

# Teaching tips

## Teaching vocabulary

**Brainstorming** Check to see what words students already know before presenting the vocabulary set. After presentation, ask students to think of or find more words for the set.

**Modelling and drilling** Students need opportunities to hear and say words. Use the Class audio CD or model new vocabulary yourself, and be positive about students' efforts to repeat words. Vary the way in which you drill new words: as a whisper, only boys, only girls, four students together, half the class together.

**Student-made exercises** Ask students to make their own simple exercises, which you can compile and copy. Use activities from the Workbook as models, for example: odd-word-out activities, anagrams, wordsearch puzzles and simple quiz clues, such as *This is the opposite of ... / You can swim here. / French is the language here.*

**Mini-tests and memorization** Start or end a lesson by giving students a quick test of ten words that they have learnt or practised recently. Students can also test each other using the Wordlist in the Workbook. Alternatively, give students five minutes to memorize a short list of words on the board, and then gradually remove the words and test them orally. Then ask students to write down the words from memory.

**Vocabulary notebooks** Encourage students to record new words in a notebook. They can group words according to the topic or by part of speech. Encourage them to use a variety of ways to record the meanings, e.g. definitions, translations, example sentences.

**Collocations** We often learn words in isolation, but a vocabulary item can be more than one word, e.g. *play video games, read books*. Make students aware of this and encourage them to record phrases as well as individual words. You could help students practise this by asking them to give examples of words which often combine with a particular word. This can work well with common verbs, like: *have, go, play, read*, etc.

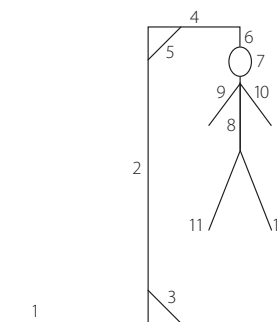
*go – shopping, swimming, to the cinema*, etc.

*have – a shower, breakfast, fun*, etc.

**Revision games** Vocabulary needs constant revision, and it is a good idea to incorporate a game into a class at least once a week. Here are some simple revision games that you can use:

- **Bingo** Choose a set of words you want to work on, e.g. jobs. Ask students to tell you all the words they know and write them on the board. Then draw a grid with six boxes on the board and ask students to copy it and write one word in each box. Call out the words in random order. Students cross out the words when they hear them. The first student to cross out all their words shouts 'Bingo!' and wins the game. To make the game more challenging, instead of simply calling out the words, you could give definitions.

- **Hangman** Choose a word from the set of words that you want to revise. Write a dash for each letter of the word on the board, e.g. \_ \_ \_ \_ \_ (modern). Students try to find the word by calling out letters of the alphabet. If a student guesses a letter correctly, write it in the appropriate place. If a student guesses incorrectly, write the letter at the bottom of the board and draw one line of the Hangman picture below. The class wins the game if they can guess the word before you complete the picture. They can make a maximum of twelve incorrect guesses before the picture is complete.



- **Word tennis** Choose a set of words you want to practise. Draw an imaginary line through the middle of the classroom, so the students are in two teams, left and right. Tell the students what the vocabulary set is, and choose a student in one team, who says an item from the set. Then choose a student from the other team, who says another item. Then choose a different student from the first team, and continue back and forth until a student repeats a word, or can't think of a new one. The other team then scores a point. You could use actual tennis scoring (15–30–40, etc.) to increase authenticity.

## Teaching grammar

**Modelling and drilling** Just as with vocabulary items, give a clear spoken model of the structures and have the students repeat after you. This allows the students to hear what the new language sounds like and gives them confidence when they're asked to produce it themselves.

**Posters and photos** Make posters with examples of different structures to put on the walls of the class.

**Practice exercises** The Student's Book exercises usually have around six items, so the majority of the class are not involved if you simply ask six individual students to give the answers. Here are some ideas for involving as many students as possible in an exercise:

- As you go through an exercise, pause before naming the student you want to answer. This will ensure all students think about the answer, in case they are asked.
- Ask students to read through the whole exercise silently and work out the answers before oral feedback.
- Ask students to do the whole exercise orally or in pairs before you check the answers.
- Ask the students to write the answers in their notebooks.

**Personalized reference** Encourage students to keep a list of personalized grammar examples. For each new structure they should make a heading in their notebooks and think of two or three examples which include information about themselves, their family and friends, and their home or home town. When you want to revise a structure, start by asking several students for examples from their personalized notes.

**Spot-the-structure** If you are revising before a test or exam, it is always a good starting point to ask students to find or provide examples of structures from a text or from their notebooks.

**Substitution** Write a sentence on the board and underline one or two words which you want students to change. Let them work in pairs or groups and accept a suggestion from a group if their new sentence makes sense. Put the new sentence on the board and underline one or two more words for students to change. When you have five or six sentences on the board, erase some of the words and ask students to write down the missing words.

Example:

- 1 Paul is watching tennis with Hannah.
- 2 Paul isn't watching football with Hannah.
- 3 Susan isn't playing football with Carl.
- 4 They aren't playing volleyball with Carl.

**'Open-book' tests and self-correction** For variety, give students a test in which they can use their books. This will give them good practice of using the grammar explanations in the Student's Book and the Language focus reference in the Workbook. Similarly, you can ask students to correct mistakes in their tests, if you indicate where the mistakes are. The incentive could be that you will give them extra points for each mistake they can correct.

**Grammar games** Games can offer invaluable grammar practice, as well as increasing students' motivation and enjoyment. Here are some games you can use:

- **Bingo** See the notes in the *Revision games* section for teaching vocabulary. Instead of vocabulary items, you can put in grammar items, such as prepositions of place, superlative adjectives, interrogative pronouns, etc.
- **Noughts and crosses** Draw a grid on the board with a verb in each space, for example:

see	go	have
eat	teach	sing
drink	do	write

Decide which structure you want to practise, e.g. past simple. Divide the class into two teams, allocating noughts (O) to team A and crosses (X) to team B. One student from team A chooses a verb and writes a sentence with that word in the past simple. If it's correct, they rub out the word and write a nought there. Team B tries to do the same. The winner is the team to get three noughts or crosses in a line, horizontally, diagonally or vertically. You could also use this to practise comparative and superlative adjectives (writing base adjectives in the grid), prepositions of place, interrogative pronouns, etc.

- **Sentence sale** Arrange students in pairs or groups and give each pair or group an imaginary credit of 50 euros. Write sentences on the board, each with a value in euros. Some of the sentences should have grammar mistakes. Look at each sentence in turn, and ask students if they want to buy it. Then tell the students whether the sentence is correct or not. If they buy a correct sentence, they score its value. If they buy an incorrect sentence, they lose the money. Every group must then try to correct a sentence if it is incorrect.

## Teaching reading

**Preparing and predicting** Before starting a Reading section, read the text and find what vocabulary needs to be pre-taught. It's important to create a desire to read, so encourage students to predict the content by asking questions in their own language or in English. Ask students to look at the pictures and headings, and elicit any information that they already know about the topic. Ask them for information they know a little about, but aren't completely sure about, and anything they don't know, but would like to find out. Write it on the board in a table:

I know this	I'm not sure about this	I don't know this

Then ask students to read and see if the text contains any of the ideas on the board.

**Reading race** You can set one of the reading exercises as a team competition. Teams write their answers on a piece of paper, and hand in the paper when they finish. Make a note of the finishing time and give penalty minutes for incorrect answers.

**Autonomy** Encourage students to use the Wordlist in the Workbook, or a dictionary, to check new words. If you can get students into this habit from the beginning, it will save you and them a lot of time and effort. Make sure that students realize, however, that they do not need to understand and learn every word. With extensive reading texts, you may want to put a limit on the number of words which they are allowed to look up.

**Memory game** Ask students to work in pairs and write four sentences about information in the reading text – two true and two false. Then ask students to close their books and choose various students to read their sentences. The rest of the class decide if the sentences are true or false, and try and correct the false ones. You could continue the activity as a whole class, allowing all pairs to read their sentences, or get students to continue in groups of four – two pairs in each group.

**Exploiting the text further** After completing a reading comprehension exercise, leave the answers on the board, ask students to close their books, look at the board, and then work in pairs to remember the questions. Alternatively, when you have finished the comprehension questions, read the text aloud to the students and stop occasionally for them to give you the next word or phrase.

## Teaching listening

**Prediction and preparation** This is an important stage. Listening to something 'cold' is not easy, so prepare the students well. Here are some things you can do:

- **Engage** students by asking them to look at the pictures and headings, and to predict content. You could use the same table as the one described in the *Teaching reading* section to record what students know about the topic, aren't sure about, or don't know.
- Pre-teach vocabulary, and record it on the board. Model it for students, so they know in advance how it's pronounced.
- Make sure that students read and understand the questions they have to answer before they start listening.
- Tell students how many people they will hear speaking, whether they are male or female, adults or teenagers, and roughly what they will be talking about.

**Playing the recording** It isn't easy to listen, read the exercise and write answers at the same time. Tell students you'll play the recording a number of times and that they should not worry if they don't get the answers immediately. You could insist that they do not write anything the first time they listen, to ensure that they listen carefully to everything.

**Using the audio script** As a follow-up activity, you may want to prepare a photocopy of the audio script for students to read while listening. It may be useful to use parts of the script to focus on pronunciation (see below). If less able students are demotivated by listening activities, you may occasionally want to give them a script at an earlier stage. All the audio scripts can be found in the Teacher's Book.

**Other sources for listening** Apart from the recorded material on the Class audio CD, students should be exposed to English at every opportunity. It is important, therefore, that you use English in class as much as possible, both for instructions and for conversation. It is also important that students pay attention to what their classmates say. Ensure that students listen to their classmates by asking checking questions, such as: *Do you agree?* / *Have you got the same answer?* / *Can you repeat what (Murat) said?*

## Teaching writing

**Time and training** Most students need to be taught the process of writing. Use class time, especially when dealing with the first few Writing sections, to show students how they can use the model text and preparation questions to help them with their own piece of writing. For the first term, for example, you could produce a collaborative piece of writing on the board, referring to the model and using answers and ideas from the students. As students become accustomed to the skills of brainstorming and structuring, you will be able to devote less class time to developing writing strategies.

**Team effort** After one or two sessions producing a collaborative piece of writing on the board, ask students to write in pairs. This means that they help each other and also makes it easier for you to circulate round the class.

**Use a model** Ensure that students understand that the text in the Writing lesson serves as a model for their own writing.

**Computer time** If possible, use a session in the computer room for writing. Students may prefer to key in rather than write in long-hand. Also, if they save their work, you can ask them to correct and edit it. They may also be able to add photos to a document, or create material for a web page.

**Correction** There are various ways of assessing written work, but always make it very clear to your students that you will correct and mark it. This is important for students' motivation. Also make it clear to students whether you are assessing them on accuracy or on content. If you want students to self-correct, make sure that you indicate clearly where they have made mistakes, and what type of mistake they have made. You could use the following code to help students identify the mistake:

<b>sp</b>	indicates a spelling mistake
<b>L</b>	indicates a missing word
<b>gr</b>	indicates a grammatical error
<b>v</b>	indicates an error of vocabulary
<b>wo</b>	indicates incorrect word order

**Feedback and display** Try to create an atmosphere of appreciation, whereby students are happy to hear you or others read out a piece of written work. It is also very motivating to display students' written work on the walls, and the more effort that goes into the display, the more students will feel that their work is valued. If students are keeping their written work, encourage them to keep it together in one place.

## Teaching speaking

**Motivation** Speaking is often perceived as difficult because students feel that they lack the language or confidence to express themselves in English. Some students, particularly teenagers, feel embarrassed about speaking in front of the class. It is important, therefore, to ensure that the experience of speaking English is successful. Your expectations should be both clear and realistic. You can encourage students to speak by showing them that it is neither impossible nor painful. Tell your students when you expect them to use English: for example, reading aloud from texts, reading out answers to questions, and answering basic questions about themselves. Tell them that it is easy to score points in evaluation by doing this.

**Preparation** Students often need time to think about what they are going to say. All of the speaking activities in *English Plus second edition* are staged and structured in such a way that students should be able to read out answers or prepare a script if necessary. More able students may need less support, and you can encourage them to memorize lines or to look up from a script before speaking. Note that you should not abandon 'free speaking' (see below).

**Modelling** It is helpful for students to have a model when speaking. In *English Plus second edition* the dialogues on the Speaking pages are recorded on the Class audio CD. For other speaking exercises, model questions and answers with a strong student, or ask two students to ask and answer while the rest of the class listens.

**Correction** Be careful not to correct students too frequently, if the activity they are doing is designed to improve fluency, such as a discussion or role-play. While it's important to correct mistakes, it's also vital that students develop the confidence to speak without interruption. A useful approach is to make a note of errors that students make during the activity, and only address them when they've finished. You could write a selection of errors you heard on the board, and ask students to correct them.

**Conversation** Every class also presents opportunities for 'free speaking' in the form of short conversations: *How are you? / Is this easy or difficult? / How was your weekend? / What do you think?* It is important that you encourage genuine communication of this type. If you think that this type of activity may not work with your class, ask them to dedicate a section in their notebooks to 'Everyday phrases' or 'Conversation', and gradually build up a stock of questions and answers which students should memorize.

## Teaching pronunciation

**Revise** Remind students of previous pronunciation points as they go through the course. In particular, ask students to identify word stress and to practise difficult sounds whenever there is an opportunity.

**Correction** Pronunciation errors are best corrected quickly but without interrupting. Errors can be corrected by 'echoing' students who mispronounce; in other words, say the word as they did, but with a rising intonation so that

they self-correct. Or simply say the sound or word correctly, and ask them to repeat it again.

**Mimicry and body language** Encourage students to mimic the intonation of the speakers on the Class audio CD. It helps to exaggerate intonation, and students who like acting out will be happy to do this. Also encourage students to use gestures – pointing, shrugging, frowning – when they are practising dialogues. It will help them to express themselves better in English.

**Reading aloud** If students are having problems with pronunciation, ask them to listen to a short piece of text at home, and then to practise reading it aloud. This is a good exercise for listening, speaking and confidence building. If your students are not speaking in class, you could also include a reading aloud exercise as part of an evaluation.

**Further practice** After completing each pronunciation point in the Student's Book, ask students to find more examples of words or phrases with that particular point throughout the book. For example, they could look for words that contain a particular sound or stress pattern, or they could identify weak forms in a sentence.