



# STRATEGIES OF TEACHING ENGLISH

For  
One-Year General Diploma Students

Prepared by  
Awatif H. Mahmoud, Ph.D.

Second Term  
2024-2025



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## Preface

This course is intended for one-year general diploma, English-major students. The course concentrates on strategies of teaching English as a foreign language.

The course consists of 12 units. Each unit focuses on a different area of methodology. Each unit contains a set of follow-up activities.

The course reviews four well-known language teaching methods and their techniques. The course also provides some perspectives on teaching skills. These skills include such dimensions as preparing lesson plans, strategies for dealing with new teaching items (vocabulary / structures), correcting errors, asking questions and using the blackboard. In addition, advantages and problems of using pair work and group work are considered.

## Course Objectives

By the end of the course, students are expected to:

1. Be familiar with four well-known language teaching methods, namely, The Grammar-Translation Method, The Direct Method, The Audio-Lingual Method, The Communicative Approach and their techniques.
2. Select and identify appropriate techniques in teaching vocabulary and structures.
3. Utilize different strategies for dealing with errors, asking questions and using the blackboard.
4. Be aware of the advantages and problems of pair work and group work.
5. Write a lesson plan.

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# 1 THE GRAMMAR- TRANSLATION METHOD

## INTRODUCTION

The Grammar-Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called Classical Method since it was first used in the teaching of the classical languages, Latin and Greek. Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

## REVIEWING THE TECHNIQUES

Ask yourself if any of the answers to the above questions make sense to you. If so, you may choose to try some of the techniques of the Grammar-Translation Method from the review that follows. On the other hand, you may find that you agree very little with the answers to these questions, but that there are some useful techniques associated with the Grammar-Translation Method. Below is an expanded description of some of these techniques.

### **Translation of a Literary Passage**

Students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons. The passage may be excerpted from some work from the target language literature, or a teacher may write a passage carefully designed to include particular grammar rules and vocabulary. The translation may be written or spoken or both. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

### **Reading Comprehension Questions**

Students answer questions in the target language based on their understanding of the reading passage. Often the questions are sequenced so that the first group of questions asks for information contained within the reading passage. In order to answer the second group of questions, students will have to make inferences based on their understanding of the passage. This means they will have to answer questions about the passage even though the answers are not contained in the passage itself. The third group of questions requires students to relate the passage to their own experience.

### **Antonyms/Synonyms**

Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words. Or students might be asked to define a set of words based on their understanding

of them as they occur in the reading passage. Other exercises that ask students to work with the vocabulary of the passage are also possible (Allen 1983).

### **Cognates**

Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages. Students are also asked to memorize words that look like cognates but have meanings in the target language that are different from those in the native language. This technique, of course, would only be useful in languages that share cognates.

### **Deductive Application of Rule**

Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

### **Fill-in-the-blanks**

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

### **Memorization**

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

### **Use Words in Sentences**

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

### **Composition**

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a precis of the reading passage.



# ACTIVITIES.

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## **A. Check your understanding of the Grammar-Translation Method.**

- 1. In your own words explain the difference between learning about a language and learning to use a language.**
- 2. Why do you think this method is one that has been derived from the teaching of the classical languages, Latin and Greek?**

## **B. Apply what you have understood about the Grammar-Translation Method.**

- 1. Think of a particular group of students you have recently taught or are currently teaching. Choose a reading passage from a literary work or a textbook or write one yourself. Make sure it is at a level your students can understand, yet not at a level that would be too simple for them. Try translating it yourself as a test of its difficulty. Identify the vocabulary you would choose to work on. Plan vocabulary exercises you would use to help your students associate the new words with their native language equivalents.**
- 2. Pick a grammatical point or two contained in the same passage. Provide the explicit grammar rule that relates to each one and give some examples. Design exercises that require your students to apply the rule to some different examples.**

## 2 THE DIRECT METHOD

### INTRODUCTION

As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular.

The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be connected *directly* with the target language, without going through the process of translating into the students' native language.

## **REVIEWING THE TECHNIQUES**

Are there answers to the ten questions with which you agreed? Then the following techniques may also be useful. Of course, even if you didn't agree with all the answers, there may be some techniques of the Direct Method you can adapt to your own approach to teaching. The following expanded review of techniques provides you with some details which will help you do this.

### **Reading Aloud**

Students take turns reading sections of a passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, realia, examples, or other means to make the meaning of the section clear.

### **Question and Answer Exercise**

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice with new words and grammatical structure. They have the opportunity to ask questions as well as answer them.

### **Getting Students to Self-correct**

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied. There are, however, other ways of getting students to self-correct. For example, a teacher might simply repeat what a student has just said, using a questioning voice to signal to the student that something was wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student knows that the next word was wrong.

### **Conversation Practice**

The teacher asks students a number of questions in the target language, which the students have to understand to be able to answer correctly. In the class observed, the teacher asked individual students questions about themselves. The questions contained a particular grammar structure. Later, the students were able to ask each other their own questions using the same grammatical structure.

### **Fill-in-the-blank Exercise**

This technique has already been discussed in the Grammar-Translation Method, but differs in its application in the Direct Method. All the items are in the target language; furthermore, no explicit grammar rule would be applied. The students would have induced the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

### **Dictation**

The teacher reads the passage three times. The first time the teacher reads it at a normal speed, while the students just listen. The second time he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time the teacher again reads at a normal speed, and students check their work.

### **Map Drawing**

The class included one example of a technique used to give students listening comprehension practice. The students were given a map with the geographical features unnamed. Then the teacher gave the students directions such as the following, "Find the mountain range in the West. Write the words 'Rocky Mountains' across the mountain range." He gave instructions for all the geographical features of the United States so that students would have a completely labeled map if they followed his instructions correctly. The students then instructed the teacher to do the same thing with a map he had drawn on the blackboard. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.

### Paragraph Writing

The teacher in this class asked the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory, or they could have used the reading passage in the lesson as a model.

## ACTIVITIES.

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### A. Check your understanding of the Direct Method.

1. In the previous chapter on the Grammar-Translation Method, we learned that grammar was treated deductively. In the Direct Method, grammar is treated inductively. Can you explain the difference between deductive and inductive treatments of grammar?
2. What are some of the characteristics of the Direct Method that make it so distinctive from the Grammar-Translation Method?
3. It has been said that it may be advantageous to a teacher using the Direct Method not to know his students' native language. Do you agree? Why?

### B. Apply what you have understood about the Direct Method.

1. Choose a particular situation (such as at the bank, at the railroad station, or at the doctor's office) or a particular topic (such as articles of clothing, holidays, or the weather) and write a short passage or a dialog on the theme you have chosen. Now think about how you will convey its meaning to a class.
2. Select a grammar point from the passage. Plan how you will get students to practice the grammar point. What examples can you provide them with so that they can induce the rule themselves?
3. Practice writing and giving a dictation as it is described in this chapter.

### **3 THE AUDIO-LINGUAL METHOD**

#### **INTRODUCTION**

The Audio-Lingual Method, like the Direct Method we have just examined, has a goal very different from that of the Grammar-Translation Method. The Audio-Lingual Method was developed in the United States during World War II. At that time there was a need for people to learn foreign languages rapidly for military purposes. As we have seen, the Grammar-Translation Method did not prepare people to use the target language. While communication in the target language was the goal of the Direct Method, there were at the time exciting new ideas about language and learning emanating from the disciplines of descriptive linguistics and behavioral psychology. These ideas led to the development of the Audio-Lingual Method. Some of the principles are similar to those of the Direct Method, but many are different, having been based upon conceptions of language and learning from these two disciplines.

## **REVIEWING THE TECHNIQUES**

If you agree with the above answers, you may wish to implement the following techniques; of course, even if you don't agree, there may be techniques described below that you are already using or can adapt to your approach.

### **Dialog Memorization**

Dialogs or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry (sometimes this is referred to as "mim-mem"); students usually take the role of one person in the dialog, and the teacher the other. After the students have learned the one person's lines, they switch roles and memorize the other person's part. Another way of practicing the two roles is for half of the class to take one role and the other half to take the other. After the dialog has been memorized, pairs of individual students might perform the dialog for the rest of the class.

In the Audio-Lingual Method, certain sentence patterns and grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of the dialog.

### **Backward Build-up (Expansion) Drill**

This drill is used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat



a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

### **Repetition Drill**

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.

### **Chain Drill**

A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

### **Single-slot Substitution Drill**

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase—called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

### **Multiple-slot Substitution Drill**

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, that fit into different slots in the dialog line. The students must recognize what part of speech each cue is, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

### **Transformation Drill**

The teacher gives students a certain kind of sentence, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

### **Question-and-answer Drill**

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

### **Use of Minimal Pairs**

The teacher works with pairs of words which differ in only one sound; for example, "ship/sheep." Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the sounds to work on after she has done a contrastive analysis, a comparison between the students' native language and the language they are studying.

### **Complete the Dialog**

Selected words are erased from a dialog students have learned. Students complete the dialog by filling in the blanks with the missing words.

### **Grammar Game**

Games like the supermarket alphabet game described in this chapter are often used in the Audio-Lingual Method. The games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.

## ACTIVITIES

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### A. Check your understanding of the Audio-Lingual Method.

1. Which of the following techniques follows from the principles of the Audio-Lingual Method, and which ones don't? Explain the reasons for your answer.

a. The teacher asks beginning English as a foreign language (EFL) students to write a composition about the system of transportation in their home countries. If they need a vocabulary word that they don't know, they are told to look in a bilingual dictionary for a translation.

b. Toward the end of the third week of the course, the teacher gives EFL students a reading passage. The teacher asks the students to read the passage and to answer certain questions based upon it. The passage contains words and structures introduced during the first three weeks of the course.

c. The teacher tells the EFL students that they must add an "s" to third person singular verbs in the present tense in English. She then gives the students a list of verbs and asks them to transform the verbs into the third person singular present tense form.

2. Some people believe that knowledge of a first and second language can be helpful to learners who are trying to learn a third language. What would an Audio-Lingual teacher say about this? Why?

### B. Apply what you have understood about the Audio-Lingual Method.

1. Read the following dialog. What structure is it trying to teach?

SAM: Lou's going to go to college next fall.

BETTY: What is he going to study?

**SAM:** He's going to study biology. He's going to be a doctor.

**BETTY:** Where is he going to study?

**SAM:** He's going to study at Stanford.

Prepare a series of drills (backward build-up, repetition, chain, single-slot substitution, multiple-slot substitution, transformation, and question-and-answer) designed to give beginning level EFL students some practice with this structure. If the target language that you teach is not English, you may wish to write your own dialog first. It is not easy to prepare drills, so for some extra practice you might want to try giving yours to some other teachers.

2. Prepare your own dialog to introduce your students to the "be going to" structure, or some structure in the target language you teach.

## 4 THE COMMUNICATIVE APPROACH

### INTRODUCTION

You may have noticed that originators of most of the methods discussed in this book take as their primary goal enabling students to communicate using the target language. Many of these same methodologists emphasize the acquisition of linguistic structures or vocabulary. Adherents of the Communicative Approach, which we will consider in this chapter, acknowledge that structures and vocabulary are important. However, they feel that preparation for communication will be inadequate if only these are taught. Students may know the rules of language *usage*, but will be unable to *use* the language.

When we communicate, we use the language to accomplish some function, such as arguing, persuading, or promising. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express his argument not only based upon his intent and his level of emotion, but also on whom he is addressing and what his relationship with that person is. For example, he may be more direct in arguing with his friend than with his employer.

Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings, and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear. The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

## REVIEWING THE TECHNIQUES AND THE MATERIALS

There may be aspects of the Communicative Approach that you find appealing. This review has been provided in the event you wish to try to use any of the techniques or materials associated with the Communicative Approach.

### **Authentic Materials**

To overcome the typical problem that students can't transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations, adherents of the Communicative Approach advocate the use of authentic language materials.

For students with lower proficiency in the target language, it may not be possible to use authentic language materials

such as these. Simpler authentic materials (for example, the use of a weather forecast when working on predictions), or at least ones that are realistic, are most desirable. It is not so important that the materials be genuine as it is that they be used authentically.

Another possibility for the use of authentic materials with a lower level class is to use realia that do not contain a lot of language, but about which a lot of discussion could be generated. Menus in the target language are an example; timetables are another.

### **Scrambled Sentences**

The students are given a passage (a text) in which the sentences are in a scrambled order. This may be a passage they have worked with or one they haven't seen before. They are told to unscramble the sentences so that the sentences are restored to their original order. This type of exercise teaches students about the cohesion and coherence properties of language. They learn how sentences are bound together at the suprasentential level through formal linguistic devices such as anaphoric pronouns, which make a text cohesive, and semantic propositions, which unify a text and make it coherent.

In addition to written passages, students might also be asked to unscramble the lines of a mixed-up dialog. Or they might be asked to put the pictures of a picture strip story in order and write lines to accompany the pictures.

### **Language Games**

Games are used frequently in the Communicative Approach. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice. Games that are truly communicative, according to Morrow (in Johnson and Morrow 1981), have the three features of communication: information gap, choice, and feedback.

These three features were manifest in the card game we observed in the following way: An information gap existed because the speaker did not know what her classmate was going to do the following weekend. The speaker had a choice as to what she would predict (which sport) and how she would predict it (which form her prediction would take). The speaker received feedback from the members of her group. If her prediction was incomprehensible, then none of the members of her group would respond. If she got a meaningful response, she could presume her prediction was understood.

### **Picture Strip Story**

Many activities can be done with picture strip stories. We suggested one in our discussion of scrambled sentences.

In the activity we observed, one student in a small group was given a strip story. She showed the first picture of the story to the other members of her group and asked them to predict what the second picture would look like. An information gap existed—the students in the groups did not know what the picture contained. They had a choice as to what their prediction would be and how they would word it. They received feedback, not on the form but on the content of the prediction, by being able to view the picture and compare it with their prediction.

The activity just described is an example of using a problem-solving task as a communicative technique. Problem-solving tasks work well in the Communicative Approach because they usually include the three features of communication. What's more, they can be structured so that students share information or work together to arrive at a solution. This gives students practice in negotiating meaning.

### **Role-play**

We already encountered the use of role-plays as a technique when we looked at Suggestopedia. Role-plays are very important in the Communicative Approach because they give students an opportunity to practice communicating in different social contexts and in different social roles. Role-plays can be set up so that they are very structured (for example, the teacher tells the students who they are and what they should say) or in a less structured way (for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say). The latter is more in keeping with the Communicative Approach, of course, because it gives the students more of a choice. Notice that role-plays structured like this also provide information gaps since students cannot be sure (as with most forms of communication) what the other person or people will say (there's a natural unpredictability). Students also receive feedback on whether or not they have effectively communicated.



## ACTIVITIES.

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### **A. Check your understanding of the Communicative Approach.**

**1. Explain in your own words Morrow's three features of communication: information gap, choice, and feedback. Choose one of the activities in the lesson we observed and say whether or not these three features are present.**

**2. Why do we say that communication is a process? What does it mean to negotiate meaning?**

**3. What does it mean to say that the linguistic forms a speaker uses should be appropriate to social context?**

### **B. Apply what you have understood about the Communicative Approach.**

**1. If you wanted to introduce your friend Paula to Roger, you might say:**

*Roger, this is (my friend) Paula.*

*I would like to meet Paula.*

*Let me present Paula to you.*

*Roger, meet Paula.*

*Allow me to introduce Paula.*

**In other words, there are a variety of forms for this one function. Which would you teach to a beginning class, an intermediate class, an advanced class? Why?**

# 5 Presenting vocabulary

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## 1 Introduction

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Here are some techniques for teaching new words.

- Say the word clearly and write it on the board.
- Get the class to repeat the word in chorus.
- Translate the word into the students' own language.
- Ask students to translate the word.
- Draw a picture to show what the word means.
- Give an English example to show how the word is used.
- Ask questions using the new word.

Which are the most useful techniques?

Can you think of any other techniques you could use?

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## 2 Giving examples

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1. The examples beside the six words below are not enough to make the meaning of the words clear. Add one or two sentences to each one, so that the meaning of the word is shown clearly.
  - a) *market* You can buy food at the market.
  - b) *clothes* In the morning we put on our clothes.
  - c) *noisy* Students are often very noisy.
  - d) *look for* I'm looking for my pen.
  - e) *visit* Last weekend I visited my uncle.
  - f) *happiness* He was full of happiness.
  - g) *impossible* Your plan is quite impossible.
2. What other techniques could you use (pictures, mime, etc.) to make the meaning of each word clearer?

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## 3 Combining different techniques

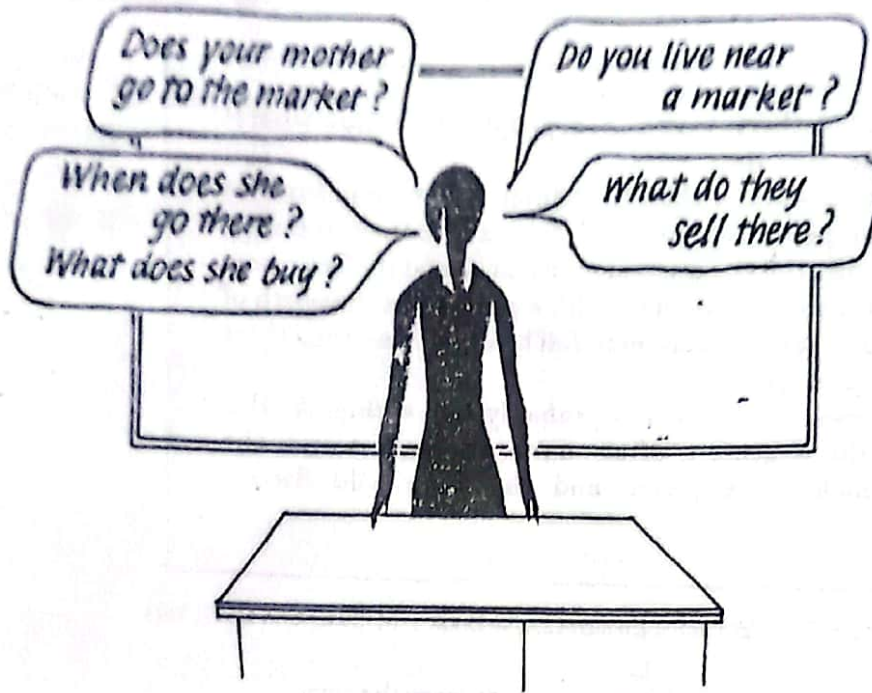
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Look at these words. Decide exactly how you would present each one. If possible, think of a variety of techniques.

laugh   absent   cheese   cold   apron   wall

#### 4 Using a new word

- A. The teacher has just presented the word 'market'. Now she is asking questions using the new word. What is the purpose of this?

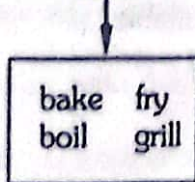


- B. Think of two or three questions you could ask the class, using these words.  
to cook lion holiday magazine windy

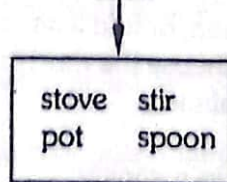
#### 5 Vocabulary expansion

1. Look at these sets of words. How are the words in each box related to "cook"?

a) cook



b) cook



2. Imagine you are teaching the words below.  
Think of four or five other related words that you could teach at the same time.
- thief
  - carpet
  - customs officer
  - marry

## 6 Active and passive vocabulary

In Britain, the weather is very varied; people never know what it will be like the next day.

The summer is warmer than the winter, but even in summer the average temperature is only 16°. Sometimes the sun shines, but at other times the sky is covered in cloud, and it often rains.

In winter it is sometimes very cold, especially in the north of the country. The temperature may fall below 0°, and then there is often snow and ice.

The best season of the year is probably late spring. At this time of year the weather is often sunny and quite warm: the countryside looks very green, and there are wild flowers everywhere.

(adapted from a text from *The Cambridge English Course Book 1*: M. Swan and C. Walter)

1. Imagine you want to present these new words from the text.

weather   varied   average   temperature   cloud   snow  
ice   season   spring   sunny   countryside

Which words would you present as *active* vocabulary, and which would you present as *passive* vocabulary? Write the words in *two* lists.

2. How would you present the words?

## 7 Lesson preparation

1. Choose a lesson which you will teach soon, or find a lesson in a suitable textbook. Identify the new vocabulary. Choose the most important words which you would focus on as active vocabulary.
2. Prepare:
  - a presentation of each word, to show its meaning;
  - a few questions to ask, using each word.
3. Look at the other new vocabulary in the lesson. Decide how you would teach it.

**Self-evaluation sheet***Complete this after you have taught the lesson.*

Write down the main new words you taught in the lesson.

What techniques did you use to present them?

a)

b)

c)

d)

e)

f)

**Think about these questions.**

Which techniques were the most successful? Why?  
Which were the least successful? Why?

Did you use any new techniques for the first time?

If so, did they make the lesson better or worse? In what way?

Did you ask any questions during your presentation?  
What replies did students give?

How much time did you spend in the lesson on presenting vocabulary?  
Do you think this was: too much? too little? the right amount?

What might you do differently next time you present vocabulary?

# 6 Presenting structures

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## 1 Structures and examples

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Look at each sentence in turn. Think of two or three more examples of the structure in italics. Write the examples together in a table.

- a) *Shall I* open the window?
- b) He *seems to* be rich.
- c) *Is there any* tea?
- d) I *used to* live in the country.
- e) *She's* writing a letter.
- f) The room was so dark *that* I couldn't see anything.

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## 2 Ways of showing meaning

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This is how different teachers presented *comparison of adjectives* to their students. Which presentation do you think is:

- the most interesting?
- the easiest?
- the most useful?

**Teacher A:**

I talked about two buildings in the town. ('The post office is bigger than the bank.')

**Teacher B:**

I drew lines on the board. ('Line A is longer than Line B.')

**-ER THAN  
NOT AS ... AS ...**

**Teacher C:**

I called a tall and a short student to the front and compared them. ('Anna is taller than Maria.')

**Teacher D:**

I drew pictures of two men on the board and compared them. ('Hani is taller than Abdou.')

### 3 Presenting a structure

A teacher presented the structure 'has been . . . -ing . . . for . . .' to her class. To make the meaning clear, she drew pictures on the board and gave this imaginary situation: 'A woman starts waiting for a bus at four o'clock. At five o'clock the bus comes. She's been waiting for an hour.'

Here are the teacher's notes for the lesson, but they are not in their correct order. What order should they be in? Are all the stages necessary?

Say 'She's been waiting for an hour' and ask the class to repeat it phrase by phrase.

Explain how the structure is formed.

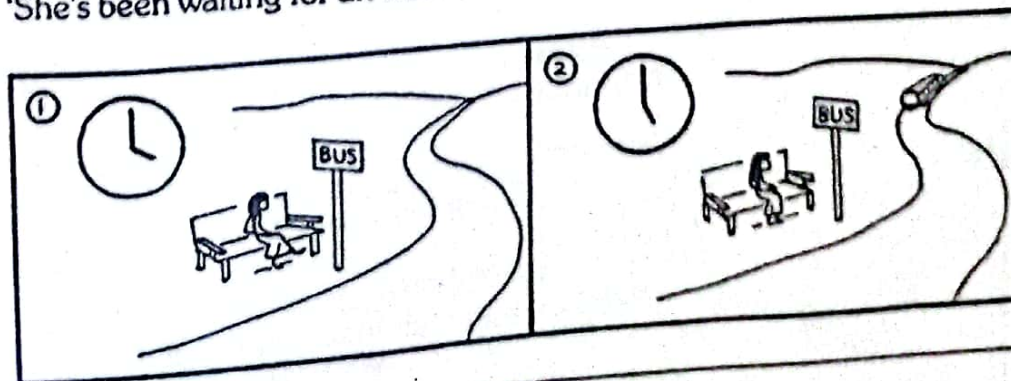
Write the sentence on the board:  
*She's been waiting for an hour.*

Give other situations and examples:  
Another person arrived at 4.30.  
He's been waiting for half an hour.  
etc.

Ask the class to copy the sentence.

Ask individual students to repeat the sentence.

Draw pictures to show the situation, and give the example 'She's been waiting for an hour'.



---

#### 4 Contrasting structures

---

- a) I've got **some** bread. I haven't got **any** bread.
- b) I've **seen** that film. I **saw** that film last week.
- c) If they **build** a reservoir, there **will** be plenty of water.  
If they **built** a reservoir, there **would** be plenty of water.

Discuss each pair of sentences in turn.

- What is the difference between the sentences?
- Can you think of other *examples* which would show the difference?
- How could you *explain* the difference simply to your students, using *their own* language?

---

#### 5 Lesson preparation

---

1. Choose a lesson which you will teach soon, or find a lesson in a suitable textbook, which introduces a major new structure.
2. How is the structure introduced? Are there enough *examples*? Would the *examples* be suitable for your class? Can you think of other situations or *examples* to show how the structure is used?
3. Plan a presentation of the structure. Use the notes in Activity 3 to help you decide what steps you would include.



**Self-evaluation sheet**

*Complete this after you have taught the lesson.*

1. What structure did you present?
2. What examples did you give?
3. Write down the main steps you followed in your presentation.
  - a)
  - b)
  - c)
  - d)
  - e)

**Think about these questions.**

How did you add to the presentation in the textbook?  
How did the parts that you added improve the presentation?

How much did you involve the class in your presentation?  
How many students spoke? What did they say?

By the end of the lesson, could most students:  
- understand sentences containing the structure?  
- say the structure correctly?  
- write the structure correctly?  
- use the structure in new contexts?

How did you check that they understood?  
Were there any students who didn't understand?  
What did you do to help them?

# 7 Practising structures

29

## 1 From presentation to practice

Here is part of a teacher's lesson plan.

**Aim:** To teach Ss to make suggestions using 'Let's . . . .'

### Presentation

1. Give a situation and example:

You're sitting at home with a friend. You can't decide what to do. You suggest different things. For example, you want to watch television – so you say 'Let's watch television'.

2. Chorus repetition:

Let's watch television.

Write the sentence on the board.

?

What should the teacher do next? Consider these possibilities.

### Repetition

T: Let's play football.

Ss: Let's play football.

T: Let's go swimming.

Ss: Let's go swimming.

etc.

### Substitution

T: You want to play football.

Ss: Let's play football.

T: You want to go swimming.

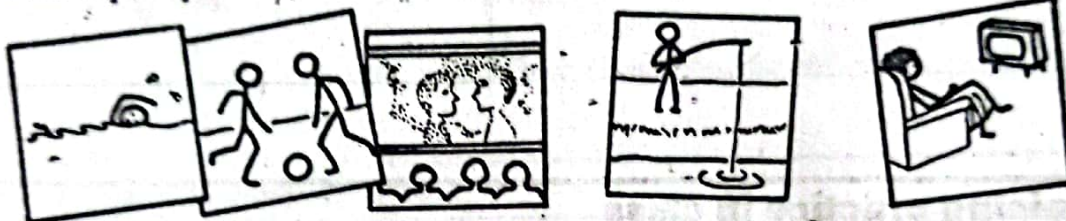
Ss: Let's go swimming.

**Single word prompts**

T: cinema  
 Ss: Let's go to the cinema.  
 T: football  
 Ss: Let's play football.

**Free substitution**

Students make up their own sentences, e.g.:  
 Let's go fishing.

**Picture prompts****2 Meaningful practice**

Do each pair of exercises. How are exercise (a) and exercise (b) different?

1a.

Anne likes *tea* but she doesn't like *coffee*.

- a) folk music/pop music
- b) walking/swimming
- c) cats/dogs
- ... ..

1b.

Say *true* sentences about yourself:

I like tea.

or I don't like tea.

What about: a) coffee?

b) pop music?

c) cats?

...

2a.

You are a *stranger*. Ask about places in the town.

a café:

Is there a café near here?

- a) a grocer's shop
- b) a cinema
- c) a fruit stall
- ...

2b.

You are a *stranger*. Ask about places in the town.

You want to see a film:

Is there a cinema near here?

- a) You want to buy some fruit.
- b) You want to post a letter.
- c) You want to spend the night here.
- ...

3a.

'Where are you going?'  
'I'm going to the station.'

- a) cinema
- b) zoo
- c) river

...

3b.

'Where are you going?'  
'I'm going to the station.'  
'Why?'  
'Because (I want to buy a train ticket).'

- a) cinema
- b) zoo
- c) river

...

### 3 Organising practice in class

Here is an exercise practising questions and answers with 'can'.

Can you ... swim? drive a car? ride a horse? speak English? stand on your head? sing? fly?	Yes, I can.
	No, I can't

Here is a possible lesson plan:

- Ask the students to close their books. Read out the questions and answers, and ask the students to repeat them.
- Ask the questions, and the students reply 'Yes, I can' or 'No, I can't'.
- Then the students open their books. Students read out questions in turn, and other students answer.

Comment on the lesson plan. What improvements would you suggest?

---

## 4 Free oral practice

---

1. Talk about *one* of these topics.
  - What are you going to do at the weekend? What about your family and friends?
  - Choose one person in the class. Imagine it is his/her birthday soon. Everyone is going to give a present. Say what present you are going to give, and why.
  - Look at the picture of the farmers on page 66. Imagine what they are each going to do when they arrive home.
2. Could you use this activity in your own class? How would you organise it?

---

## 5 Lesson preparation

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1. Choose a lesson which you will teach soon, or find a lesson in a suitable textbook, which includes structure practice.
2. Look at the exercises in the textbook. Do they give enough practice? Is the practice meaningful? Is it interesting? Do you need to improve it or add to it in any way?
3. Plan part of a lesson, practising the structure.  
Make sure that:
  - some of the practice is meaningful;
  - at the end of the practice, students have a chance to use the structure more freely in sentences of their own.

**Self-evaluation sheet**

*Complete this after you have taught the lesson.*

1. What structure did you practise?
2. Write down the main steps you followed.
  - a)
  - b)
  - c)
  - d)
  - e)

**Think about these questions.**

Look again at the steps you followed.  
How much of the practice was mechanical?  
How much was meaningful?

In general, do you think the students found the practice: too easy? about right? too difficult?

Did any students make mistakes?  
What were the main ones?  
How did you correct them?

Think of one student at the back of the class, one in the middle, and one at the front.  
How many times did each student use the structure?

Think of the free practice at the end.  
How many students made sentences using the structure?  
What was the most interesting sentence?

# 8 Asking questions

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## 1 Question types

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What is the difference between these three types of question?  
How might you reply to each question?

- a) Do you drink tea?  
Can you swim?  
Did he go to university?  
Are they coming to the party?
- b) Do you prefer tea or coffee?  
Are they brothers or just friends?  
Will you walk or go by bus?  
Did she study in Britain or in the United States?
- c) What do you usually drink?  
Where did she study?  
How long have they known each other?  
When are you leaving?

---

## 2 Checking questions

---

Imagine that you have just presented each of these words or phrases.

wide/narrow    belong to    inside/outside    far from    depend on

Write down one or two questions you could ask in class, to check that students understand each item.

---

## 3 Real classroom questions

---

What questions could you ask in these situations?

- a) It's a hot day, and all the windows are closed.
- b) One of your students looks pale and tired.
- c) You set homework last lesson. Today you are going to check the answers with the class.
- d) Several students are absent today.
- e) When you come into class, you find a bag on your desk.
- f) When you come into class, you find a face drawn on the blackboard.

#### 4 Eliciting long answers

A teacher is reviewing a text from an earlier lesson. Now he wants the students to reproduce it in their own words. What prompts or questions could he ask which would naturally lead students to answer with complete sentences from the text?



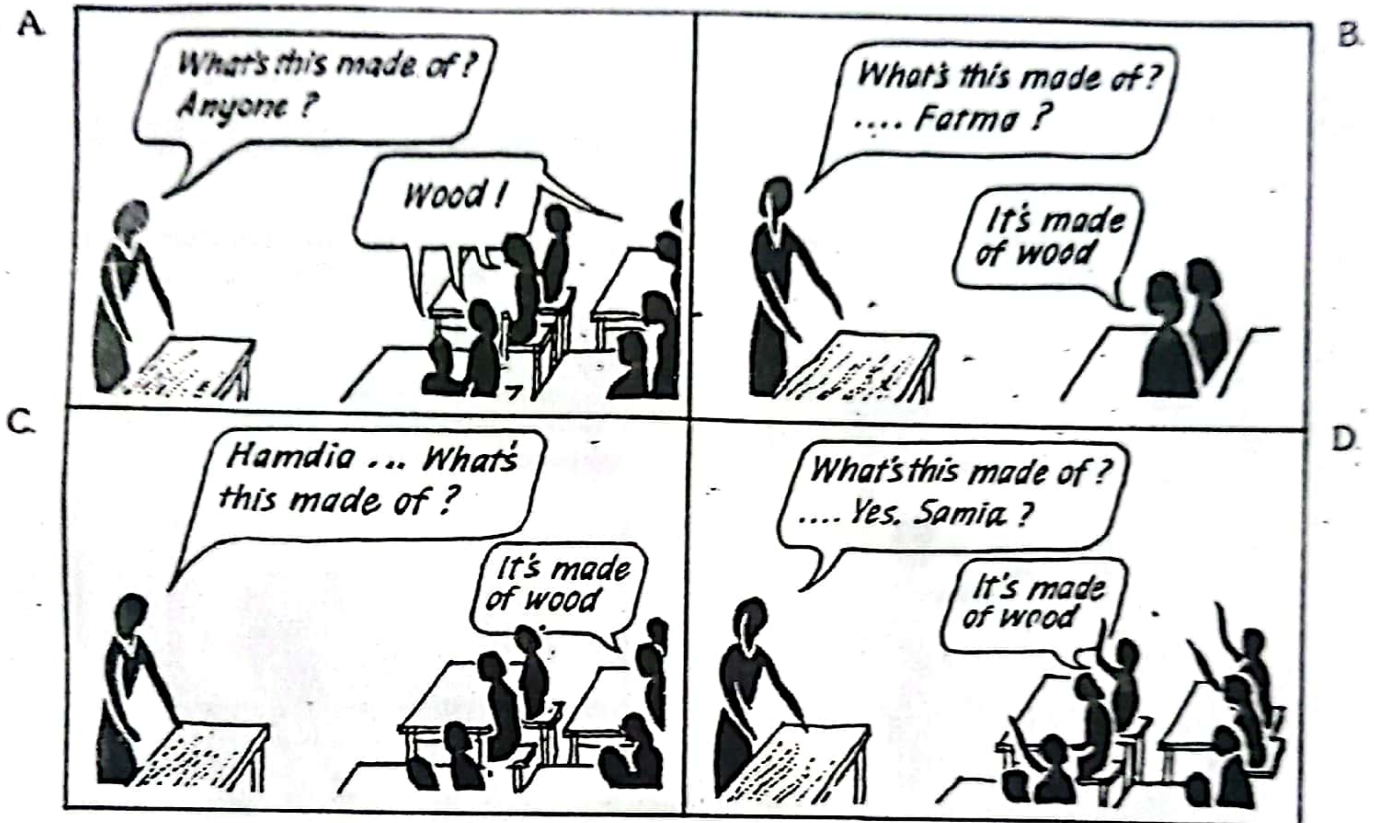
On their first day in the capital, Diana and Peter visited the Old Tower which stood on a hill near the city centre. There were stairs leading to the top, but Diana and Peter decided to take the lift. At the top there was a café and a balcony where visitors could stand and admire the view. It was magnificent – you could see the whole city, the river and the hills beyond. On their way back from the Tower, Diana and Peter went past the main square in the city centre. They stopped at a stall to have some orange juice, and sat and watched the traffic for a while. The square was very busy, with cars, buses, bicycles and pedestrians going in all directions. In the centre of the square there was a policeman controlling the traffic.





## 5 Questioning strategies

Here are four different strategies for asking questions in class.



1. Which of these strategies do you use in your own class? Which do you use most often?
2. What are the advantages and disadvantages of each strategy?  
Consider which strategies:
  - help the teacher to control the class;
  - help to keep the attention of the whole class;
  - give good students a chance to show their knowledge;
  - give weak or shy students a chance to answer;
  - give lazy students a chance not to answer.

## 6 Lesson preparation

1. Choose a lesson which you will teach soon, or find a lesson in a suitable textbook. Focus on one part of the lesson, in which you would want the class to answer questions.
2. Write down all the questions which you plan to ask. Beside each question, write the answer which you hope the students would give.
3. Decide what questioning strategies you would use.

**Self-evaluation sheet***Complete this after you have taught the lesson.*

Write down questions you asked in the lesson.

What answers did students give?

a)

b)

c)

d)

e)

f)

g)

h)

**Think about these questions.**

Did students give the answers which you expected?

Did they give natural answers?

How many students answered each question?

Were the questions: too easy? too difficult? the right level?

What strategy did you use for asking your questions?

Was the strategy successful, or would a different strategy have been better?

Think of two good students, two average students, and two weak students in your class.

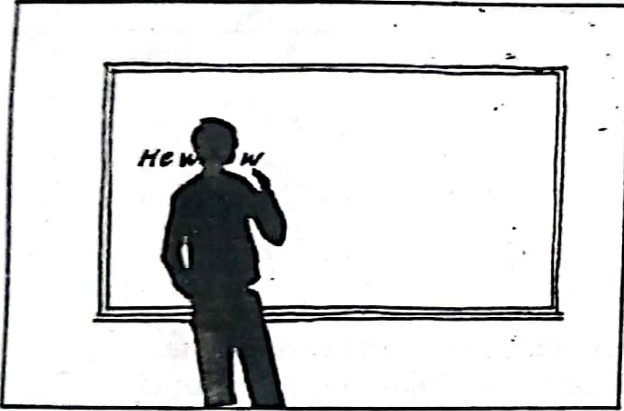
What did each of them *do* during this part of the lesson?

# 9 Using the blackboard

## 1 Writing on the blackboard

Both these teachers are presenting language on the blackboard. Which teacher's technique is more effective? Why?

A

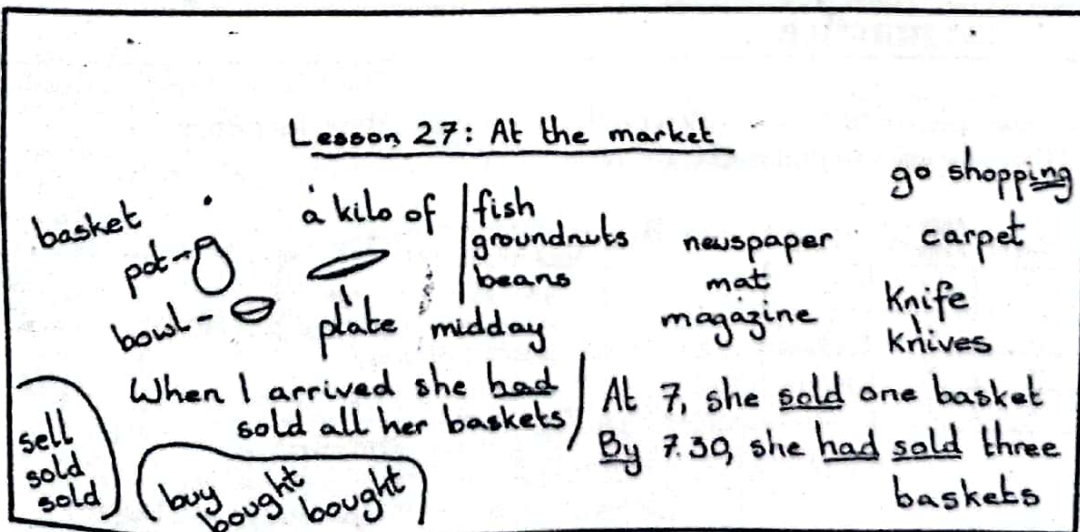


B



## 2 Organising the blackboard

Here is a teacher's blackboard at the end of a lesson. How could the layout have been organised more clearly?



### 3 Blackboard examples

Look at the examples below.

- What grammar points do they show?
- How would you present them on the blackboard?

- a) a book, a table, an egg, an orange.
- b) He plays football. Does he play football?
- c) shelf, shelves; wife, wives.
- d) I haven't seen her for a week. I haven't seen her since Saturday.
- e) She is reading. She's reading. He has arrived. He's arrived.
- f) He worked so hard that he became ill.

### 4 Structure tables

I'm You're He's She's We're They're	eating preparing	breakfast lunch dinner
--	---------------------	------------------------------

Look at this structure table, which shows forms of the present continuous tense.

1. How could you write the table on the blackboard but still keep the attention of the class?
2. How could you use the table for practice?
3. Design two more structure tables:
  - showing examples with 'How much?' and 'How many?';
  - showing examples of the present perfect tense with 'for' and 'since'.

### 5 Prompts for practice

Here are three examples of prompts written on the blackboard. What language could each of them be used to practise?

A.

	swim	French	dance
Karl	✓	✓	✓
Magda	x	✓	x
Anna	✓	x	✓
You	?	?	?

B.

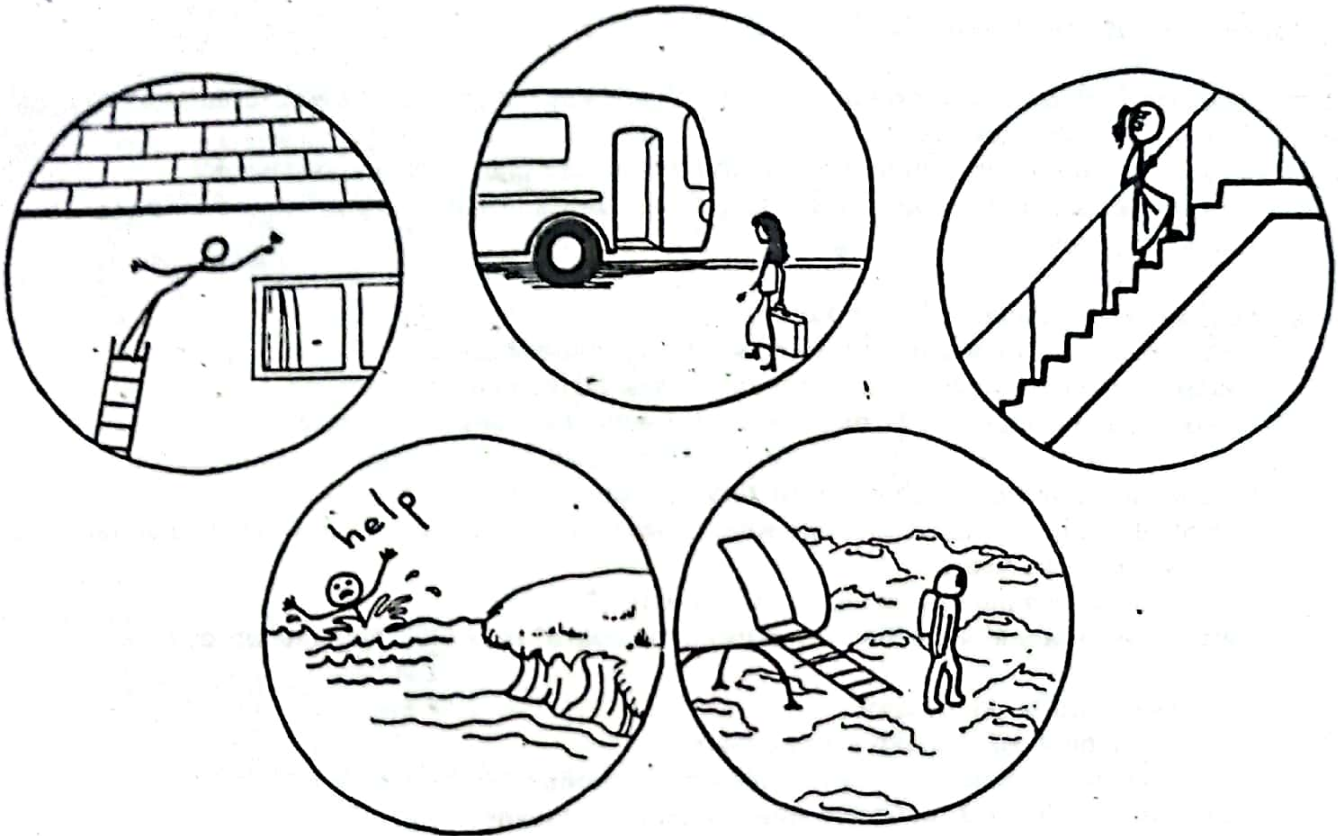
How many?  
doctors rooms  
nurses blankets  
patients beds

C.

8 o'clock - got up - breakfast -  
bus stop - bus - empty - surprised -  
school - closed - remembered - holiday

## 6 Using blackboard drawings

Work in groups. What do these drawings show?



1. Choose one of the drawings. Think of a simple story based on it. Think of a series of blackboard drawings which you can use to tell the story (the picture you have chosen will be one of them).
2. Practise drawing the pictures and telling the story.

## 7 Lesson preparation

1. Choose a lesson which you will teach soon, or find a lesson in a suitable textbook.
2. On a piece of paper, plan exactly what you would write or draw on the blackboard.  
Consider these possibilities:
 

new words	prompts for practice (words or pictures)
examples of structures	pictures to show the meaning of words
structure tables	pictures to show complete situations
3. Decide what you would say and what the class would do while you were writing on the board.

**Self-evaluation sheet**

Complete this after you have taught the lesson.

**Think about these questions.**

1. Look at the list in 'Lesson preparation'. Which of these did you use the blackboard for? Did you use it for any other purpose?  
Did your blackboard look different from the one in your plan? If so, in what ways?  
Think of each student in your class in turn. Could they all read what you wrote on the board?  
How do you know?
2. If you wrote *vocabulary* on the board:
  - Were the words new to the whole class or only some students?
  - Were all the words you wrote necessary? How did they help the lesson?
  - What did the students do? (read the words? write them down? repeat them?)
3. If you wrote *examples* or *tables* on the board:
  - Think of one good student and one weaker student in your class. What were they doing while you wrote on the board?
  - How did you use the examples (e.g. for practice)?
  - Was it necessary to write the examples on the board? How did it help the lesson?
4. If you drew *pictures* on the board:
  - How much time did you take to draw them?
  - What did the students do while you drew the pictures?
  - Could all the students recognise what the pictures meant?
  - How did you use the pictures?
  - Do you think the pictures helped your lesson? If so, in what way?

---

**Reference sheet: Blackboard drawings**


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**A. Faces**

Heads should be large enough to be seen from the back of the class.  
Expression can be indicated by changing the shape of the mouth:



happy



sad



laughing



crying

The direction the speaker is facing can be indicated by changing the nose (this is useful if you want to show two people having a conversation):



Sex or age can be indicated by drawing hair:

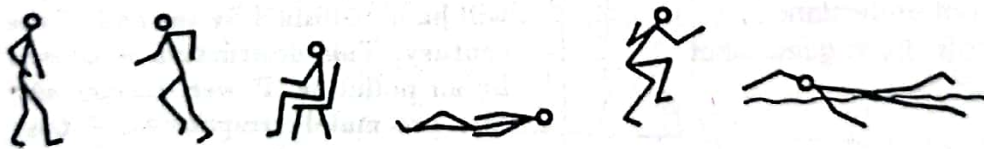


### B. Stick figures

For basic male and female stick figures the body should be about twice as long as the head; the arms are the same length as the body, the legs are slightly longer.

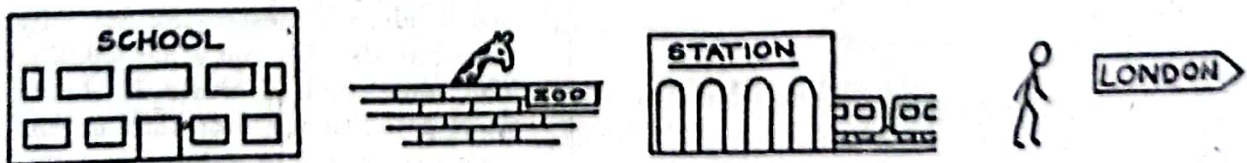


Actions can be indicated by bending the legs and arms:



### C. Places

Buildings, towns, and directions can be indicated by a combination of pictures and words:



### D. Vehicles

Vehicles and movement can be indicated as follows:



# 10 Pairwork and groupwork

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## I Pair and group activities

A. Work in pairs. Ask and answer the questions.

What happens if . . .

- |                                 |   |
|---------------------------------|---|
| a) you eat unripe fruit?        | e) you drop a match into a can of petrol? |
| b) you eat too much food?       | f) you sit in the sun too long?           |
| c) you leave ice in the sun?    | g) you leave milk for a few days?         |
| d) you drive over broken glass? |   |

Now think of two more questions like this.

B. Work in pairs.

1. Can you answer these questions?

- What is acid rain?
- How is it caused?
- What damage does it do?

2. Read the text and find the answers.

3. Underline all the words in the text which you do not understand.

With your partner, try to guess what they mean.

Throughout Europe, and also in other areas of the world such as India, China and parts of America, forests are being destroyed. According to one prediction, 90% of Germany's forests will have vanished by the end of the century. This destruction is caused by air pollution. Power stations and cars are mainly responsible - they emit gases into the air which, after a series of chemical changes, turn into toxic acids. These acids fall as 'acid rain', raising the level of acidity in the soil, in lakes and in rivers to dangerous levels, and destroying not only trees but also fish and other wildlife. The industrialised world is slowly waking up to the fact that urgent action is needed to reduce air pollution, otherwise our environment will be damaged beyond repair.



## C. Work in groups.

nurse	farm worker
doctor	taxi driver
teacher	engineer

1. Which of these people earns the most money in your country? Write them in a list, starting with the highest paid and ending with the lowest paid.
2. Who do you think should earn the most money? Who should earn more, and who should earn less?

## 2 Advantages and problems

What are the *advantages* of using pairwork and groupwork?  
What *problems* might there be?

Advantages	Problems

How could you overcome the problems?

## 3 Organising pairwork

Teacher X had an intermediate class. She presented 'like / don't like', and then she used this exercise for freer practice in pairs:

### *Exercise 3 Likes and dislikes*

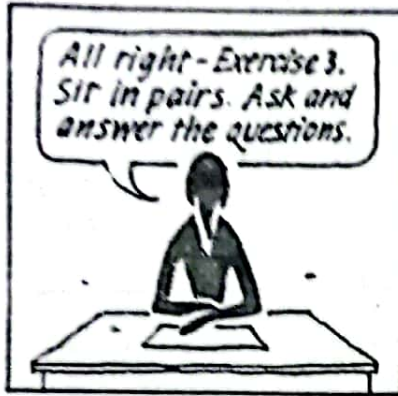
Pairwork. Ask what your friend likes and doesn't like.

Ask about:

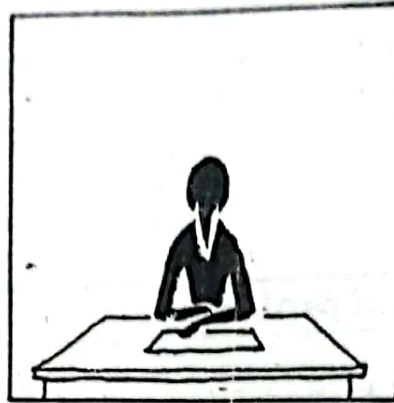
food    sport    music    school subjects

The pictures below show what she did before, during and after the activity.

Before:



During:



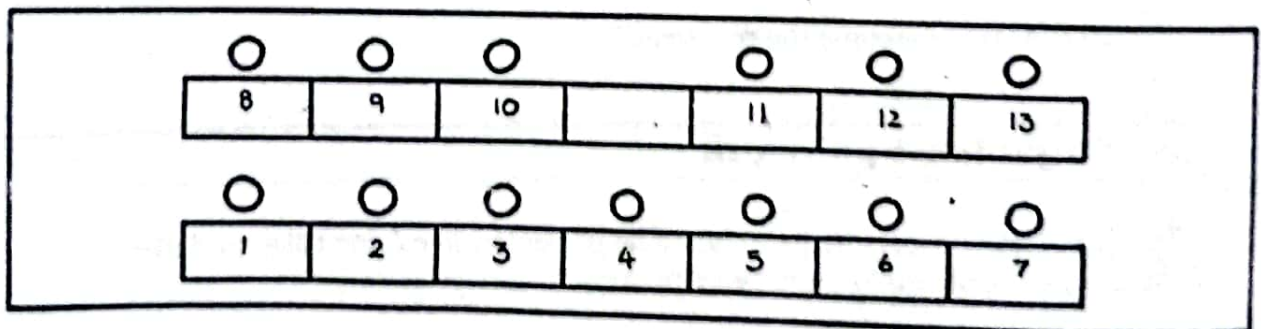
After:



Do you think the activity was successful?  
 What do you think might have gone wrong?  
 What could she do to make it more successful?

#### 4 Dividing the class

1. Here are two rows of a class of 50 students. The desks are fixed, and the students sit on chairs. How could you divide the class into:
- pairs?
  - small groups?
- What instructions would you give?



2. Draw a plan of your own class. Show how you would divide the class for a pairwork or a groupwork activity.

---

## 5 Activities in class

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1. Which of these activities do you often do in your own class?
  - pattern practice
  - practising short dialogues
  - reading a text and answering questions
  - short writing exercises
  - discussions
  - grammar exercises
2. Discuss each activity.
  - Could you use pairwork or groupwork for part of the activity?
  - If so, exactly what would students do in pairs or groups?
  - What would you need to do before the pair/groupwork stage?
  - Is there anything you would do *after* it?

---

## 6 Lesson preparation

---

1. Look at a lesson which you will teach soon, or find a lesson in a suitable textbook. Choose an activity (or part of an activity) which would be suitable for pairwork or groupwork.
2. Plan that part of the lesson.
  - Decide how to divide the class into pairs or groups. (Use the plan you drew in Activity 4.)
  - Plan an introduction or demonstration, to make it clear to the class what they have to do.
  - Plan a short 'round-up' stage to follow the pair/group activity.

---

### Self-evaluation sheet

*Complete this after you have taught the lesson*

1. What was the activity?  
Did you organise the class in pairs or in groups?
2. What skills did students practise: speaking? writing? reading? listening?

3. Write down the main steps you followed in the activity.

a)

b)

c)

d)

e)

**Think about these questions.**

How did students respond to working in pairs/groups?  
Did they find it: enjoyable? useful? difficult?

How long did the activity last?  
Did it last a longer or a shorter time than you expected?

What did you do while the pair/group activity was going on?

Did you:

- listen to students?
- watch students?
- help students who were confused?
- correct students' mistakes?
- take part in the activity?

Which of these was the most useful? Which was the least useful?

Did you find it difficult to:

- divide students into pairs/groups?
- get the activity started?
- control the activity?
- stop the activity?

How did you overcome these difficulties?

How might you overcome them next time?

Look again at the list of advantages and problems on page 58.

Has your opinion about any of them changed as a result of your lesson?

# 11 Correcting errors

48

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## 1 Introduction

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Here are three teachers' approaches to correcting errors.

### Teacher A:

I never let my students make mistakes. If they say anything wrong, I stop them and make them say it correctly. I don't want them to learn bad English from each other.

### Teacher B:

I correct students sometimes, but not all the time. If we're practising one particular language point, then I insist that they say it correctly. But if we're doing a freer activity then I try not to correct too much. If I do correct students, I try to do it in an encouraging way.

### Teacher C:

I try to correct errors as little as possible. I want my students to express themselves in English without worrying too much about making mistakes. Sometimes I notice points that everyone gets wrong, and deal with them later – but I never interrupt students to correct them.

Think of yourself as a *learner*. Which teacher would you prefer? Why?

## 2 Strategies for correcting errors

Here is part of a letter, written by a student called Carlos to his pen-friend Marco.

You read this text with the class in an earlier lesson. Now you are asking questions to review the main words and structures.

Dear Marco,

I was very glad to get your letter and to hear about all the things you are doing.

Thank you for sending the stamps. They are very beautiful and I have added them to my collection.

I am sending you a few photographs of my family. The tall girl with dark hair is my elder sister, and the shorter one is my cousin.

You ask the question: 'What does Carlos do?'

What would you do if:

- A student answers: 'Carlos collects the stamps'.
- A student answers: 'He collects'.
- A student cannot answer at all.
- One of the weakest students answers: 'He collecting stamps'.
- One of the best students answers: 'He collecting stamps'.
- A student answers: 'He writes a letter'.

## 3 Helping students to correct themselves



2. Here are some sentences spoken by students. What is the error in each one? What *gestures* could you use to help the students correct the errors themselves?

Yesterday I go to school early.

He live in London.

An aeroplane is more faster than a car.

Where he is working?

This coat is too big. Do you have a smaller?

Work in pairs. Act out each 'dialogue' between the teacher and the student.

## 4 Correcting written work

Here is some written work, corrected by a teacher.

Machiko

I think the most important sense is hearing.  
 If I lose the ability of <sup>TO HEAR</sup> hearing, I <sup>cannot speak either.</sup> also can't speak.  
 To lose <sup>one's</sup> hearing means <sup>losing</sup> to lose two important <sup>human faculties</sup> functions <sup>(of</sup> human).

Deaf-and-dumb people cannot hear <sup>the noise</sup> the noise  
 even if <sup>an</sup> the accident happens <sup>behind them</sup> in their back. This is  
 the most important <sup>problem</sup> problem for them. For example,  
 suppose that they <sup>are riding</sup> ride a bike in <sup>a</sup> the busy street  
 We, normal people <sup>sense</sup> feel the dangerous <sup>by the noise</sup> by the noise  
 which is made by cars and <sup>lorries</sup> lorries <sup>ie</sup> as a result of <sup>Because we can hear...</sup>  
<sup>hearing</sup> the noise, we can <sup>avoid</sup> avoid <sup>them??</sup> them and  
 (drive) safely. Deaf-and-dumb people <sup>always</sup> always  
expose their to danger. ... are always exposed to danger.

- How could the teacher's corrections be made:
  - clearer?
  - less discouraging?
  - more useful to the student?
- Now correct the student's work yourself.

I think the most important sense is hearing.  
 If I lose the ability of hearing, I also can't speak.  
 To lose hearing means to lose two important function of  
 human.

Deaf-and-dumb people cannot hear the noise  
 even if the accident happens in their back. This is  
 the most important problem for them. For example,  
 suppose that they ride a bike in the busy street.  
 We, normal people feel the dangerous by the noise  
 which is made by cars and lorries. As a result of  
 hearing the noise, we can avoid them and  
 drive safely. Deaf-and-dumb people always  
 expose their to danger.

---

## 5 Common written errors

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Work in groups.

Look at examples of common errors which your own students have made.

Choose five which you think are important, and discuss:

- What seems to be the cause of each error?
- Does it show something the students do not understand? Or is it something they understand but still get wrong?
- What should you do about it?

---

## 6 Lesson preparation

---

1. Either choose one of the errors which you discussed in Activity 5 or one other error which your students (or other learners that you know) frequently make.
2. Plan part of a lesson in which you would focus on this error. Plan a short presentation followed by some practice.



**Self-evaluation sheet**

*Complete this after you have taught the lesson.*

1. Which error did you deal with?
2. What do you think was the cause of the error?
3. What steps did you follow in dealing with it? Write them down.
  - a)
  - b)
  - c)
  - d)
  - e)

**Think about these questions.**

How many students in the class made this error?

How many do you think really didn't understand the correct form?

When you presented the correct form again, how many seemed to understand?

Did you give students a chance to practise the correct form?

How many could do the practice successfully?

Think of one good student and one weaker student in your class.

What exactly did they do:

- during your presentation?
- during the practice?

Do you think your students will now stop making this error?

If they continue to make it, what will you do?

# 12 Planning a lesson

## 1 Using the teacher's notes

Does your textbook have teacher's notes?  
If so, look at the notes for one lesson.

Do the notes clearly tell you:

	Yes	No
a) the aims of the lesson?		
b) what language is taught in the lesson?		
c) the main stages of the lesson?		
d) how to teach the lesson?		

## 2 Aims of the lesson

A. Here is part of a first year lesson. Students ask and answer questions from the table, then ask other questions.

When do you	get up? eat breakfast? wash?	In the morning. In the afternoon.
When does your friend	go to school? finish school? go to bed? sleep?	In the evening. At night.
When do you clean your teeth? meet your friends? play games? learn English?		

(adapted from  
Welcome to English  
Book 1: M. Bates  
and J. Higgins)

What seems to be the aim of the lesson?

- B. Three different teachers are about to teach the lesson. Compare their comments.

'What are you going to teach today?'

**Teacher A:**



We're doing Lesson 15.  
It's question and answer practice  
using a substitution table.

**Teacher B:**



We're going to practise  
present simple questions with  
'When ...', and time expressions.

**Teacher C:**



We're going to practise asking  
and answering questions using the  
present simple, so that students learn  
to talk about everyday activities and  
when they do them.

Which teacher has the clearest idea of the *aim* of the lesson?

### 3 Stages of the lesson

1. Two teachers describe lessons they gave. For the first one, match the description with the lesson stages in the box.

'Well, first we talked a bit about deserts, and what it's like to travel across a desert. Then we read a text about an explorer who's crossed every desert in the world, and the students answered questions on it. In the text, there were several examples of the present perfect tense; I wrote some of these on the board, and I gave a few more examples orally. Then we did a grammar exercise in the textbook. After that, I asked students to make up their own questions using "Have you ever ...?", to ask each other.'

1. Introduction.
2. Reading.
3. Presentation.
4. Practice.
5. Production.

2. Now write the stages of this teacher's lesson in the box.

'First we reviewed words for clothes, which the students had learnt last week, and then I taught them adjectives to describe materials (woollen, cotton, leather, etc.), and wrote them on the board. Then we looked at some pictures of people in the textbook, and they made sentences about them: ("She's wearing a green cotton dress"). Then I asked them to write a few sentences about themselves, beginning "Last weekend I was wearing..." After that we read a text in the book about clothes people wear in different countries.'

1.
2.
3.
4.
5.

#### 4 A lesson plan

Here is the lesson plan the teacher made for the second lesson in Activity 3. The teacher's notes accompanying the textbook only gave the most basic information, so he added several ideas of his own. Which parts do you think he added himself? How do they improve the lesson?

#### LESSON 16

Aim To practise talking about clothes, materials + colours.

New vocab. Adjectives: woollen, leather, cotton, nylon, plastic.

Structures Present continuous: ... is wearing... (revision).

1. Review Show pictures of clothes. Ss give words: coat, hat, shirt, trousers, etc.
2. Presentation Show objects made of wool, leather, plastic, etc.  
Present new adjectives. Write them on the board.
3. Practice 1) p. 93 Ss look at pictures and make sentences  
e.g. 'She's wearing a green cotton dress'.  
2) Pairwork. A: What's she wearing?  
B: She's wearing a green cotton dress.

4. Writing 1) Write on board: 'Last week-end I was wearing...'  
 Ss write sentences about themselves.  
 2) Collect about 10 students' papers. Read them out.  
 Others guess who wrote them!

5. Reading 1) Write on board:
- |          |
|----------|
| Peru     |
| Sudan    |
| Pakistan |
- Ask: Where are they?  
 What's the climate like?  
 What do people wear there?
- 2) Ss read text p. 94 silently, and find answers to guiding questions.-  
 3) Ask and answer questions p. 94.

## 5 Lesson preparation

1. Choose a lesson which you will teach soon, or find a lesson in a suitable textbook. If you have a teacher's book, look at the notes on the lesson. Do the notes tell you everything you need to do? Is there anything you could add to the lesson that is not in the notes, e.g.:
- |                   |                                 |
|-------------------|---------------------------------|
| your own examples | your own introduction to a text |
| more practice     | your own questions              |
| visual aids       | review of previous lessons      |
2. Write a *lesson plan*. The plan should include:
- the aim of the lesson;
  - new vocabulary or structures;
  - the main stages of activity;
  - detailed notes for each stage;
  - any visual aids you need.
- Use the lesson plan given in Activity 4 to help you.

**Self-evaluation sheet***Complete this after you have taught the lesson.*

1. What was the aim of the lesson?
2. What new structures or vocabulary did you teach?
3. Write down the main stages you actually followed in the lesson. About how long did each stage last?

*Time*

a)

b)

c)

d)

e)

**Think about these questions.**

Did the lesson plan help you? If so, in what way?  
In what ways was your lesson different from the plan?

Think about each stage of the lesson.  
Did you spend: too long? not long enough? the right amount of time?  
How did you move from one stage to the next? What did you say to the class?

Think about the aims and the language you taught.  
How many of the students *learned* what you set out to teach? How do you know?

## References

- Doff, Adrian (1995). *Teaching English: A Training Course for Teachers*.  
Great Britain: Cambridge University Press.
- Larsen-Freeman, Diane (1986). *Techniques and Principles in Language  
Teaching*. New York: Oxford University Press.