the learner's focus upon meaning in the input provided to the learners (summarised in Krashen 1985), researchers began to focus upon how learners interacted in order to negotiate meaning both inside and outside the classroom (Hatch 1978; Long 1981; for a review, see Pica 1994). From this perspective, a learner's use of the formal and social conventions governing language were seen to serve the struggle for meaning during interaction. The goal of the syllabus designer or teacher therefore became the provision of suitable tasks to encourage interaction and, through it, negotiation for meaning. In essence, a learner's expression and interpretation of meaning during appropriate tasks would enable the acquisition and refinement of linguistic knowledge and its social use. Some researchers and practitioners therefore proposed that task should be the key unit within the syllabus rather than aspects of language, be these formally or functionally identified (Breen *et al.* 1979; Prabhu 1984; Long 1985b; Candlin and Murphy 1987; Long and Crookes 1992).  
[...]
- 5 ... a second proposal for syllabus design in the 1980s was derived from educational perspectives on curriculum design and the teaching-learning process. A key argument was that *what* learners have to learn and *how* teaching and learning are done are unavoidably interrelated. Content, teaching methodology and learning constantly interact and influence each other during classroom work so that the teaching and learning process is itself a highly significant part of the content of language lessons (Postman and Weingartner 1969; Freire 1970 [1996], 1972; Stenhouse 1975; Breen and Candlin 1980).  
[...]
- 6 In essence, collaborative decision-making and different aspects of the teaching-learning process in the classroom could be seen as a *meta-task* which involves learners in authentic opportunities to use and develop their knowledge and capabilities whilst, at the same time, calling upon their responsible engagement in the learning process within the classroom group. A **process syllabus** was therefore proposed as providing a framework for such classroom decision-making (Breen 1984). This type of syllabus identified negotiation about the purposes, contents and ways of working as a meaningful part of the content of lessons or series of lessons.

Breen, M. P. (2001) 'Syllabus design' from *The Cambridge Guide to Teaching English to Speakers of Other Languages*, Cambridge: Cambridge University Press. pp.152-4.

# 30 Testing and evaluation

## 1 Guessing key terms

1a Below is a list of key test types. What do you think these terms mean? Can you think of examples?

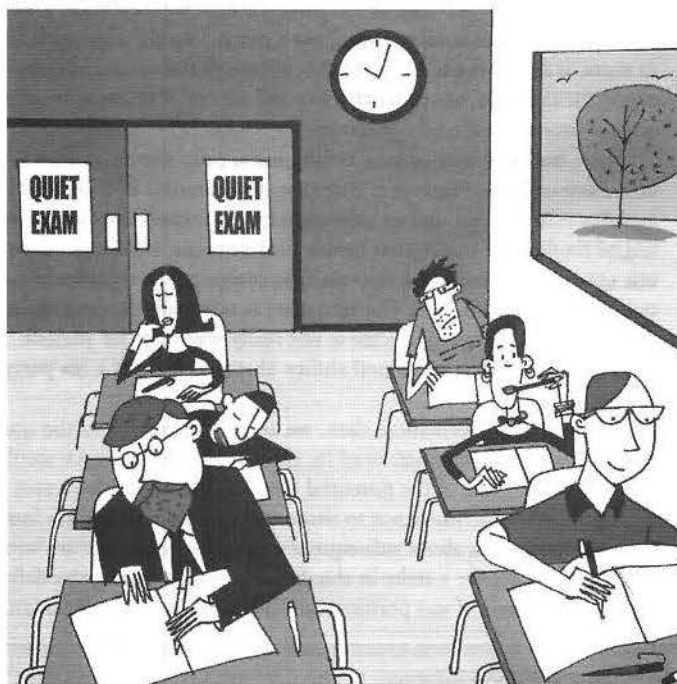
- |                    |                              |
|--------------------|------------------------------|
| 1 proficiency test | 6 indirect testing           |
| 2 achievement test | 7 discrete-point test        |
| 3 diagnostic test  | 8 integrative test           |
| 4 placement test   | 9 norm-referenced test       |
| 5 direct testing   | 10 criterion-referenced test |

1b Below are some examples of tests or descriptions of kinds of testing. Match them to the terms above which they exemplify.

- a A word-transformation task where learners have to change the form of a word to test their ability with word formation. Examples can be found in paper 3 of FCE and CAE.
- b A role play that a teacher asks learners to do in class in order to ascertain whether they can use the present perfect or not.
- c A test for nurses that aims to evaluate their language performance in a typical nursing situation. The person evaluating the nurses refers to some 'can do' statements.
- d An exam like FCE, CAE or CPE which aims to determine a learner's overall competence in English.
- e A speaking task that aims to check learner's overall speaking ability (fluency, accuracy, interactive ability, strategic ability).
- f A reading test that is designed in such a way that it tells the teacher how good a reader the learner is in relation to others in the school.
- g A test written by a teacher to check how well learners have learnt the material in the course programme.
- h A test that involves learners first doing some reading followed by writing in order to test their reading skills as well as grammar, vocabulary and discourse management.
- i A listening test that is used to check learners' ability in English pronunciation.
- j A grammar, vocabulary and listening test coupled with a spoken interview. All this information is used to work out what class a learner should join.

1c Complete the following definitions of the different test types by choosing one of the two words in bold.

- 1 Proficiency tests aim to determine learners' overall **communication** / **ability** in a language and are not related to any training they might have had.
- 2 Achievement tests typically come at the end of language courses and try to determine whether a learner or learners have been **successful** / **motivated** at achieving the aims of the course. They can also be used to evaluate the course itself.
- 3 Diagnostic tests help teachers **improve** / **discover** learners' linguistic strength and developmental needs.
- 4 Placement tests are typically used at the beginning of a course. Their aim is to give a teacher or an institution a **linguistic** / **affective** profile of a learner that will allow them to place the learner at an appropriate point in a learning programme.
- 5 Direct testing means that test-takers have to **improve** / **deploy** the very skill that is being evaluated.
- 6 Indirect testing tries to evaluate competencies that **underpin** / **develop** the skills that are being tested.
- 7 Discrete point testing involves testing one **word** / **item** on an individual basis.
- 8 Integrative testing means that test-takers have to **sort out** / **use** different language systems and/or skills when performing one test activity.
- 9 Norm-referenced tests **compare** / **standardise** the performance of test-takers to each other.
- 10 Criterion-referenced tests measure test-takers language **understanding** / **ability** in relation to a specific standard. They are not concerned with test-takers performance in relation to each other.





# 30 Testing and evaluation

## Summary

|                    |                                                                                          |
|--------------------|------------------------------------------------------------------------------------------|
| <b>Focus</b>       | Background to teaching                                                                   |
| <b>Aims</b>        | To introduce the theory behind testing and raise awareness of key concepts related to it |
| <b>Contexts</b>    | New or experienced in-service teachers                                                   |
| <b>Duration</b>    | 75–90 minutes                                                                            |
| <b>Preparation</b> | Photocopy all three worksheets for each trainee.                                         |

## Lead in

Ask trainees to think of different tests they themselves have done or forms of assessment and evaluation they have undergone. They should discuss the following questions:

- How did you feel about the test or the evaluation?
- Did you think it was fair and transparent? Why / why not?

Conduct feedback by eliciting examples from trainees.

- 1 a and b** Give each trainee a copy of worksheet 1. Put trainees in small groups to do these tasks. Conduct feedback.

**1d 2g 3b 4j 5e 6i 7a 8h 9f 10c**

- 1c** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

**1 ability 2 successful 3 discover 4 linguistic  
5 deploy 6 underpin 7 item 8 use  
9 compare 10 ability**

- 2a** Give each trainee a copy of worksheet 2. Put trainees in groups to discuss these questions. Conduct feedback.

- 2b** Ask trainees to check their ideas by reading the text. Conduct feedback.

- 1** The text defines criterion as 'relevant communicative behaviour in the target situation'. In other words, what a non-native speaker would need to say or write to communicate effectively in a real-world context.  
**2** The text indicates clearly that tests can never be real insofar as they can only replicate communicative situations.  
**3** This is the main point made in the excerpt.

- 2c** Give each trainee a copy of worksheet 3. Let trainees read the text again and do this task. Conduct feedback.

- 1** True  
**2** False - it only gives an indication and allows testers to infer how test-takers might perform in the real world.  
**3** False - 'criterion' represents the real-world activity, while 'test' represents a language task that is similar to the real-world activity.  
**4** True **5** True  
**6** False - it indicates the opposite: it doesn't matter how communicative a test is and how similar it is to a real-world task, it is, in the end, a test.  
**7** True

- 8** False - if testers make incorrect judgments it can adversely affect a test-taker's chances of succeeding in doing something important like getting a job or being eligible to emigrate.

- 2d** Ask trainees to discuss these questions in small groups. Conduct feedback.

- 1** It suggests that whatever efforts are made to make a testing situation replicate real-life situations, the fact that assessment is being made can't be avoided.  
**2** While performance-based tests cannot replicate a real-world context, they are more valid than paper-based tests. Further, the preparation for a performance-based test is likely to meet learners' longer-term needs more fully than preparation for a paper-based test.

- 3a** Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.

- 1** Problem of validity because learners lack subject knowledge, so the task is not a fair test of their linguistic ability.  
**2** Problem of validity because it focuses only on two aspects of speaking: accuracy and pronunciation.  
**3** Problem of validity because the test doesn't relate to the course content and the learners' future needs.  
**4** Problem of reliability in the way the two teachers have applied the assessment criteria.

- 3b** Put trainees in small groups to discuss this question. Conduct feedback.

- 1** The topic of the writing task should be changed to something that is familiar to the learners. Ideally, something that has been included in the course.  
**2** The test would have more face validity if it included an extra speaking task that allowed learners to speak freely and interact with each other, e.g. a role play.  
**3** The test needs to be rewritten so it becomes more of a performance-based test that focuses on the skills, strategies and language focused on in the course. The test tasks need to reflect the criterion more closely.  
**4** The teacher and his colleague should do some standardisation of the speaking test. It would be a good idea to film some learners doing the test and get the teachers to discuss the learners' performance in relation to the assessment criteria.

## Reflection task

- What are the strengths and drawbacks of formal tests relative to more informal evaluation of learners?



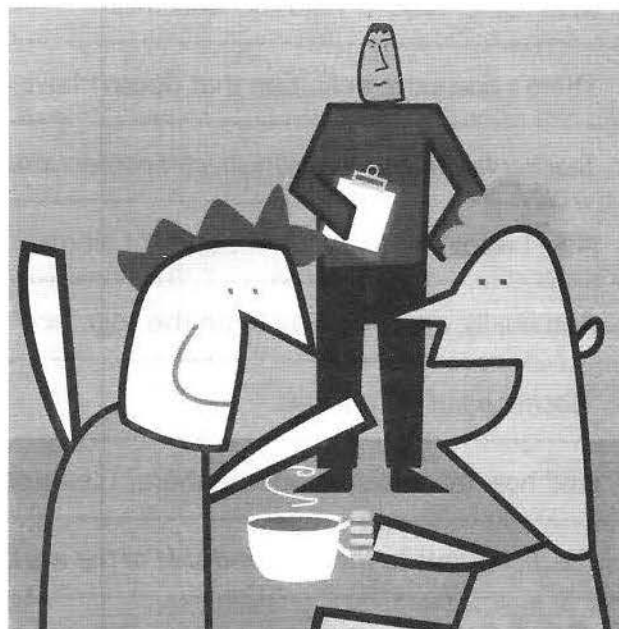
# 30 Testing and evaluation

**2c** Read the text again and decide if the following statements are True or False according to the writer of the excerpt. Correct the False statements.

- 1 In the text, 'criterion' refers to the linguistic competence of a language user in an authentic context.
- 2 A language user's performance in a test that replicates a real-world task gives a very accurate idea of how that user will perform in real life.
- 3 In performance-based tests, the 'criterion' represents a communicative task while the 'test' represents grammatical knowledge.
- 4 If a learner does well in a listening test that is in the form of a lecture, this provides an indication of how that learner might cope with a real lecture.
- 5 Relative to more traditional paper-based tests, performance tests of this kind are better at mirroring criterion-related behaviours.
- 6 The quote about the tea party indicates that performance-based tests are likely to be less threatening than traditional tests.
- 7 In evaluating a learner's performance in a test, we are trying to ascertain whether the learner has the underlying linguistic ability to deal with that kind of situation in the future.
- 8 If we make incorrect judgments about a candidate's performance in a test, we can always get a second opinion from other stakeholders.

**2d** Discuss these questions:

- 1 What is the significance of the quote 'this is a test, not a tea party' for the learner who is doing the test?
- 2 'Because the criterion is ultimately unobservable, trying to test it is a waste of time.' Do you agree with this comment? Why / why not?



## 3 Some problems with tests

**An effective test needs to have reliability (i.e. it provides results that are consistent across a wide range of learners) and validity (i.e. it measures what it is meant to measure).**

**3a** Read the problems described by the teachers below and say whether validity or reliability was lacking.

- 1 **Rachel:** I had to give my learners a writing test at the end of the course. They had to write a descriptive essay about British culture. The problem is we hadn't done a lot writing in the course because it wasn't in the syllabus. Also, none of the materials talked about Britain and only a couple of my learners had been to Britain.
- 2 **Don:** Well, I'm supposed to be doing a speaking test with my learners tomorrow. I had a look at the test and it's just a series of pronunciation drills. I guess my learners will speak, but it seems a bit limited.
- 3 **Renee:** I've been teaching this university preparation course for the past three months. I had a look for their end-of-course test the other day and it's just a whole lot of grammar and vocabulary multi-choice items. For the whole course, I've been telling them that I'm trying to develop their overall ability to cope with university study and this test just doesn't make sense.
- 4 **Larry:** A colleague and I have both been teaching intermediate classes. We've done some team teaching and I've got a feel for how good his learners are, particularly in terms of their speaking. We both did a speaking test the other day and used the same assessment criteria. I passed all of my learners, but this colleague gave all but two of his learners the distinction grade. I just don't believe they are all that good.

**3b** How can the problems in Task 3a be solved?

- 1 .....
- 2 .....
- 3 .....
- 4 .....

# 30 Testing and evaluation

## 2 Reading

2a Discuss the following questions:

- 1 What do you understand by the term *criterion*?
- 2 How real do you think a test can be?
- 3 '... testing is about making inferences'. To what extent do you agree with this statement or not?

2b Read the text and see what the writer has to say about the questions in Task 2a.

### Test purpose

[...]

Whereas achievement tests relate to the past in that they measure what language the students have learned as a result of teaching, *proficiency tests* look to the future situation of language use without necessarily any reference to the previous process of teaching. The future 'real life' language use is referred to as the **criterion**. In recent years tests have increasingly sought to include performance features in their design, whereby characteristics of the criterion setting are represented. For example, a test of the communicative abilities of health professionals in work settings will be based on representations of such workplace tasks as communicating with patients or other health professionals.

[...]

### The criterion

Testing is about making inferences; this essential point is obscured by the fact that some testing procedures, particularly in performance assessment, appear to involve direct observation. Even where the test simulates real world behaviour – reading a newspaper, role playing a conversation with a patient, listening to a lecture – test performances are not valued in themselves, but only as indicators of how a person would perform similar, or related, tasks in the real world setting of interest. Understanding testing involves recognizing a distinction between the *criterion* (relevant communicative behaviour in the target situation) and the *test*. The distinction between test and criterion is set out for performance-based tests in Figure 1.1

| Test                                                                                           | Characterization of the essential features of the criterion influences the design of the test | ← Criterion                                                 |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| A performance or series of performances, simulating/representing or sampled from the criterion | ←                                                                                             | A series of performances subsequent to the test; the target |
| (observed)                                                                                     | → inferences about →                                                                          | (unobservable)                                              |

FIGURE 1.1 *Test and criterion*

Test performances are used as the basis for making inferences about criterion performances. Thus, for example, listening to a lecture in a test is used to infer how a person would cope with listening to lectures in the course of study he/she is aiming to enter. It is important to stress that although this criterion behaviour, as relevant to the appropriate communicative role (as nurse, for example, or student) is the real object of interest, it cannot be accounted for as such by the test. It remains elusive since it cannot be directly observed.

There has been a resistance among some proponents of **direct testing** to this idea. Surely test tasks can be authentic samples of behaviour? Sometimes it is true that the materials and tasks in language tests can be relatively realistic but they can never be *real*. For example, an oral examination might include a conversation, or a role-play appropriate to the target destination. In a test of English for immigrant health professionals, this might be between a doctor and a patient. But even where performance test materials appear to be very realistic compared to traditional paper-and-pencil tests, it is clear that the test performance does not exist for its own sake. The test-taker is not really reading the newspaper provided in the test for the specific information within it; the test taking doctor is not really advising the 'patient'. As one writer famously put it, everyone is aware that in a conversation used to assess oral ability 'this is a test, not a tea party'.

[...]

In judging test performances then, we are not interested in the observed instances of actual use for their own sake; if we were, and that is all we were interested in, the sample performance would not be a test. Rather, we want to know what the particular performance reveals of the potential for subsequent performances in the criterion situation. We look so to speak underneath or through the test performance to those qualities in it which are indicative of what is held to underlie it.

If our inferences about subsequent candidate behaviour are wrong, this may have serious consequences for the candidate and others who have a stake in the decision. Investigating the defensibility of the inferences about candidates that have been made on the basis of test performance is known as **test validation**, and is the main focus of testing research.

## 2 Providing feedback and correction techniques

5

Errors:

|   |                                                 |                                                            |                                                                         |
|---|-------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------|
| ✂ | Are you going to meeting or not?                | I think this exercise is too much difficult.               | I have still not found it.                                              |
|   | If I'll get the job, I'll move to London.       | <input type="checkbox"/><br>This sofa is very comfortable. | It was a really interesting actuality news programme.                   |
|   | Give me a coffee.                               | I'm looking forward to meet him.                           | I'll have the vegetarian pasta. Moreover, I'll have some salad with it. |
|   | He's got a degree from business administration. | I've been cutting my finger with a knife.                  | I come from a small 'willage'.                                          |

Teacher corrections:

|   |                                        |                                             |                                                                                                   |
|---|----------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------------|
| ✂ | There's a missing article.             | OK, one word isn't necessary.               | The word order is not correct.                                                                    |
|   | You have an unnecessary 'will'.        | OK, so the stress is on the first syllable. | That word is a false friend in English. Can you think of a better word?                           |
|   | Is that a polite way to ask in a café? | Should you use a base form or an -ing form? | OK, think about the linker. Are you speaking or writing? Is the situation neutral or very formal? |
|   | Wrong preposition.                     | Did it happen just once or many times?      | Where? Think about the sound.                                                                     |

Note: Matching cards are laid out in corresponding boxes.

# 1 Classroom management and teacher language

## 3a Giving instructions



STEP ONE: *Teacher holds up worksheet.*

There's one extra definition that doesn't have a word.

*Teacher hands out the worksheet. Learners start the task.*

Now I want you to match these eight words ...

And finally, are you going to do this together? (Learners: No)

*Teacher points to phrases.*

And how many definitions are there? (Learners: Nine). Good.

*Teacher points to the left-hand side of the worksheet.*

OK then, how many words are there? (Learners: Eight)

... to the definitions on the right.

I want you to do this alone and check in pairs after.



## 4 Oral fluency and speaking skills

### 1 Warmers



#### Teacher A

You feel it is very important to do warmer activities with your learners before every lesson. This helps motivate students and creates good dynamics. It is also a useful way of dealing with latecomers. Find out your partner's opinion of warmers and outline your ideas.

#### Teacher B

You feel it is very important to do warmer activities with your learners before every lesson. This helps motivate students and creates good dynamics. It is also a useful way of dealing with latecomers. Find out your partner's opinion of warmers and outline your ideas.

### 4 Speaking skills



1 B: So, I don't have to save the doc?

2 B: I bet you did.

3 A: I was so disappointed with my exam result.

4 A: In short, the discussion was very constructive.

5 B: Thanks for that. Does anyone have any questions about the points that have been made?

6 B: Pleased to hear it. So let's now have a look at their written proposal.

7 A: I did pass. I just didn't do as well as I'd hoped.

8 A: Then to finish you just click here where it says 'log out'.

9 A: ... and so those are all the points I need to explain.

10 A: So many breathtakingly beautiful buildings!

11 B: Don't worry. You can resit it. I'm sure you'll pass next time.

12 A: No, no. It automatically saves itself.

13 A: We saw some amazing things.

# 3 Teaching receptive skills: Reading and listening


## 3 The aims of a reading lesson


| Stage                                                                                                                                              | Aim                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| 1 Learners discuss a memorable tourist experience in pairs.                                                                                        | e To provide spoken fluency practice and to activate prior knowledge about the topic of the text. |
| 2 The teacher explains the meaning of two key words in the text.                                                                                   | d To clarify the meaning of key vocabulary items.                                                 |
| 3 Learners read and choose the best of three summaries for the text.                                                                               | i To provide practice in reading for gist.                                                        |
| 4 Learners read again and answer true/false questions about information in the text.                                                               | g To provide practice in close reading.                                                           |
| 5 The teacher writes five new words on the board from the text. Learners look for these words in the text and underline them.                      | c To provide practice in scan reading for specific words.                                         |
| 6 Learners guess the meaning of the new words in the text.                                                                                         | a To provide practice in inferring the meaning of new vocabulary.                                 |
| 7 The teacher asks learners to underline examples of the present perfect in the text and to discuss why the tense is appropriate in each instance. | h To encourage learners to notice grammatical features in the text.                               |
| 8 The teacher asks learners to talk about the different kinds of reading skills they have practised.                                               | f To develop awareness of reading sub skills.                                                     |
| 9 Learners discuss the effects of tourism in their city in small groups.                                                                           | b To provide spoken fluency practice by exploring the topic of the text further.                  |

## 6 Teaching vocabulary

### 2 The steps of elicitation

2a

- 
- 1 Concept check the meaning of the new word.
  - 2 Convey the meaning of the new word by defining it or by using a visual.
  - 3 Write the new word on the board, indicating the word class and marking the stress.
  - 4 Provide a clear oral model of the word.
  - 5 Elicit the word. (If the learners do not know it, or pronounce it incorrectly, say the word yourself.)
  - 6 Drill the word with learners both chorally and individually.

- 
- a Learners need to hear the pronunciation before they can repeat it.
  - b If learners can provide the word, it is very affirming for them.
  - c Learners need to feel sure about the meaning of the word before they say it.
  - d In order for learners to be able to provide the word, the meaning needs to be clearly established.
  - e Learners need a written record of the word and they need to find out how it is spelt.
  - f It is often a good idea for learners to say the word before they see it written down, especially when the spelling of the word is at odds with its pronunciation.

### 3 What's the best way?

#### Teacher A

I'm doing a reading and there are four or five words in the text I'd like to teach my learners. They're not important to the understanding of the text.

#### Teacher B

There's a set of about ten words all based around the theme of food and cooking. I would like to focus on these before practising these words by talking about recipes.

#### Teacher C

I'm doing a role play, but there are just a couple of words in the instructions for the role play that my learners won't know.

#### Teacher D

There are about 12 verbs to do with travel. Learners won't know all the verbs but they are likely to know the nouns that they collocate with.

## 5 Developing learners' writing skills

### 4 What are the stages?

#### Lesson A



**Lesson A:** Learners read a model text and answer comprehension questions about the information in the text.

**Lesson A:** Key features in the example text are highlighted and clarified.

**Lesson A:** The teacher provides practice of features previously analysed in the text.

**Lesson A:** Learners write their version of the text.

**Lesson A:** The teacher gives language-focused feedback on the learners' writing.

#### Lesson B



**Lesson B:** Learners brainstorm the content of the text and discuss how they can best organise their ideas.

**Lesson B:** Learners write the first draft either alone or collaboratively.

**Lesson B:** Learners swap first drafts and give each other feedback on their writing.

**Lesson B:** The teacher gives some interim feedback to the learners on the content, organisation and language of their writing.

**Lesson B:** Learners write their final draft and the teacher gives feedback on the writing. The feedback may only focus on the content of the text.



## 7 Teaching grammar

### 4 Role play

4a

#### Role card A

You think that an effective way of teaching the present perfect progressive is by using a text. You have in mind a dialogue of a job interview in which the interviewer gets the applicant to talk about their work experience from the past until now. You like a text-based approach to clarifying grammar because you feel it's very concrete for learners. It also means you can give learners a learner-centred grammar task. You are less keen on a context-build mode of clarifying grammar because you find this a bit artificial, and it runs the risk of being a bit patronising towards the learners. You also feel that oral concept-checking questions alone do not give learners enough thinking time.

#### Role card B

You think that an effective way of clarifying the present perfect progressive is by building a context using pictures. A good way of doing this is to invent someone who has a very active lifestyle and build up their life story by focusing on hobbies and sports activities they are involved in. You know that you can find all the visuals you need for the context-build on Google™ Images. You feel that learners need a bit of a break from the coursebook they are using, and a different approach will be motivating for them. You have done context-builds in the past and learners usually find them great fun. You feel a text-based approach to clarifying grammar is overused and a bit boring.

## 8 Lesson planning

### 4 Getting it in the right order

4a

- A** Teacher asks learners to take turns imagining they are the writer and explaining the jump to their friend. Teacher monitors and notes down key errors.
- B** Teacher shows a picture to elicit, check and drill *harness* and *rip cord*.
- C** Teacher hands out ten TRUE/FALSE questions. Learners read, answer questions and then check in pairs. Teacher conducts feedback.
- D** In small groups, learners discuss extreme sports they would like to try. Open-class feedback.
- E** Teacher sets comprehension task on writer's overall feeling about his extreme sport experience. Learners read and check answers in pairs. Teacher conducts feedback.
- F** Teacher writes up errors on the board and corrects examples of learner language from the role play.
- G** Teacher explains that learners are going to read a text about an extreme sport.

## 7 Teaching grammar

### 1 Different approaches – different stages

#### 1a Approach 1: Text-based approach

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

#### Approach 2: Test-teach-test

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

#### Approach 3 – Context-build

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

# 12 Promoting learner autonomy

## 5 Two learners

### 5a

#### Role card A

**Learner's name:** Laila

**Age:** 19

**English language school attendance:**

three hours per week

**Level:** intermediate

**Likes:** speaking (is very communicative) and will sometimes try speaking with friends outside class; watches DVDs and sometimes tries to understand English-language films without subtitles; tries to read English magazines for young women; has a good repertoire of idiomatic language.

**Doesn't like:** grammar practice tasks and pronunciation work; rarely does homework and won't read anything she considers boring.

**Progress:** is communicative, but is sometimes difficult to understand for fluent speakers – her pronunciation is sometimes difficult to understand; needs to pass university tests in English that require spoken and written accuracy – thinks her love of English will get her through.



#### Role card B

**Learner's name:** Roman

**Age:** 26

**English language school attendance:**

six hours per week

**Level:** pre-intermediate

**Likes:** studying vocabulary and playing word games – has a detailed vocabulary notebook; also happy to study grammar and do controlled written practice tasks; maintains a learner diary that he hands in from time to time – shows good awareness of his strengths and weaknesses.

**Doesn't like:** listening comprehension tasks of any kind; is shy about speaking, even with classmates as he feels he is behind the others in this skill – will sometimes resort to his L1 with a classmate if he doesn't understand a word.

**Progress:** does well in tests so long as they only involve controlled practice of grammar; does well enough in reading, but is weak in listening and speaking; needs to be able to communicate in English in order to get promoted in the multinational accounting office he works for (says he can't communicate with the native English speakers who work there).



### 5c

**Laila:** The teacher should praise Laila for what she does, particularly the efforts she makes with speaking in English outside the classroom. The teacher should remind Laila of her university test and that this is a very specific and important goal for her. The teacher needs to gently point out that love of English alone will not help her with the accuracy requirement of the university test. The teacher could ask Laila what kind of accuracy work might be more appealing for her. For example, could Laila begin writing film reviews and handing them in to the teacher? In this way, the teacher can get her writing more, and focus on the accuracy of her language in the written work. In terms of dealing with pronunciation, Laila could try a strategy of listening to a dialogue in a short film scene and trying to imitate the pronunciation of the actors. She could use the subtitles initially to make sure she is repeating correct language. The teacher could demonstrate this task (in effect, drilling of film dialogue) and make sure that Laila focuses on getting as natural a rhythm as possible.

**Roman:** The teacher should praise Roman for the efforts he is making in terms of learning management and the learner diary. It would pay to point out to him that he has a very accuracy-focused learning style, and he needs to try working on some more fluency-focused tasks outside class. The teacher could suggest that he begins to practise listening, using elementary-level materials at the beginning. He could also practise listening to CDs that accompany many graded readers. He could read the book first so that he feels confident with the storyline or content, and then listen to the CD with the book closed. He should do this in manageable chunks, rather than attempting too much at once. The teacher could also suggest that Roman tries 'speaking' some of the grammar practice tasks he does. In other words, rather than write the answers, he should read the sentences aloud, trying to produce a correct answer. He could also try repeating phrases and expressions aloud to himself at home in order to gain some confidence in speaking. Eventually, it might be possible to team him up with a classmate for some speaking practice outside class. The teacher could set this as a short-term goal. In other words, Roman could try to practise speaking alone, then move on to conversation with a classmate. A longer-term goal could be conversation exchange with a native-speaker workmate.

## 9 Planning a sequence of lessons

### 1 An interview

#### Teacher A question card

Discuss these questions in your group, then use them to interview Teacher B.

- 1 How much time do you spend planning lessons on a day-by-day basis?
- 2 Do you work out what you are going to teach a particular group on a daily basis or on a weekly or monthly basis? Why is that?
- 3 Do you keep timetables from courses you have taught, then repeat them with another group of learners? Why / why not?
- 4 What is the most important thing for you when thinking about the content of a teaching programme?

#### Teacher B question card


Discuss these questions in your group, then use them to interview Teacher A.

- 1 When using a coursebook, do you try to make sure you use all the material in the book? Why / why not?
- 2 Do you sometimes teach the material of a coursebook in a different order from that suggested by the writer? Why / why not?
- 3 Do you sometimes supplement coursebook material? If so, do you prefer to use published or authentic material? If not, why not?
- 4 On balance, do you prefer to use a coursebook? Why / why not?



# 15 Vocabulary: Features of lexis

## 1 Some problems with words

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

# 13 Phonology: Sounds and word stress

## 5 The right stress

5a

|           |            |           |               |             |
|-----------|------------|-----------|---------------|-------------|
| vegetable | marvellous | equation  | secretary     | alliance    |
| chocolate | theatrical | paragraph | entertainment | application |
| return    | important  | gallery   | analysis      | resident    |
| lateral   | skeleton   | uniform   | opportunity   | computer    |

# 14 Phonology: Sentence stress and connected speech

## 2 Weak or strong form?

2a

|    |                              |
|----|------------------------------|
| 1  | Where are you from?          |
| 2  | Here's a nice cup of tea.    |
| 3  | I'm at home this afternoon   |
| 4  | How long were you there for? |
| 5  | She's been to China.         |
| 6  | Get it from the kitchen.     |
| 7  | It's the best of the bunch.  |
| 8  | What are you looking at?     |
| 9  | I've been here for two days. |
| 10 | Give it to me.               |
| 11 | He's from Canada.            |
| 12 | What was I thinking of?      |
| 13 | I left it at school.         |
| 14 | Who's that letter for?       |
| 15 | Where's he going to?         |

# 18 Grammar: Narrative verb forms

## 3 What are the concepts?

### 3a

|                                                                   |                                                              |
|-------------------------------------------------------------------|--------------------------------------------------------------|
| 1 Jamie was always biting his nails as a child.                   | a to talk about a situation in progress that is interrupted. |
| 2 I was wondering if I could have a word with you.                | b to describe the background to a story.                     |
| 3 We were leaving Norwich when we got a flat tyre.                | c to describe a repeated past action.                        |
| 4 He said he was meeting Ron.                                     | d to make a request.                                         |
| 5 That evening, we were going to the theatre.                     | e to report a future event.                                  |
| 6 The wind was blowing hard and the rain was lashing the windows. | f to talk about the future in the past.                      |

## 5 Form puzzle

### 5a Past perfect

|                       |                         |                                       |                                |
|-----------------------|-------------------------|---------------------------------------|--------------------------------|
| <b>Affirmative:</b>   | Subject<br><i>I</i>     | Auxiliary<br><i>had</i>               | Past participle<br><i>seen</i> |
| <b>Negative:</b>      | Subject<br><i>they</i>  | Auxiliary (negative)<br><i>hadn't</i> | Past participle<br><i>seen</i> |
| <b>Interrogative:</b> | Auxiliary<br><i>had</i> | Subject<br><i>she</i>                 | Past participle<br><i>seen</i> |


### Past progressive

|                       |                              |                                               |                                |
|-----------------------|------------------------------|-----------------------------------------------|--------------------------------|
| <b>Affirmative:</b>   | Subject<br><i>it</i>         | Auxiliary<br><i>was/were</i>                  | verb + -ing<br><i>swimming</i> |
| <b>Negative:</b>      | Subject<br><i>we</i>         | Auxiliary (negative)<br><i>wasn't/weren't</i> | verb + -ing<br><i>swimming</i> |
| <b>Interrogative:</b> | Auxiliary<br><i>was/were</i> | Subject<br><i>you</i>                         | verb + -ing<br><i>swimming</i> |

## 16 Concept checking: Vocabulary and grammar


### 1 The right word

1a

|                                                                                          |              |                |            |
|------------------------------------------------------------------------------------------|--------------|----------------|------------|
|  retired | disappointed | make redundant | burgle     |
| hire                                                                                     | borrow       | anxious        | break into |

## 17 Grammar: Tense, time and aspect

### 1 Team competition: Some statements about grammar

|                                                                                  |                                      |
|----------------------------------------------------------------------------------|--------------------------------------|
|  | a There are three tenses in English. |
| b A tense always needs an auxiliary verb.                                        |                                      |
| c The past tense only refers to past time.                                       |                                      |
| d The present simple third person '-s' is a morpheme.                            |                                      |
| e 'Progressive' is known as an aspect, not a tense.                              |                                      |
| f All verb forms can be changed from the active to the passive voice.            |                                      |
| g The past participle is only used in perfect and passive verb phrases.          |                                      |
| h Perfect verb forms always refer to past time in some way.                      |                                      |
| i The present simple tense can refer to past time.                               |                                      |
| j Progressive verb forms are used to emphasise duration.                         |                                      |
| k 'Will' only refers to future time.                                             |                                      |
| l The perfect aspect often shows some kind of duration between time zones.       |                                      |



# 19 Grammar: Future forms

## 5 Future dominoes

This is used for suggestions about the future.

*I'm meeting Jonathan for lunch tomorrow*  
Present progressive

This is used for future arrangements.

*She's way in front – she's going to win the race*  
be going to + base form

This is used to talk about a prediction based on present evidence.

*I'll be going home that way so I can drop off the package*  
Future progressive

This is used to talk about something that will happen in the normal course of events.

*You're not ready? Not to worry. I'll see you an hour later.*  
will + base form

This is used to talk about an intention decided in the moment of speaking.

*We'll have done all the marking by tomorrow morning.*  
Future perfect

This is used to talk about events that will be completed prior to a future point in time.

*The Prime Minister will arrive here at 2 pm.*  
will + base form

This is used to talk about a future fact.

*Man will land on Mars before the end of this century.*  
will + base form

This is used to talk about future predictions that are not based on present evidence.

*My flight leaves at 10 o'clock tomorrow morning.*  
Present simple.

This is used to talk about a fixed event on a timetable.

*Right, I'm going to do the dishes, then go to bed.*  
going to + base form

This is used for intentions decided before the moment of speaking.

*This evening's performance of Hamlet is about to begin.*  
be about to + base form

This is used to talk about an imminent future event.

*This time next week we'll be doing our final exam.*  
Future progressive

This is used to talk about a future event that will be in progress at a point in time in the future.

*Shall we go for a picnic tomorrow?*  
shall we + base form

# 19 Grammar: Future forms

## 4 Other futures

4a

start any race due the at to minute is

to opening about is the begin ceremony

to year plan up next I yoga take

for go pizza shall out tonight we a ?

imminent is their means strike disagreement a

President to trade this is the the afternoon delegation meet

# 21 Grammar: Modality

## 2 Form chain


### Error Set

|                                                                                                                       |                                             |                                              |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------|
| <br>She mays be late.<br><div>X</div> | Do you can play piano?<br><div>X</div>      | He mighted go to the cinema.<br><div>X</div> |
| You should taking aspirin.<br><div>X</div>                                                                            | They can Italian very well.<br><div>X</div> | She must can learn it.<br><div>X</div>       |

### Correction Set

|                                                                                                                      |                                                   |                                                   |
|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------|
| <br>She may be late.<br><div>✓</div> | Can you play the piano?<br><div>✓</div>           | He might have gone to the cinema.<br><div>✓</div> |
| You should take an aspirin.<br><div>✓</div>                                                                          | They can speak Italian very well.<br><div>✓</div> | She must be able to learn it.<br><div>✓</div>     |

### Rule Set

|                                                                                                                                                                       |                                                                                                                                     |                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
| <br>They do not inflect with the -s morpheme in the present simple.<br><div>①</div> | Subject and verb are inverted to form a question (and a 'not' is added to form a negative). No auxiliary is needed.<br><div>①</div> | They do not have an inflected past form.<br><div>①</div> |
| They are always followed by the base form of the main verb.<br><div>①</div>                                                                                           | There are no non-finite forms.<br><div>①</div>                                                                                      | They cannot co-occur.<br><div>①</div>                    |

### Instructions

Deal the cards out. Do not show each other your cards. Someone with an error card (marked with an X) should start by placing it face up on the table. The people with the corresponding correction card (marked with a ✓) and rule card (marked with ①) should then place their cards down. If all agree this is correct, place another error card down and continue.

Note: Matching cards are laid out in corresponding boxes.

## 20 Grammar: Conditional forms

### 6 Mix and match

6a



- |   |                                                         |
|---|---------------------------------------------------------|
| 1 | If you're going to paint the house yourselves ...       |
| 2 | If I missed the bus ...                                 |
| 3 | If they hadn't stayed up so late last night ...         |
| 4 | If you really are having that much trouble sleeping ... |
| 5 | If they want this by the end of the day...              |
| 6 | If she were a little more relaxed ...                   |
| a | ... then she could have won the game.                   |
| b | ... then you should see a doctor.                       |
| c | ... then you're going to save a lot of money.           |
| d | ... they would be able to concentrate.                  |
| e | ... I just walked and arrived late to work.             |
| f | ... they're dreaming.                                   |



## 24 Discourse analysis

### 1 A professional development session

#### 1a



**A:** What's this afternoon's professional development session about?

**B:** No idea what it is.

**A:** Isn't it on the noticeboard over there? On the list.

**B:** Where? Oh, you mean the blue one.

**A:** Does it say what it is?

**B:** Oh no. It says it's discourse analysis.

**A:** Right, discourse analysis. That's that thing about sentences or something ...

**B:** You don't know what it is, do you?

**A:** Well ... OK, no, actually I don't.

**B:** Don't worry. I don't either.

**A:** Well, that's all right then!

**B:** I think it's something to do with connected language.

**A:** How do you know that?

**B:** I think I must have read it somewhere.

**A:** Pass me the pen – I'm going to sign up.

**B:** Could you put my name down too?

**A:** Sure. I think I need to go to this.

**B:** By the sound of it, we both do.

## 22 Grammar: The noun phrase

### 2 The composition of a noun phrase

2b

the the who road down woman lives

in school intensive an course high chemistry crash

computer brand new desktop your

Gardens clock floral the the Botanic revolving in

### 3 Noun phrases working together

3a

|                                                             |                                                       |
|-------------------------------------------------------------|-------------------------------------------------------|
| 1 She walked unwillingly along                              | a upset the opposing players                          |
| 2 Children and pregnant women can develop                   | b the dusty road that led to the farm                 |
| 3 The mild liquid contains a truly effective anti-bacterial | c consumer demand for high-priced electronic goods    |
| 4 The team's delaying tactics                               | d iron-deficient anemia                               |
| 5 Researchers have noted a significant decrease in          | e agent that works on the stain and not on the fabric |

# Reading & reaction

Here is an approach to reading and note taking that helps provide a more meaningful focus. This approach aims to make background reading more purposeful, as well as activating critical thinking skills and encouraging active reflection. It also opens a one-to-one dialogue between you and your trainer.

Next time you do some background reading, try out this approach: Read and make notes on the content. At the same time, write down your comments or questions about what you've read in a column on the right hand side of the notes. The notes together with the reactions can then be handed in to your trainer who can provide feedback. Your trainer will not comment on how you take notes, so you should feel free to adopt your own style.

Here is an example:

## Do learners need a coursebook?

Proponents of the coursebook argue that it is the most convenient form of presenting materials, it helps to achieve consistency and continuation. It gives learners a sense of system, cohesion and progress, and it helps teachers prepare and the learner revise. Opponents counter that a coursebook is inevitably superficial and reductionist in its coverage of language points and in its provision of language experience, it cannot cater for the diverse needs of all its users, it imposes uniformity of syllabus and approach, and it removes initiative and power from teachers (see Allwright 1981; O'Neil 1982; Littlejohn 1992; Hutchinson and Torres 1994).

## Should materials be learning or acquisition focused?

Despite the theories of researchers such as Krashen (1982, 1988) who advocate the implicit acquisition of language from comprehensible input, most language textbooks aim at explicit learning of language plus practice. The main exceptions are materials developed in the 1980s which aim at facilitating informal acquisition of communicative competence through communication activities such as discussions, projects, games, simulations and drama (e.g. Maley *et al.* 1980; Maley and Moulding 1981; Frank *et al.* 1982; Porter Ladousse 1983; Klippel 1984). These activities were popular but treated as supplementary materials in addition to coursebooks, which still focused on the explicit learning of discrete features of the language.

The debate about the relative merits of conscious learning and subconscious acquisition continues (R. Ellis 1999), with some people advocating a strong focus on language experience through a task-based or text-based approach (e.g. J. Willis 1996) and some advocating experience plus language awareness activities (e.g. Tomlinson 1994); however, most coursebooks still follow an approach which adds communication activities to a base of form-focused instruction (e.g. Soars and Soars 1996; Hutchinson 1997). The experiential advocates argue that learners need to be exposed to the reality of language use and can be motivated by the sense of achievement and involvement which can be gained from communicating in a language whilst learning it. The counter-argument is that learners can gain confidence and a sense of progress from focusing on a systematic series of discrete features of the language.

Tomlinson, B. 2001. 'Materials development'. In *The Cambridge Guide to Teaching English to Speakers of Other Languages* R. Carter & D. Nunan (eds.)

| Notes                                                                                                                                                                                                                                                                                                                                                                                                              | Reactions                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Need coursebook?<br>In favour: system, cohesion & progress for Ss<br>Against: superficial – doesn't cater to Ss' need → uniformity of approach so no T initiative<br>Materials – for learning or acquisition?<br>Most cbs focus on learning – some supplementary material on acquisition<br>Language experience (i.e. acquisition) = task-based<br>Most books are form-focused with communication activities added | Also Ss like to have a coursebook<br>Do Ts always want initiative?<br><br>Why is this the case?<br><br>Are they? Note to self: look at some coursebooks and decide which use this approach |

## 28 World Englishes

4a



### Role card A

Imagine that you support the linguistic imperialism argument. Re-read the ideas in the text and think of one or two more examples.

### Role card B

Imagine that you support the pragmatic use argument. Re-read the ideas in the text and think of one or two more examples.

## 29 Course design

2a



- 1 A decision is made on how to sequence the content of the course.
- 2 The aims and objectives of the course are determined.
- 3 The teacher conducts a thorough needs analysis with learners who will follow the programme.
- 4 The course programme is written up as a formal document to be given to learners.
- 5 The teacher writes a course rationale.
- 6 The teacher decides which kind of syllabus framework will best meet the needs of the learners.
- 7 The teacher consults with different stakeholders other than the learners who will be involved in the programme.
- 8 Suitable teaching materials are found or created.
- 9 The teacher decides on the course content.
- 10 The teacher begins to deliver the course.





# Teacher Training Essentials

Workshops for professional development

Craig Thaine

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This book of ready-to-use teacher training workshops is designed to provide you with a bank of perfectly planned and structured sessions with accompanying photocopiable worksheets. The sessions develop teachers' knowledge of three key areas: methodology, language and theory. They also encourage teachers to actively reflect on their own prior learning and experience. These workshops are ideal for in-house and in-service teacher training as well as preparation courses for awards such as CELTA, CertTESOL, DELTA and DipTESOL.

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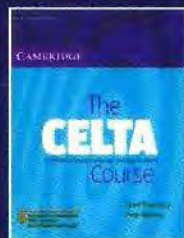
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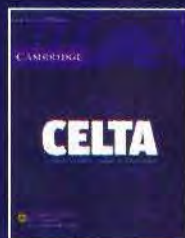
*Grammar for English Language Teachers, Martin Parrott*



ISBN 978 0 521 63354 3



ISBN 978 0 521 69206 9



ISBN 978 0 521 69207 6



ISBN 978 0 521 71204 0



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ISBN 978-0-521-17224-0



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