

**This programme can be taught from the text or from the audio recording, which should be preferred. There is little difference in the two approaches. See at the end the rubric “Teaching from recordings”.**

### **Teaching from texts.**

An effective approach to teaching from texts is (with student’s books closed):

To divide it into bite-sized chunks – probably 2 or 3 per text in this programme, depending on student’s ability.

Then, for each section:

1. Introduce new vocabulary, grammar and expressions in the section.
2. Read the section to your student(s)
3. Listen and repeat: Re-read the text phrase by phrase, having students repeat what you say.
4. Then students open their book and read the section aloud. (Go round the class if it’s a group)
5. Ask comprehension questions to students. (In a group get them to ask each other questions)
6. Get them to give a summary.
7. If you have only one student get him to ask you questions.
8. At the very end, if the text is a dialogue of suitable length, consider doing it as a role play (see “Teaching from recordings”, below)

Then move on to the next section.

If you are using a recording you can do exactly the same thing except that the student(s) listen to the section instead of to the teacher reading it. Then, go back to the beginning and have students repeat phrase by phrase the entire section.

Even advanced students can benefit from repeating a phrase, be it on CD or simply repeating the teacher’s pronunciation.. There is always the question of intonation – especially in the case of dialogues. Sounding “natural” is the hardest.

#### **(1) Introducing or presenting new vocabulary**

This can (and should) take quite a long time and will provide all sorts of opportunities to bring in other related vocabulary and revision of grammar when the inevitable mistakes crop up.

**How much drill?** Although you may not need to introduce every word to every student and the amount of drill will vary a lot, you are advised not to take for granted that your student knows *and can use* a word because it looks easy or resembles a word in French. It is true that students may recognise some words if they see or hear them. This does not mean that the word is in their active (as distinct from passive) vocabulary however. Eliciting vocabulary from students is the only proof that they actually can use a word spontaneously.

There are some cases, however, where drill is actually discouraged e.g. “craft” for “boat”. It is probably better for a student just to recognise the word at this level: he is likely to use it wrongly or sound pretentious if he tries to use it instead of “boat” (“*We went canoeing. I rented a craft.*“?? - One wouldn’t want to be responsible for a student coming up with sentences like that. )

**Eliciting = introducing.** Eliciting and introducing vocabulary are often the same thing: Give your student an opportunity to use a word and feed it to him if he doesn't find it. If you say "I went to sleep in the cinema. I wasn't tired. It was the film. Have you seen a film like that?" The student should use "boring" if he knows it or he will try to use a simpler word "bad" or "not interesting" and you can focus his expression by reformulating what he says by agreeing "Yes, the film was boring." Then getting him to repeat it. Of course, if your student comes up with the word spontaneously this means you can simply move on (well, after checking he knows the difference between "bored" and "boring". What teacher has not had to fight the temptation to say, when his student has announced, "I was boring", "Yes, I bet you were.")

Simple repetition is the easiest tool for a teacher to use. If you give your student an example of a particular usage, get him to repeat it. When possible, if practice is required and especially when working with tenses.

Teacher: "The film I saw last week was boring. Repeat that please"

Student: "The film I saw last week was boring."

Teacher: "The play..."

Student: "The play I saw last week was boring."

Teacher: "This week..."

Student: "The film I have seen this week was boring."

Teacher: "The book..."

Etc.

If in doubt how to go about an introduction it can help to look at the root of the word you are teaching, see what other words derive from it and then decide whether the verb, noun, adjective etc is the easiest to get over to the student. It is easy, when you have got him to understand any one of these, to move into the others.

The suggested introductions mostly use key questions, that is "what" "where", "how" etc. (perhaps after an initial scene setting yes/no question, e.g. "Have you been to Spain? ... When? ") This is because key questions (and "or" questions) are the questions which make students speak, and often elicit the word if the student knows it, and in any event tend to increase his active participation in the lesson.

There are many suggestions such as "Are you a member of any clubs or associations?" and you may ask yourself what to do when the student says "No". All is not lost and a negative answer doesn't mean that your lead-in has to be abandoned. The easiest solution is to use the third person and say "Well Peter is/has/does/was..." and go on to attribute to Peter the qualities required for your introduction. It is wise to ensure that your student has absorbed the essential information by getting him to repeat, in some way the required information. To complete the above scenario (used to introduce the verb "to join"):

**T.** "Are you a member of any clubs or associations?"

**S.** "No, I'm not."

**T.** Well, my friend Peter is. Ask me what club he is a member of."

**S.** "What club is he a member of?"

**T.** "He's a member of a Judo Club. Ask me how long."

**S.** "How long has he been a member of the Judo Club?"

**T.** "He's been a member for three years. So, what did Peter do three years ago?"

(Student may use the required word "**join**" in his answer, in which case you can move on. If he says something like "He started to be a member..." or if he looks at you

blankly you can reformulate or simply prompt ““He **joined** the club three years ago.” And make your student repeat it.

**S.** “He joined ...”

**T.** (Moving into drill) “When did you join your company?”

Etc.

(At a lower level it might be wise to use the present tense for a first use of a new verb but, at this level, especially with a regular verb, it is unlikely to cause complication.)

There is little use of explanation as a tool because, only too often this means the teacher speaks too much. Explanation can lead into a vicious circle where the teacher using words in his explanation which need to be explained with words requiring further explanation...

The examples provided are meant as idea providers for the introduction. There is not space to show in each case how the word can be exploited. There is nearly always good reason to practice words by using a rich variety of tenses: **to bargain** – Where do people bargain a lot before buying? (present) Have you ever done it?.. (present perfect) Tell me about it. When did you last bargain for something? (simple past) If you were bargaining for a second hand car about what percentage of the asking price would you expect to pay? (conditional)

Bear in mind that you are teaching English, not just a text, so be prepared to branch off into directions interesting to your student and expand on certain areas of vocabulary if it seems appropriate. There are some examples of “word families” in the teachers guide but the principle is always valid.

For example if the word aluminium (aluminum for our transatlantic colleagues) crops up you should probably think “How useful is this for my student?” If she is a little old lady going to California because her daughter is going to marry an American you probably won’t want to do much more than the minimum.

However, if your student is an aeronautical engineer the word aluminium becomes an excuse to talk about all kinds of other metals. Try, in this case, to elicit other metals and vocabulary surrounding the area (your student may well know them) with questions like “Do you know another light metal used in aviation?” (titanium) “What metal was used for pipes before plastic? (lead). What is your watch made of? (steel) “is steel a pure metal?” (No, it’s an alloy – a mixture). Do you know any other alloys? (bronze) What is it an alloy of? (copper and tin).

Obviously this kind of extension of the lesson is valid to the extent that your student needs the material you are feeding him, but very often, if well chosen, these will be the most useful parts to your student of your lesson.

Of course you may be thinking “but I don’t have the slightest interest in metals and I don’t know all this;” Of course. We don’t all have the same general knowledge. We all have a lot of general knowledge though, and if you look for them, opportunities to use yours will abound. Maybe you are good on fashion. In that case you might pick up on a word like cotton, cloth or dress and, if your student were the little old lady mentioned above going to a wedding in California, you might help her to describe her wedding dress when she got married. This could well provide her with interesting things to say at the wedding reception which will be the highlight of her trip.

(Personally, I couldn’t make anything of this subject but I know several teachers who would love it.)

### **(3) Listen and repeat**

This is always a valid activity. It is surprising what mistakes of comprehension students make when they have to rely on what they hear— even though the student, when asked if he has understood the text beforehand, replies with an (often offhand) “Yes.”.. This is why the book should be closed here.

### **(5) Comprehension questions**

In a group use reported speech to ensure sufficiently complicated questions are asked involving the structures you want. Just saying “Ask John a question about the text.” Will usually only elicit easy questions. Saying “Ask John where Merry might have had dinner if Peter hadn’t taken her to a restaurant.” doesn’t leave your student much choice. Comprehension questions can also include deduction questions so look for opportunities for these. For example many students who understand that “used to” is a habit in the past do not understand that the habit is necessarily finished. So if the statement read was “Janet used to live in London.”, the question, “Where did she used to live?”, is a simple comprehension question. “Does Janet live in London?”, on the other hand, should get the answer “No, she doesn’t”. It is worth asking because you may well get the answer “I don’t know.”

### **(8) Role plays**

An alternative or supplementary activity to a summary is a role play where the students act out the dialogue. This can be kept until the end and done, not for each section but for the whole text. Obviously students won’t remember all the text and they should understand that a free-form parallel is quite acceptable. Remembering the information is a problem and it can be a good idea to let the student have his book open here .

Proceed initially by simply reading the text (with the teacher taking a role if there is only one student) and then re-doing it with the right-hand side of the page covered. The student can use the visible left hand side of the page as an auto cue for his side of the dialogue. (Weaker students can have more of the text visible than stronger students). This can be done several times and, if you have only one student, he should play both roles one after the other. Get students to pay attention to appropriate intonation.

Remember that, although we have tried to provide lively and easily useable ideas to introduce vocabulary and grammar, the best ideas are always your own ideas. Before looking at the suggested introductions, ask yourself, “What do I first think of when I use this?” What comes to your mind may well be the best solution for your lesson.

### **(7) Student questions**

See 5 above. The only difference is that one says “Ask me...” instead of “Ask George...”

### **(8) Role plays**

If the text is a dialogue it can be used as a Role Play as described in (8) above once the entire text has been completed. Note that, although the students book has been closed so far (recordings are used for oral comprehension and seeing the text would spoil the exercise) the book can be opened to facilitate the role play as in (8) above q.v.

Remember: If your CD player doesn’t work (which, we all know, happens surprisingly often, for the most obscure reasons and usually at the most inconvenient time), all is not lost. Just use the reading technique described above.

## **But my student already knows...**

At this level, about : B1 – B2 Council of Europe Common European Framework, Students have an arbitrary and patchy knowledge at this level but they have probably run into most grammatical structures and understand the essentials. The degree to which they have mastered structures, though, is likely to be very variable. This is why the principle of eliciting usages from students is so important: If you can get a student to use a grammar structure spontaneously, there is no point in drilling it.

Consequently only the teacher can decide how much work should be done on any one teaching point, be it vocabulary or grammar. Generally, however, one can always find something to add to a student's knowledge, so, for example, if a student easily uses a causative form in the present and the future, try him with past perfects, conditionals, past progressive etc.

Because students' knowledge is so arbitrary at this level, the grammar points covered in the programme are not always covered at their very first usage. Should you feel a comprehensive presentation of a grammar point is necessary and it is not in the teachers instructions, you can use the index to find out where it comes in and anticipate. This is not recommended wholeheartedly though as, if you hop about in any programme too much, you can't remember what has been done and what hasn't. Further, this is rendered virtually impossible if several teachers are taking over from one another whilst working from the same programme: "Have to" occurs in the first chapter for example but the contrast with must is only treated in Chapter \* 13. Generally speaking, if you want to use part of a grammar section from a later chapter to cover something earlier, just use the essentials for the present need, let the main point be covered when it occurs in the programme.

## **Teaching from recordings.**

In general exactly the same procedure as for teaching from texts can be observed except that, instead of the reading procedure recommended, one proceeds as follows:

Having introduced the vocabulary and grammar for a section of the text, play that part to your student(s). Go back to the start and play a sentence or perhaps only a phrase. Ask student to repeat it. Notice that this is done with the student's book closed. This is an oral comprehension exercise and if he could read it, it would have little value. It is surprising how many mistakes are made during this simple exercise. You will get the strangest interpretations and often the simplest phrase turns out to be the hardest.

You will have to play many phrases two or three times (this is much better than repeating it to the student yourself), so make sure you have mastered the function which allows you to rewind a couple of seconds – on many machines it is only too easy to end up right back at the beginning of the text when you do this which results in a lot of unprofessional fiddling about as you try to find your place.

When each sentence or phrase (the length of the bit you ask him to repeat will depend on his ability) has been satisfactorily repeated, let him (them) listen to the complete passage again. Then proceed to 5,6 and 7 above in the reading procedure.