Acknowledgements

Practical Classroom English (PCE) has a long history. It began life in 1975 as a four-page handout called Some Useful Classroom English Phrases. Trainee English teachers in Finland were given a copy as part of their teaching practice. By 1988 it had expanded into a textbook called Teacher Talk, which was then republished by OUP in 1991 as Handbook of Classroom English. After twenty years the original book was beginning to show its age and needed serious updating. In 2004 a new Finnish version, called ETC: English Teaching Companion, was published by Tammi. PCE is a radically revised version of ETC.

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Introduction

Practical Classroom English (PCE): A coursebook and a handbook

- What is it?
  PCE is basically a comprehensive list of classroom phrases that you will need when running a lesson in English. It also has extensive exercises and activities to help you practise and use the phrases.
- Who is it for?
  PCE is intended for non-native teachers of English who work with teenagers and young adults in formal education; in other words, at secondary and post-secondary levels.
- Who else can use it?
  Teachers at the intermediate level. PCE is also suitable for content and language integrated learning (CLIL) teachers, i.e. teachers who are teaching other subjects through the medium of English.
- How can it be used?
  Although PCE is primarily meant as a coursebook for use in pre-service and in-service teacher training, it also works well as a handbook or work of reference. You can, for example, refer to it when preparing lessons, or dip into it and take an in-depth look at a particular topic.
- Can I use it on my own?
  The dual format of the book/coursebook and handbook means that it can be used both by tutors running a course, and by individual students working alone or in a study group.
- Is the material difficult?
  We hope that the contents of the book will appeal not only to teachers, but also to students who are already confident and fluent classroom managers, but also to less experienced teachers, who may feel apprehensive about running their classes in English.

Encouragement and inspiration

Hopefully, you have identified yourself somewhere amongst the different possible user groups mentioned above. If so, you will need to know how we think you will benefit from using PCE. In other words, what are the aims of PCE are. We think there are five key aims:
1. To encourage you to use more English in the day-to-day running of your English classes;
2. To extend the range of classroom situations and learning activities that you feel confident and competent to handle in English;
3. To make you think more deeply about the role of your English in the classroom;
4. To inspire you with ideas for making the classroom a more dynamic and authentic environment for your students to practise their English;
5. To develop your language skills in two important areas of teaching: instruction giving and question asking.

All in all, then, we believe that PCE will help you to develop some of the core linguistic skills that you will need to work effectively in the classroom. At the same time we hope that this development will carry over into more confident classroom management and enhanced pedagogical skills.

Real and realistic

PCE has been developed on the basis of more than thirty years’ experience of running classroom English courses for student teachers. Another important source of material has been the observation reports on some 1,500 practice lessons given by trainee English teachers. In addition, during the winter of 2005–06 we collected and transcribed about thirty hours of classroom recordings from eight different countries: Austria, Belgium, Finland, Germany, Japan, Korea, Spain, and Taiwan. The recordings have given us an insight into the reality of English language teaching around the world: the regular, routine, ordinary English lessons that are given every day by hard-working and skillful teachers. PCE, then, is written with these daily realities of school life very much in mind. Although it encourages a communicative approach, it accepts that not everything that happens in the English classroom can or be needs to be ‘authentic’, ‘activating’ and ‘creative’.

Comprehensive and flexible

PCE consists of six units. The units are not strictly graded and there is material at a variety of levels in each unit. In other words, you could choose to work through the book randomly. Nevertheless, the units do form a clear progression. Unit 1, for example, deals with the most basic and frequent situations in the classroom (greeting, sequencing activities, saying goodbye). In other words, if you are a teacher who wants to introduce English as the main language of classroom management, then the phrases in this unit form a natural starting point, both for yourself and for your students. Unit 2 looks at phrases that increase your students’ involvement in classroom interaction, helping them to participate in what happens in what happens. Unit 3 deals with the actual classroom learning environment, its challenges and its opportunities. The focus in Unit 4 is very much on the textbook, dealing with a basic text and doing language exercises. Unit 5 examines the phrases connected with classroom technology, ranging from chalkboards to computers. The most demanding unit is Unit 6, which covers advanced written and spoken activities. It also attempts to take you—and your students—across the divide between basic interpersonal communicative skills and cognitive academic language proficiency. (In other words, an important divide that Jim Cummins calls the BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency) divide.) Critical thinking is also introduced as a way to encourage students to use their spoken and written skills for more academic purposes.

The structure of the book

Each of the six units of PCE is divided into three sections, A, B and C. After its Introductory page, each section deals with some or five classroom situations, making a total of more than ninety situations. These classroom situations are, in turn, broken down into almost 400 key phrases. The key phrases are supplemented by phrase lists, followed by detailed footnotes and comments. Each of the six units ends with a section on Classroom essentials (practice with giving instructions and asking questions); some Exercises and activities (for individual and group practice), and Audio practice (pronunciation and listening), which is recorded on an accompanying CD. The book also has its own website (http://www.oup.com/elit/teacher/pce), which offers additional exercises and a multilingual reference list of key vocabulary related to school and teaching. In the following we shall look at each of these sections in detail.

The Introductory page

The Introductory page includes the following parts:

1. Introductory paragraph
   This briefly outlines the contents of the section and orientates you to the material. In addition, and perhaps more importantly, it suggests ways in which you can help your students to understand and use English as the natural language of classroom management.

2. Overview
   The overview lists the classroom situations and key phrases dealt with in the section. As such, it is useful for quickly finding a relevant phrase, and as a checklist to monitor your own progress.

Points to think and talk about

PCE is not a handbook of English language teaching methodology. Nevertheless, there are aspects of using English in the classroom that do have methodological implications. In this section we invite you to think and talk about these implications, to look at the routines of classroom teaching in a critical way, and to find your own viewpoints. Ideally, the questions should be discussed before you begin work on the key phrases, but you can also come back to them at any stage of your work on the section. Sharing your own personal experiences is an important part of the activity, so discussion in groups may be more productive. If you don’t have enough time to discuss all of the points, concentrate on the ones that are most relevant to your teaching situation. Notice that we don’t provide a list of answers because there are no simple answers to the questions we ask, at least no answers that apply to all contexts and situations.

Language to think about

This gets you thinking about the language in the section by checking what you already know. You may be asked to come up with a particular phrase, or to offer alternatives in a particular classroom situation, or even to correct typical classroom English mistakes. The answers to these questions can be found by studying the key phrases in the section that follows.

Classroom English vocabulary to collect

We think that English teachers should be able to talk about their own profession and work environment in English. In this section we invite you to start collecting vocabulary that is relevant to the activities covered in the section. Some of the vocabulary will be very concrete (for example, extension lead), some more abstract (for example, Ministry of Education), if you think this sounds useful, then we can suggest a number of ways of beginning your collection:
1. You can keep a notebook handy and jot down any useful words you come across, both in the unit material and elsewhere;
2. You can brainstorm the topic, either alone or in a group;
3. You could arrange to circulate your word lists via email;
4. You can refer to (and contribute to) PCE’s own website (http://www.oup.com/elit/teacher/pce).
Key phrases and footnotes

The core of PCE is made up of the key phrases and accompanying footnotes. Later on we will suggest how you can make the most effective use of these sections.

1. Key phrases
Each classroom situation is identified by its section (A, B, C), a number (1, 2, 3, 4, 5), and a heading (for example, C6 Cleaning the class). The key phrases, which are numbered and listed under the classroom situation heading, should be seen as basic, straightforward expressions. Additional phrases are then presented under the key phrases. These are useful alternatives, or they may be more complex in their structure or have a slightly different meaning. Notice that the alternative phrases are embolded. For example, in the phrase Let’s change/slow (over) to English, the use of bold shows that both words, change and switch, are interchangeable. The brackets show that the word over is optional, and it can be used or left out. The numbering of the key phrases is important because the footnotes related to the phrase are identified by the same number.

Some of the phrases are straightforward and easy, whereas others are more complex. We have not even tried to classify the phrases according to their level of difficulty. Ultimately, it is your choice, and you will make this choice based on a number of factors: the students’ age, the level of their language skills and your own, the formality of the classroom situation, or your familiarity with the students, and, of course, your own personal preferences. There is a whole range of teaching contexts where PCE will be useful, and we have tried to anticipate as many as possible. You will notice that occasionally there is some overlap between the different sections.

2. Footnotes
There are eight kinds of footnote in PCE, each identified by its own symbol. You will also come across the abbreviations BE (British English) and AE (American English).

- Language comment: additional phrases and comments on classroom language.
- Idiomatic phrase: idioms used mainly with advanced learners.
- Pedagogical comments: on classroom management and ideas for running your class in English.
- Mistake: a typical classroom English error. The incorrect part of the phrase is crossed out. The correct version can be found in the list of phrases.
- Student response: phrases that you can encourage your students to use.
- Cross-reference: references to other units, exercise or sources.
- Listen to the audio CD.
- Record: a chance to record and listen to yourself.

Additional practice

At the end of each unit there are three sections that offer additional practice with the material presented in the unit.

1. Classroom essentials
We think that this is an appropriate name since it deals with two areas of language use that are essential to your work as a teacher: giving instructions and asking questions. We look at the key structures and grammatical rules associated with each topic in three separate parts, spread over the entire book. The sample sentences have been chosen to reflect the content of the lesson in the unit. After each structural presentation there are exercises, both formal and more communicative. In some cases you are asked to make use of the accompanying CD and even to record yourself (see below).

2. Exercises and activities
The idea here is to activate and recycle the phrases presented in the unit. The more formal exercises (for example, prepositions and vocabulary) are accessible online through PCE’s website. In the printed materials we try to offer a mixture of traditional and more creative activities, including games, role-plays, and actual teaching practice. The key symbol next to an exercise tells you that there are answers at the back of the book. In this section, too, there are activities that require you to record yourself (marked RECORD). For this you will need a microphone and a cassette recorder, a minidisk player, or an MP3 recorder. Having recorded yourself, you should naturally also listen to yourself and even allow others to listen. Apart from developing your confidence and general classroom fluency, this exercise will help reinforce the unit phrases. You will also have a chance to think about your teaching style and the classroom language you use.

3. Audio practice
This section, which makes use of the accompanying CD, includes four types of activity. The first one, Classroom intonation, practises important patterns of English intonation relevant to the classroom, for example in asking questions and giving instructions. The second part is called Key sounds and focuses on some of the phonological difficulties of English (for example, the /ð/ and /θ/ sounds). As the name suggests, part three, Word stress, deals with some of the problems of English word stress. In the fourth part, Live lessons, you can listen to extracts of recordings made in actual classrooms. In some cases, where the recording quality was poor, the extracts have been re-recorded by actors. The extracts include classes with students aged 13-20, and a variety of levels. In all but one case, the teachers are non-native speakers of English. In some classes, the teacher is using a normal textbook in others, a variety of materials. In one class the students are studying history through the medium of English.

Each extract is accompanied by a number of short listening tasks, encouraging you to listen to the extract several times. The aim of these is to improve your listening skills as well as to make you think about how effective teaching works.
We believe that the footnotes following each classroom situation are extremely useful and important. They are closely related to the key phrases and will give you a lot of practical ideas. We hope that you will be able to devote time to studying them. However, if you are working to a tight schedule, you should see the footnotes in the first instance as extra material that you can dip into, or simply leave for later.

Once you have familiarized yourself with the three sections and fifteen or so classroom situations in each unit, you can move on to the exercises and activities. As with all textbook exercises, these have the simple purpose of giving you additional opportunities to practice using the unit material. We hope that you find the activities in PCE interesting, varied and useful.

Notice that you can choose to study the materials in the Classroom essentials section at any time while you are working with a unit. Similarly, the Audio practice sections are not tied to a particular section or classroom situation. We realize that PCE covers a lot of ground, but if you do want to go further and look at a topic in more detail, then you should make use of the list of resources in Useful reading and resources and on the PCE website.

Using the book as part of a taught course

We estimate that a thorough treatment of the material in PCE would require 50–60 hours of work, including some 20 hours of classroom contact. On the other hand, we know that some teachers have covered the contents in less than 30 hours. The level of English of the course participants will clearly affect the time needed, as will the amount of material used, especially in the Classroom essentials, Exercises and activities and Audio practice sections. On an intensive revision course, for example, students could just work through the Exercises and activities section, looking at the lists of phrases in more detail whenever required. Similarly, the materials in the Classroom essentials sections together form a useful and meaningful whole. The pronunciation and listening activities in the Audio practice section would also work as a stand-alone course.

If time permits and you decide to study the phrases in detail, then the methods for practising and learning them need not differ from those outlined above. Naturally, pair and group work can play an even more central role in class sessions. An appropriate conclusion for each unit would be for students to micro-teach in the group, or to give an actual lesson in their own classroom. These could be recorded and followed by constructive feedback and discussion. Ideally, in addition to allowing students to practise their own English classroom management skills, tutors should give them opportunities to observe experienced teachers at work.

Tips on how to use PCE

If you are a teacher or a student teacher, we recommend that you make a conscious effort to include more classroom English phrases in your lessons. One concrete way of doing this is, for example, to write them into your lesson plans, or to jot them down at appropriate places in the textbook. You can then rehearse the phrases while preparing your lesson. This is one way to increase your confidence and expand your repertoire of classroom phrases.

You will also have to persuade your students to devote time and energy to following more and more of your instructions in English rather than in their L1. This is a matter of saying how you plan to work, explaining your reasons, being consistent, and perhaps offering incentives, such as reduced homework or a less formal activity. It is a good idea to keep a diary of your experiences and, of course, to check how your students are coping. Jot down your thoughts and questions, the things you feel you have mastered, and the areas that you still feel unsure of. Later on you will find the diary a useful resource. You can also use it to remind your students of how far they have progressed.

Later on, you can use PCE for reference purposes as part of your own professional self-development. You can, for example, use it to find alternative phrases, to check particular points (for example, to write on a handout), to help prepare a new kind of lesson (for example, using the Internet), or to get ideas for lesson activities.

PCE is based on a generalised picture of English language teaching practice. It cannot take into account all the trends and traditions of individual national school systems. When you work with the key phrases and footnotes, it is important to think about them in the light of your own school system and accepted methodological practices. You will have to select and modify the phrases to suit your local context and your own pedagogical style. We believe, however, that the phrases in PCE do provide a solid basis for any teacher who wants to use English to manage their classroom.

The goal may seem distant and the journey difficult, but as with all journeys it is the first step that launches you on your way.

*Omena matkaani!
Glyn Hughes, Jyväskylä, Finland
Josephine Moate
Tina Rautiainen

* Finnish: Good luck on your journey.
Beginning the lesson

Points to think and talk about
1. Think about a typical school class in your country. What usually happens between the time the bell rings and when you, the teacher, actually start working with the students? Are you already working in the classroom when the students arrive, or standing outside? How long does it usually take for students to settle down? What are you doing during this time?
2. What are the classroom rituals or routines at the beginning of a typical language lesson in your country? Think about these routines—how many of them could be done in English? How could you gradually introduce such English routines?
3. What kind of topics could you talk about at the beginning of the lesson? Could it make any difference what day of the week or time of the day your lesson was? What about the age of the students? Is the length of time you have been working with the class also important?
4. How would you introduce yourself to a new class? What sort of impression do you want to make? What sort of classroom culture would you like to create?
5. How do you address your students? And how do they address you? Could you change these rules for the English class?
6. How do you deal with students who arrive late? Do you expect them to apologize in English? Is it a late arrival opportunity to develop some useful language?
7. How could you make it easier to remember the students’ names? Do you know any ice-breaker games or activities?
8. Would you use “please” when asking or telling a student to do something?

Language to think about
1. How many ways can you think of for saying hello?
2. How else can you ask how are you?
3. Can you introduce yourself in English and say something about yourself?
4. Can you spell your name in English?
5. Can you explain the timetable for your English classes?
6. How do you call the roll or take the register?
7. What would you say to a student who arrives late?
8. What kind of reasons do students usually have for arriving late? What would you say if you, the teacher, arrived late?
9. How would you greet a student who has been away for two weeks?
10. What sort of things could you say while you’re waiting for the class to settle down?

Classroom English vocabulary to collect
1. School wear for indoors and outdoors. (For example, jeans, anorak)
2. Special clothes and equipment for sports lessons. (For example, swimsuit, leotard, football boots)

Entrusting the classroom
1. Let’s go in.
   Let’s go in, class. (You can Go in. Go on. Go in and sit down. I’ll open/unlock the door and let you in.)
2. Take off your coat.
   You can leave your outdoor/sport/clothes in the corridor. Put your sport shoes in your locker. Hang your bag outside, please. Hang up your things. Use the coat rack.
3. Come in and sit down.
   Come in and take your seat. See you at the end of the lesson. (Come.)
4. Hurry up now.
   Hurry up so that I can start the lesson. Try to hurry, please.

Everyday greetings
1. Good morning, everybody.
   Good afternoon, everyone. (Good evening to you. Hello, everybody.)
2. How are you all doing today?
   How are you getting on? (How are you—especially in Afri or in English. How are you doing?)
3. That’s good.
   That’s good. (Nice to hear. I’m glad. Happy and/or sorry to hear that.)
4. I hope you all had a nice weekend.
   I hope you all had a good enjoyable/relaxing holiday/break.
   I hope you’re all feeling well/fit.
   I hope you’ve had a nice/good day so far.

Key to symbols
1. Idiomatic phrase
2. Pedagogical pointer
3. Cross-reference
4. Pedagogical pointer
5. Cross-reference
6. Pedagogical pointer
7. Cross-reference
8. Pedagogical pointer
9. Cross-reference
10. Pedagogical pointer
11. Cross-reference

Section A
Beginning the lesson
A3 Meeting a new class

1. Let me introduce myself. Allow me to introduce myself. Perhaps you're wondering who I am. Let me tell you something about myself.

2. My name is Mrs Hanson. I'm your new English/Maths/History... teacher. I'll be teaching you English/Geography/Science... this year.

3. Our lessons are on Monday mornings and Wednesday afternoons. I'll be teaching you on Tuesdays and Fridays. I've got three lessons a week. We'll meet three times a week. Our lessons start at 9.15 every Monday and Thursday. From your timetable/schedule, you can see we start at 11.15 on Friday.

4. It's nice to meet you all. I'm very pleased to meet/see you all (again). I'm looking forward to working with you. It'll be fun getting to know you all.

1. More advanced classes, you could go into more detail.
   * Let me tell you something about myself.
   *
   A natural introduction would be to ask the students to introduce themselves.
   * What about you? Can you introduce yourselves to me?
   * Can you tell your neighbours something about yourself?

2. If you are a substitute or trainee teacher, introduce yourself like this:
   * My name is..., and I'm a trainee/student teacher.
   * I'm the substitute/Teaching student for Mrs Jones.
   * My name is..., and I'm substituting for/standing in for/replacing Mrs Perez.

   You may want to add:
   * but you can call me Julia.
   * ...but I'd like you to call me Julia.

   If appropriate, the following may be useful with a new class:
   * What's your name?
   * How do you pronounce your first name/your name?
   * How do you spell it?
   * Does your friend use a nickname?
   * What do your friends call you?

   Remember in English to say your first name first.

3. It is very important to learn the names of your students as soon as possible. Even with adults, using name cards and tags helps.
   * Put your name cards up please.
   * Make sure you're wearing your name tags.

4. With adult learners (for example, at college, or in evening classes), you can explain the course programme in more detail. The spring term begins on January the 10th. There are no classes next week. The last class will be on December the 8th.

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A4 Taking the register

1. Let's see if everyone's here. I'll just check who's here.
   * I have to take/check attendance. (A)
   * I'll mark/take/check the register. (red/green)
   * I'm going to call your names/the roll.
   * Raise your hand and say 'Here'/'Present'.

2. Who's absent?
   * Who's missing/away/not here today?
   * Are you all here?
   * Is the whole class here?
   * Are there any absences?
   * Is anybody absent/away/missing?
   * Anybody whose name I haven't called?
   * Did I miss anybody (out)?

3. Where's Mari today?
   * What's wrong/the matter with Mari?
   * Has anybody seen Mari today?
   * Does anybody know where Mari is?
   * Mari's away.
   * Does anybody know why?
   * Is she absent or just late?
   * When will Mari be back?

4. Who wasn't here last time?
   * Was anybody away/absent/missing the last time?
   * Who was absent last time?
   * Who missed last Wednesday's lesson?
   * Why weren't you here last time?
   * Make sure you bring an absence note.

5. What was the matter?
   * What was the problem?
   * Have you been ill?

1. If the whole class is present, you can say:
   * Everybody's here.
   * Nice to see you all here.
   * Nobody's away today.
   * I'm glad you could all make it.
   * Otherwise:
     * Everybody's here except (for) Tim and Lizzie.
     * So only two people away today!

   Students can reply:
   * Here.
   * Present.
   * Yes.

2. Who's looking ill?
   * Your students may enjoy this humorous phrase:
     * Put your hand up if you are not here.

3. Talking about absences is a good opportunity for conversation.
   * Alain is away. Does anybody know why?
   * Maybe he missed the bus. What do you think?

4. Students may want to apologize to other students.
   * Even if they cannot express these ideas in correct English, encourage them to try at least in their L1 and then they can recast their ideas in correct sentences.
   * She missed the bus.
   * He's on his way.
   * She's just coming.
   * She won't be long.
   * She'll be here in a moment.
   * I haven't seen her today.
   * He's away on holiday/travelling.
   * She can't make it today.
   * She asked me to tell you she can't come today.
   * Perhaps she's ill. She's got the flu/chills/have a temperature.
   * She wasn't feeling very well, so she went home.

5. Encourage students to use phrases like:
   * I'm sorry I don't know.
   * I'm afraid I don't know.

6. If appropriate, you can react to news about a student's absence:
   * Oh dear! I'm sorry to hear that.
   * Oh dear! I hope she gets better soon.
   * I hope it's nothing serious.
   * When will she be back?

7. To a returning student, you can say:
   * You're back. That's great.
   * I'm glad you're back.
   * Welcome back! We missed you.
   * It's nice to see you again.

8. If the student has been ill, you can say:
   * Are you all right?
   * How are you feeling better now?
   * How are you feeling?
   * Are you feeling better today?
   * I hope you're recovered from your cold, Mia.
   * What happened to your leg?

9. To remind the absentee of what was practiced in the previous lesson, say:
   * Ask your friends to tell you what we've been doing.
   * Could someone explain to the class what we have been working on?
   * You missed three lessons.
   * I hope you can catch up.

Stay behind/See me after the lesson.

10. If you yourself have been away or ill, you could say:
    * How did you get on/what did you do with Mr Lopez?
    * What did you do with Miss Kim?
    * How far did you get with this unit/chapter?
Dealing with lateness

1 You're late.
   Where have you been?
   We started ten minutes ago.
   What have you been doing?
   Why are you late?
   What do you say when you're late?

2 That's all right. Sit down and we can start.
   OK/See. Well, sit down and let's get started.
   Never mind. Let's go on with the lesson.
   It doesn't matter. Let's get back to what we were doing.
   Please hurry up and sit down. We've already started.
   Take a seat and we can get on.

3 But try not to be late next time.
   Try to be here on time next time.
   Don't let it happen again.
   Don't let it become a habit.
   Let this be the last time.
   That's the second time this week. I'll have to report you if you're late again.

Getting down to work

1 All right. It's time to start our English lesson.
   Let's get on with the lesson now.
   I hope we can start now.
   I hope you're all ready for your English lesson.
   Now we can get down to (some) work.

2 OK, everybody. I'm waiting to start.
   Is everybody ready to start?
   I'm waiting for you to be quiet.
   We won't start until everybody is quiet.
   Stop talking now so that we can start.
   Settle down, everybody.

3 Put your things away and close your desk, please.
   Close the lid of your desk.
   Put your school bag under your desk.
   Put your geography/dict 'opëlzy' book away.
   This is an English lesson, not a biology/dict 'opëlzy' lesson.

2 Very often there is an ideal moment to begin the lesson (for example, students stop talking). Some teachers signal that they are ready by standing up, removing their coat, rolling up their sleeves, clapping their hands, or standing in a certain place.
   What do you do?
   Positive comments at the start of a lesson can help to contribute to a good classroom atmosphere from the very beginning of the class.
   Is everybody ready to do their best today?
   I'm looking forward to seeing what you can do this lesson.
   It's good to see you looking ready to work.
   I'm glad to see you are ready to work.
   Excellent! Everyone is here and ready with their books out.

All students are familiar with the classroom and the teacher.

3 See the next section and Unit 3. Be attentive: catching phrases.

4 I hope I haven't kept you waiting too long.

Running the lesson

Points to think and talk about

1 Changing from one language to another is a natural and routine part of an English lesson. How many times do you think you change languages in a normal class? Have you noticed when you use English and when you use the students' L1? What proportion of each do you think you use?

2 Do you think it is important to announce a change of language, or is it better to switch without any warning?

3 When you begin the lesson, why is it important to make a link with what happened in the previous lesson(s)? And with what will happen in the next lesson?

4 Do you think that you should spend time telling the students what the goals of each lesson are? How would you do this?

5 Some teachers show or present an outline of the lesson to their students at the beginning. If the outline is, for example, displayed on the overhead projector, it could be in their L1, but the accompanying explanation could be in English. What are the advantages of this kind of so-called pre-organizer? Are there any possible disadvantages?

6 Ideally good language teaching will activate each student, especially in making them speak. How could you best persuade a shy student to speak English? Are there any situations or events in the class that you could use to encourage a shy student to say something?

7 How would you deal with a situation where you ask a student a question in English and the student wants to reply in his/her L1? Would you insist on English? How could you make effective use of the student's reply, even if it is not in English? Would your reaction depend on the age of the students and their level of English?

8 When you plan a lesson, is it useful to think about the classroom phrases you will need and to include them in your lesson plan?

Language to think about

1 Think of a typical lesson. Can you describe the structure of the lesson, announcing the different phases, the activities and the amount of time to be spent on each?

2 How many ways can you think of for telling the students to stop working?

3 What phrases can you think of for moving from one stage of the lesson to the next?

4 What would you say to check whether students have finished the work you have given them?

5 How many different phrases can you think of that mean the same as first, next, and last?

Classroom English vocabulary to collect

The personal things that students carry with them. (For example, a comb, mobile phone/cell phone [AE]).
Starting something new

1. Let’s speak English.
   Let’s change/s (shorten) to English.
   Now we can use English again.
   Let me tell you this in Japanese.
   Now I’ll change/s (shorten) back to Spanish/French/…
   The next part of the lesson will be in Spanish/French/…
   Now it’s English, only time.

2. Right everyone.
   Good/Nice/O.K./Right/Now/Now then.
   OK/All right, everybody.
   Quiet now, please.
   Stop working now, please, and pay attention.

3. Let’s move on.
   (Now) We’ll let’s go on.
   On we go.
   Let’s move on to something else/different.
   Now we’re going to do something else.
   Let’s turn to something a little more/little serious.

4. Now we’ll do another exercise.
   Now we’ll do some group work.
   Now let’s have a look at exercise 13.
   Now I want you to turn to page 17.
   Now we can relax.
   Now I have some music for you.

5. It is useful to inform the students about what language (English or Spanish) to use. This way, you can gradually get them used to longer stages of the lesson in English. The important thing is to be consistent, with a clear policy for when to use English and when to use English.
   In English, please.
   Try to use English.
   Say/Try it in English, could you?
   Now try the same thing in English.
   Use English as much as you can.
   Try not to use Spanish/French/…

6. These words and phrases (so-called markers) are for catching attention and marking a transition: the end of one activity and the start of something new.

7. Moving on is often used on its own to mark a transition:
   Moving on, let’s have a look at the next activity.
   Moving quickly on, let’s try to get into groups.
   Now followed by a pause, often announces a new activity.
   Now: What’s the answer?
   Now: Let’s play a game.
   Now: How about listening to a song?

8. We listen to the dialogue.
   Look at the exercise.
   There is no definite article before page, exercise or question numbers.

Making things clear

1. You have five minutes.
   You can spend ten minutes on this.
   You’ll give you five minutes on this to do this.
   You’ll have to stop in two minutes/minutes’ time.
   Don’t spend more than a few minutes on doing this exercise.

2. Is everything clear?
   Is that clear?
   Are you clear about what to do?
   What do you think we mean?
   What do you mean?
   Any questions?
   Any questions before we start?
   Any questions anyone?
   Anyperson?
   Anyone?
   Anybody?
   Anyone?
   Anybody?
   Anyone?
   Anyone?
   Anybody?

3. Let’s go on.
   Start/Begin/let’s go on.
   Start/Begin.
   Let’s go on.
   Let’s get to work.
   Get on with it.

4. Abbreviated questions (without a verb) are useful.
   Notice the high-repetition information: for practice, see Q: 2.

5. To check understanding, you can ask any one of your students for a translation, or say:
   Let me tell you in Spanish/German/… what you have to do.
   Put your hand up if you don’t understand.
   Anybody still not sure what you have to do?
   A sample task may help make things clear.
   Let’s go on together so you get the idea of what I mean.
   Or a demonstration:
   Look like this.
   Do it this way.

6. Can I ask a question?
   I didn’t get the idea.
   I’m still not clear what I’m supposed to do.
   Can you explain what I am supposed to do?

7. If you are playing a recording or showing a video, you might say:
   Here goes.
   Here it comes.
   Our/We go on.
   Start/Begin.

8. If a student asks shall I start?
   You can say:
   Yes, go ahead.
   If you would, please.
   Get cracking/moving/going/cooking!

Sequencing activities

1. First, have a look at the text.
   Firstly, let’s run through your homework.
   First of all, (today) we’ll listen to the tape.
   To begin with, (this time) we’ll check your homework.
   For the first thing, let’s listen to a song.

2. Next, read through the new words.
   For the next thing, I would like you to get into three.
   To start off with, you can do some reading.
   For the last thing, (today) take out your notebooks.
   Last but not least, how about a song?
   Just before we finish you go, let’s talk about your test next week.

3. At first.
   Let’s try to do exercise 3.
   Finally, (today), I want you to copy something down.
   Lastly (this time), I would like you to work in groups.
   To finish (off) with, you can do some reading.
   For the last thing (today), take out your notebooks.
   Last but not least, how about a song?
   Just before we finish (you go), let’s talk about your test next week.

4. At first.
   Remember.
   What is the problem?
   Is there something wrong?
   Is everything OK?
   Is there something anything the matter?

5. At first.
   Other useful phrases include:
   How are you getting along?
   Ask if you’re not sure.
   Put your hand up if you need help.
   Let me know/Tell me if you run into a problem.
   Are you stuck?
   ‘It’ll help if you get stuck.’
   I’ll come round, circle, and check.

6. At first.
   Some general questions are:
   Have you got all the things you need to get on with?
   Does everybody have enough to occupy themselves?
   Keep them busy?

7. At first.
   Don’t be prepared to deal with some typical problems: for example, no paper, no book.
   Borrow one from someone else.
   Share with someone else.
   Ask someone to lend you one or all copies of this paper.
   There’s an extra copy on my desk.
   Can someone come and collect the quiz?

8. At first.
   Student apologies: I’m afraid I left my book at home.
   Didn’t have time to do my homework.
   Your students might also ask:
   Can you help me?
   Can you help?
   What should we do when we’ve finished?
   What do we have to do now and next?
SECTION C

1 Ending the lesson

Most lessons probably end in the same way: you try to draw things to a close, set any homework, possibly review the lesson, and perhaps make a few announcements. This, then, is another situation where students can become familiar with a limited but recurring range of everyday phrases. Much of what is said at the end of the lesson is connected with what has happened in the previous forty minutes, so it has great personal relevance to the students, especially if you can exchange a few words with individual students as they are leaving the classroom. This regular interaction helps them develop their listening skills and also to build up their confidence. You can use the end of the lesson to boost students’ motivation and give them a positive sense that they have been active participants in the lesson and are making progress.

1. Checking the time
   What time is it?
   It’s not time to finish yet.
   We have five more minutes.
   Carry on with your work.

2. Setting homework
   For your homework, please...
   Finish exercise 26. Cat home
   There will be a test on this.
   Don’t forget about your homework.

3. Stopping work
   It’s time to stop.
   So, today we have practised...
   We’ll finish this next time.
   That’s all for today.

4. Making announcements
   Wait a moment, please.
   I have something to tell you.
   Next time we’ll meet in room 23.
   Don’t forget the English Club meeting.

5. Saying goodbye
   Goodbye, everyone.
   See you all again on Tuesday.
   Have a nice weekend.

6. Clearing the class
   Out you go.
   Please go out now.
   Go out quietly.
   Take all your things with you.
   Open the window, please.
   Whose book is this?

Points to think and talk about

1. What usually happens at the end of a lesson in your school? What are the things that you usually have to complete in time? How can you avoid a rush at the end of the lesson?
2. What sort of atmosphere and general feeling do you want to create at the end of the lesson? How can you help create this atmosphere and motivate the students for the next lesson?
3. Would you set the homework in English? What would be the advantages of doing this? Could there be problems? How could you overcome these problems?
4. Are your students used to doing a lot of homework? How long will they spend on it?
5. Sometimes you may have a few minutes in hand at the end of the lesson. What could you do to effectively fill that time?
6. Can you think of any short, easily arranged language games that would be suitable for the end of a lesson? Would it be useful to start making a collection of such games and activities?
7. What topics of conversation would be suitable for the end of a lesson?
8. People talk about classroom culture. In the classroom culture you are used to, what things could the teacher expect help with during the lesson? What responsibilities could be given to the students?
9. Do you think you can change the ‘language culture’ of your class so that you can use more English to run the class? How would you do this? Would the students accept this?
10. At the end of a class, do you think it is a good idea to briefly review what the students learned or practised during the lesson? Should you tell them about the next lesson?

Language to think about

1. Can you tell the time in English?
2. How would you set homework in English?
3. How many ways can you think of for saying goodbye?
4. What other phrases might be useful at the end of a lesson?
5. Can you think of some useful phrases for the end of a lesson if the students are: a) going home; b) having their lunch; c) having their next lesson in the same room?
6. How can you tell someone to help you with a classroom task; for example, picking up rubbish?
7. How can you do the same thing politely?
8. Can you announce timetable and room changes?

Classroom English vocabulary to collect

1. The names of the school subjects in English. (For example, maths, geography)
2. The names of the hobbies and interests that your students have. (For example, athletics, ballet)

UNIT 1 Everyday classroom routines
Checking the time

1 What time is it?
What’s the time?
Do you have the right time?
Could you tell me the time, please?
What time do you make it?
What time do you have? (AE)

2 It isn’t time to finish yet.
The bell hasn’t gone yet.
There are still two minutes to go.
We still have a couple of minutes left.
We’ve/Were we almost finished.
We’re not through yet. (AE)
We’re almost done. (AE)

3 We have five more minutes.
We have five minutes over.
We have an extra five minutes.
(Seems) we have two or three minutes in hand to spare.
We (seem to) have finished a few minutes early.

4 Carry on with your work until the bell goes.
Carry on with the exercise for the rest of the lesson.
Carry on with what you are doing until the end of the lesson.
Just finish the sentence you’re working on and then you can sit quietly until the bell goes.

Setting homework

1 For your homework, please do exercise 27 A.
This chapter/lesson/page/exercise/dialogue is your homework.
This is your homework for tonight/today/next time/next lesson/Monday.
As/For (your) homework I want you to …
Your homework for tonight is to prepare Chapter 17.
Before the next lesson I would like you to …

2 I want you to finish off exercise 26 C at home.
Finish this off at home.
Finish off the exercise at home.
Do the rest of the exercise as your homework for tonight.
Read the rest of the story at home.
Complete your story at home.
Go through this section again on your own at home.
I’ll go through/over it with you next time.

3 There will be a test on this next week.
There will be a test on chapters 5 to 8 next time.
You can expect a test on this in the near future.
I’ll test you on the new words some time next week.

4 Don’t forget about your homework.
Remember your homework.
Do you remember what you have to do for your homework?
Are you all clear about your homework?

Setting homework

1 Some examples of more precise instructions:
Prepare as shown below (to page 175).
Go through/review what you’ve learnt.
At home practice the dialogue we had in today’s class.
Tomorrow, or for next time, read the text on page 44.
Please re-read this chapter for Friday’s lesson.
Revise what we did today and then try exercise 4.
You may also decide that no homework is needed.
There’s no homework this time.
I’m not going to give you any homework today.

2 The first line.

3 Send in or return to the class.

4 Notice the following:
There’s no point/wasting time (in)
There’s no point (in)

Setting homework

1 Some examples of more precise instructions:
Prepare as shown below (to page 175).
Go through/review what you’ve learnt.
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Revise what we did today and then try exercise 4.
You may also decide that no homework is needed.
There’s no homework this time.
I’m not going to give you any homework today.

2 The first line.

3 Send in or return to the class.

4 Notice the following:
There’s no point/wasting time (in)
There’s no point (in)

Stopping work

1 It’s time to stop.
We’ll have a short break now.
I make it almost time.
We’ll have to finish/hand it in here.
There’s the bell/buzzer/song, so we must stop working now.
We have no more time for anything else.
We don’t have any more time.
It’s (about) time for us to stop.
It’s (about) time we/we/you stopped.

2 So, today we’ve practised asking the time.
This time you have learned how to write a letter.
In this lesson we’ve begun a new unit.
Let me just remind you/recap over what we’ve done.
Let’s just review today’s lesson.

3 We’ll finish this next time.
We’ll go/read/look at the rest of the chapter on Thursday.
We’ll finish (off) this exercise in the next lesson.
We’ll carry on with this dialogue next time.
We’ll continue working on this chapter next time.
We’ll come back to another time/another time later.
There’ll be more on this next time.
Next time we’re going to have a look at your projects.
Next lesson we’ll listen to your presentations.

4 That’s all for today.
That will do for today.
You can go now.
That’s about it for today.
That will be all.
Right. You may well go.
You can put your things away and go.

Making announcements

1 Wait a moment, please!
Just a moment/minute/second please.
Hang on a moment/second.
Just hold on a minute.
Stay where you are for a moment.
One more thing before you go.
Don’t go rushing off.
Back to your places!

2 I have something to tell you.
I have something to say to you.
I have some announcements to make before you go.
Please listen.
Please pay attention.

3 Next time we’ll meet in room 23.
Tomorrow we’ll meet in room 12.
There’s been a change of room for next week.
We’ll be meeting in room 19 instead.
I’ll see you in room 27 after the break/recess. (AE)
The fourth period has been cancelled next Tuesday.
There won’t be an English lesson on Friday.

4 Don’t forget the English Club meeting this afternoon.
Don’t forget to bring your project folders next time.
If you have time, watch Pride and Prejudice on Channel 4 at nine o’clock.
We’ll meet outside the museum at 9.30. Don’t be late.

C1 Everyday classroom routines

C2 Setting homework

C3 Stopping work

C4 Making announcements

Lesson notes

- Useful idioms include:
Hold it!
Stay put!
Not so fast!
Hold your horses!
Hang on a sec/tick.
Freeze!

- This is also the time to remind students about important things that affect their learning, for example:
Don’t forget to bring your textbook next time.
Remember your exercise book due next week.
Let me remind you about the newsletter to your parents.

- It’s sometimes useful to get some immediate feedback on your lesson.
Did you enjoy that?
What did you think of the game?
What did you like most?

- If you yourself are going to be absent, you can say:
I won’t be here next week.
Miss Jones will take/have taking you instead.
Mr Brown will be my substitute/substituting for me.
I’ll leave her some work for you to do.

- Student teachers who have completed their teaching practice in a class might say:
This was my last lesson with you. I enjoyed working with you.
I wish you every success with your English studies. Thank you for all your hard work.
Saying goodbye

1 Goodbye, everyone.
   Bye-bye/C’ya, everyone.
   Bye now, Mischa.
   Cheerio, Carmen.
   See you soon, Didier.
   So long, (AE)

2 See you all again on Tuesday.
   See you next class.
   (I’ll see you) all again next time/Wednesday.
   We’ll meet again the same time next week.
   The next time we meet will be after the holiday.

3 Have a nice weekend.
   Have a good/nice/calming holiday/rest/Christmas/Easter.
   Enjoy your holiday.
   See you again next year/in the New Year/in 2008.
   I hope you have a nice vacation.
   Don’t work too hard.
   Enjoy yourselves.

1 Use low rising intonation to show friendliness and enthusiasm.

2 Listen to 1 on the CD and see Audio Practice, page 22.

3 Say goodbye to individual students as they leave the classroom.
   This can be very encouraging, especially to the shy ones.

4 If you need to see a particular student after the class:
   Come and see me after the lesson.
   Can I have a word, please?
   I’d like a word with you.
   Could you stay behind for a few minutes?
   Have you got a minute?

5 These phrases are also used:
   Have a nice day.
   Enjoy the rest of your day.
   For final goodbyes, you can say
   Look after yourself/yourselves.
   All the very best to you.
   Take care.
   I wish you all the very best.

6 Encourage students to reply.
   Thanks. The same to you.
   Same to you.
   You too.
   Likewise

7 Unless you are in a hurry to get to the next class, the end of
   the lesson is an excellent opportunity for casual conversation.
   Ask about the students’ plans for the weekend, the weather forecast,
   sporting events, etc. If appropriate, you can encourage them to
   share this information by saying something about your own
   plans, for example:
   I’ve got a lot of work, so I’m staying at home.
   I might go for a walk on Sunday. What about you?

Clearing the class

1 Please go out now.
   Will you please go out.
   Everybody outside!
   Out you go now.
   All of you, get outside now!
   Hurry up and get out!

2 Go out quietly, please.
   Not so much noise, please.
   Quietly!
   Shhhhh!
   Try not to make any noise as you leave.
   No noise as you leave.
   Other classes are still working.

3 Take all your things with you.
   Don’t leave anything behind.
   Take everything/all your belongings with you.
   Make sure you haven’t forgotten anything.
   Don’t forget your stuff.

4 Could you open the window for me, please?
   Open the window. Let’s have some fresh air.
   Put everything back in its right place.
   Straighten the desks.
   Put the books on the shelf.
   Could you clean the board for me, please?
   Pick up the rubbish, please.
   Clear everything away.

5 Whose book is this?
   Has somebody forgotten their book?
   Whose is this glove?
   Who does this pen belong to?
   Who’s the owner of this hat?
   (Has) Anybody lost a key?

1 If the arrangements for leaving the classroom are more formal,
   use the following:
   Queue/tile up by the door.
   Get into a queue/line.
   Form a straight line.

2 There are many routine classroom jobs that you can ask students
to do, for example, opening the window, rearranging desks,
picking up litter, returning books. But remember that a job well
done deserves thanks.
   Well done, thank you.
   Thank you for your help, everybody.
   Thanks, that looks fine.
   Now it looks tidy.
   Good.

3 If there are monitors in the class, you can ask:
   Who is the monitor (this week)?
   Who’s on duty today?
   Where is it to close the windows?

4 If you need help, ask:
   Can you help me with the projector?
   Could you give me a hand carrying this?

Classroom essentials

GIVING INSTRUCTIONS (1)

Simple commands and requests

You can give instructions in three ways – by ordering or commanding
stand up, by requesting or asking, please stand up, and by suggesting
how about standing up? This unit focuses on giving simple commands and
basic requests.

Imperative

- The simplest command is the imperative form of the verb. In the
  negative, do not is stronger than don’t.
  Open the window.
  Don’t write this down.
  Do not write this down!

- You can direct a command to a particular student or group:
  Anna, try number 2.
  Please answer, everybody.

- Don’t help him, Marco.
  Nobody move.

Just

- Using the word just at the beginning suggests that:
  1 you are encouraging the student;
  Just try the next one.
  Just come and sit here.
  2 the task is small;
  Just pass me that book, Maria.
  Just turn the lights off.
  3 you are annoyed;
  Just sit down and be quiet.
  Just put that book away.

Do

- By adding do, you make the command sound stronger or more polite:
  Do listen.
  Do hurry up.
  Do try not to write too much.

Be + to

- Notice the use of be + to in these quite formal instructions:
  You are to work in groups of four.
  You are not to talk.
  You are to finish this off at home.

Must

- Using must, have to or should also has the force of a command. You can
make these commands more polite with I’m afraid or I’m sorry.
  You must have this finished by Monday
  You will have to write this out again.
  You should write your name at the top.
  You must use the past tense here, I’m afraid.
  I’m sorry, but you will have to do this again.

UNIT 1 Everyday classroom routines
Requests

- You can change a command into a request by using a low rising intonation:
  
  **Command**
  Try it again.
  
  **Request**
  Try it again?

  **see 1.4**

- *please*

  - Probably the most useful word for asking is please. Notice it can come either at the beginning or end of the request. At the end it will also usually have rising intonation:

  **Command**
  Put your pencils down.
  
  **Request**
  Please put your pencils down.
  Put your pencils down, please.

  **see 1.4**

- If you also use the name of a student when making a request, the word order is quite flexible with please. Before the verb, however, please sounds more formal:

  Maria, please come here.
  Maria, come here, please.
  Please, Maria, come here.
  Come here, please, Maria.
  Please come here, Maria.
  Come here, Maria, please.

- Please is very useful for nominating students, for example when working with exercises:

  Number 7, yes, Henri, please.
  Right, the next one, Er, Luigi, please.
  OK, Jeanne. Number 6, please.
  All right, Atsuka. The next one, please.

  **see 1.5**

Practice

1. Practise giving instructions. Use the simple commands below and change them using the words given at the end.

   **Example**
   Come here. a please b Yutaka c everybody.
   Come here, please.
   Come here, Yutaka.
   Everybody come here.

   1. Stand up. a everybody b please c nobody
   2. Carry on with the exercise. a this group b should c please
   3. Go out quietly. a please b everybody c you are to
   4. Remember the meeting. a please b do c everybody
   5. Rewrite the exercise. a you must b I'm afraid you must c I'm sorry but you have to
   6. Move to one side. a Pilar b please c just
   7. Hand in your essays by next Wednesday. a everybody b you are to c do
   8. Try the next one. a someone b please c Paco

2. Go through the phrases in section 1-4 on page 14 (C6) and re-express them, using different commands and requests. If you are working in a group, direct them to your fellow students. Take it in turns to express different ways of giving the same instruction. Then imagine situations where you would give the instruction.

3. Try playing 'Simon Says' with new rules. You must only follow a command if it is expressed politely or if it is addressed to everybody. If the command is a straight imperative, or addressed to a particular person, then you shouldn't follow it. If you react incorrectly to a command, then you are out.

**Record**

Record one of your lessons. Then listen to the recording and notice how you gave your instructions. Did you mainly use commands? Where could you have used more polite requests?
Exercises and activities

1 Prepositions and vocabulary
See the OUP website http://www.oup.com/elt/teacher/pce.

2 Classroom scenario
Passages A–D below describe different situations of an English lesson. At the places numbered, try to think what the teacher could say in the situation. You are free to invent the information where necessary. Remember to use different forms of command and request in your instructions.

A It’s Monday morning and it’s raining heavily. Your first lesson is about to begin. You are in the corridor outside your classroom. Most of the students are already inside. Simon arrives. You greet him (1). He is carrying his schoolbag and a tennis racket. Simon’s locker is in the corridor, so you suggest that he doesn’t take the tennis racket into the classroom (2). Maya arrives wearing a very wet anorak, which you don’t want in your classroom (3). You notice two of your students who are still hanging about in the corridor (4).

B You go into the classroom. A moment later there is a knock at the door and Will appears. You invite him in (5). He leaves the door open (6). You greet the whole class (7). You hope everybody is well after the weekend (8). You then ask two of the shyier students, Sonya and Mike, how they are (9, 10). Even though you know some of the students in the class, you have never actually taught them English, so you introduce yourself (11), tell them about the timetable for English lessons (12) and say something encouraging (13).

C You are half way through the term. You are taking the register (14). One of the students tells you that Lena is absent. You wonder if any of the others have seen her (15). You plan to start the lesson with a short review test, but to be fair you check who actually attended the previous lesson (16). Marie, who has been away for two weeks, is back in the class. You welcome her (17) and suggest how she can catch up (18).

D You want to start the lesson (19), but first you have to get their attention. Liv is chatting with Lisa (20); Maya’s desk is open (21), and Joe is busy reading his chemistry textbook (22). At that moment the door opens and Tom comes in. He’s twenty minutes late. You ask for some explanation (23). Tom explains sheepishly that he forgot to get off the bus. You just want to get on with the lesson (24), but you make it very clear that he mustn’t be late again (25).

3 Role-play
Use the classroom scenario above as the basis for a role-play. Take it in turns to play the part of the teacher. Look through the lists of alternative phrases for each event and try to use them in your instructions and questions. The rest of the group can play the students’ parts. To make things more interesting, change some of the details:
1 It is the first lesson after the summer holidays;
2 you are substituting for John Adams;
3 you arrive five minutes late;
4 you’re recovering from a cold;
5 you get the students to introduce themselves;
6 you call the roll;
7 there is a new student in the class;
8 you comment on the weather;
9 one of the students has returned after being absent for two weeks;
10 a student arrives late. He has a bandaged arm.

4 Running the lesson
The different stages in a lesson can be thought of as a series of self-contained blocks. Each stage can be presented in table form as follows:

<table>
<thead>
<tr>
<th>Action</th>
<th>Sample sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Changing languages</td>
<td>Now I’ll use English again.</td>
</tr>
<tr>
<td>2 Getting the students’ attention</td>
<td>Right, everyone.</td>
</tr>
<tr>
<td>3 Moving to a new activity</td>
<td>Let’s move on to something else.</td>
</tr>
<tr>
<td>4 Describing the new activity</td>
<td>Now we’ll…</td>
</tr>
<tr>
<td>5 Setting the time limits</td>
<td>You have five minutes.</td>
</tr>
<tr>
<td>6 Checking everything is clear</td>
<td>Is that clear?</td>
</tr>
<tr>
<td>7 Starting work</td>
<td>OK. Away you go.</td>
</tr>
<tr>
<td>8 Checking students’ progress</td>
<td>Are you all managing?</td>
</tr>
<tr>
<td>9 Giving a time warning</td>
<td>Just a couple more minutes.</td>
</tr>
<tr>
<td>10 Checking progress</td>
<td>Have you all finished?</td>
</tr>
<tr>
<td>11 Stopping the activity</td>
<td>OK. Could you stop now, please?</td>
</tr>
</tbody>
</table>

Notice that stage 4 often involves giving several tasks. First… next… last…

Using the table above and the phrases in section 83 of Unit 1, give a series of instructions for the following stages of a lesson:

1 You will return the students’ tests. They should go through their answers with their neighbour and try to correct their mistakes. They have got fifteen minutes.
2 The students should copy down the words of a song in their notebooks. They should ask if they don’t understand any words. They have got no more than five minutes.
3 The students should read through the dialogue on page 19, and then, together with a partner, underline any verbs that are in the past tense. They have got ten minutes.
4 The students should work in pairs and take it in turns to ask each other the questions at the bottom of page 36. Give them about five minutes.
5 The students should work in groups of three or four. They must write a short conversation based on Chapter 3. They can then act out their conversation for the rest of the students. Stop at ten past ten.
6 The students have ten minutes to try to do questions 1–7. They can refer to page 125 in their textbook for ideas.

5 A lesson plan

Draw up a plan for a lesson or part of one. Think about how you will give your instructions in a clear and logical way and how you will move from one stage of the lesson to the next. If possible, teach your lesson to a group of students and record it. Then listen to the way you made transitions between the different parts of the lesson.
<table>
<thead>
<tr>
<th>time</th>
<th>reaction</th>
<th>bell</th>
<th>comment</th>
<th>homework</th>
<th>next class</th>
<th>stop</th>
<th>bye</th>
<th>extra</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>It's ten to ten. The lesson finishes at five to ten.</td>
<td>1</td>
<td>Good work from everybody.</td>
<td>No homework this time.</td>
<td>Begins 5 minutes earlier.</td>
<td>1</td>
<td></td>
<td>There is a meeting of the English Drama Club at 17:30.</td>
</tr>
<tr>
<td>5</td>
<td>There are three minutes left.</td>
<td>2</td>
<td>A difficult exercise. You'll come back to it next time.</td>
<td>Exercise 9b, page 25.</td>
<td>Will be in room 223.</td>
<td>1</td>
<td></td>
<td>You need help collecting books.</td>
</tr>
<tr>
<td>6</td>
<td>The bell rings early.</td>
<td>3</td>
<td>They learned a new song in the next lesson.</td>
<td>Finish off exercise 9 b.</td>
<td>The lesson on Tuesday is cancelled.</td>
<td>1</td>
<td></td>
<td>You find a purse on the floor.</td>
</tr>
<tr>
<td>7</td>
<td>Check what time the lesson due to finish.</td>
<td>4</td>
<td>They practised ordering food in a restaurant.</td>
<td>Learn the new words. Pick up a task sheet from your desk.</td>
<td>You will be away. Mr Jones will substitute for you.</td>
<td>1</td>
<td></td>
<td>Some fresh air is needed.</td>
</tr>
<tr>
<td>8</td>
<td>Students start packing their bags.</td>
<td>5</td>
<td>The boys were not very active this time.</td>
<td>Review Unit 6. There will be a test next time.</td>
<td>No lesson on Wednesday.</td>
<td>1</td>
<td></td>
<td>It is your very last lesson with the class.</td>
</tr>
<tr>
<td>9</td>
<td>Your watch is fast.</td>
<td>6</td>
<td>They are still in the middle of an exercise.</td>
<td>You are away next week.</td>
<td>A room change on Friday. Meet outside the library.</td>
<td>1</td>
<td></td>
<td>It is the last day of school before the summer break.</td>
</tr>
<tr>
<td>10</td>
<td>Ask a student the time</td>
<td>7</td>
<td>Everybody was very active.</td>
<td>Voluntary homework: workbook page 36.</td>
<td>A room change on Friday. Meet outside the library.</td>
<td>1</td>
<td></td>
<td>The Christmas vacation starts tomorrow.</td>
</tr>
<tr>
<td>11</td>
<td>Your watch is slow.</td>
<td>8</td>
<td>Excellent work.</td>
<td>Do the rest of exercise 25. You’ll check it next time.</td>
<td>Meet in the language studio at this time.</td>
<td>1</td>
<td></td>
<td>The deadline for the essays is next Tuesday.</td>
</tr>
<tr>
<td>12</td>
<td>There's time to talk about the students' weekend plans.</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Audio practice

1 Classroom intonation

1.1 Try to say the following greetings and goodbyes in a friendly and motivating way. Use a low-rising intonation. Then listen and repeat.
1. Good morning, everyone.
2. See you tomorrow.
3. Goodbye, Maria.
5. Hello there, Miss Lopez!
6. Have a nice weekend, everybody.
7. Hello again, all of you.
8. Cheerio now.
9. Good afternoon to you.

1.2 Read the following sentences aloud and underline the word (or syllable) that has the main sentence stress (= the tonic syllable). Then listen and repeat.
1. How are you today, Paolo?
2. Have you all understood?
3. Who hasn’t finished?
4. Does anybody know where Mia is?
5. Who was away last Friday?
6. And how are you, Birgit?
7. And have you all understood the idea?
8. Who hasn’t done number 3?
9. Does anybody know why Tim’s late?
10. Who wasn’t here last time?

1.3 Read the following sentences aloud. Then listen and repeat.
1. Have you all understood? Is there anybody who hasn’t understood?
2. I suppose you finished off the exercise at home. Did anybody not finish it at home?
3. No, I’m not teaching you French. I’m your new English teacher.
4. No, Mrs Schmidt isn’t going to teach you English. I’m your new English teacher.
5. No, not Thursday morning. The deadline for your essays is Wednesday morning.
6. There’s no hurry with your diaries, but the deadline for your essays is tomorrow.
7. I’m glad to hear you’re feeling better, Jean. And how are you feeling, Lisa?
8. You were away last Tuesday and Wednesday. So that’s two lessons you’ve missed.
9. I don’t think we’ll manage the whole text this lesson, so we’ll finish it off next time.
10. Sorry, I didn’t hear that! Did you say a quarter to or a quarter past?

1.4 Read out the following instructions. Then make them more polite by adding ‘please’ and using a low-rising intonation. Then listen and check.
1. Try to hurry.
2. Finish this off at home.
3. Carry on with what you’re doing.
4. Go out quietly.
5. Don’t leave anything behind.
6. Put your textbooks away.
7. Stop what you’re doing.
8. Go back to your places.

1.5 Listen to some of the examples of how please can be used when allocating tasks and nominating students. Then make up some more examples of your own.
1. Atsuko, the next one, please.
2. Yes, question 6, Harumi, please.
3. OK, Toshie, please. Number 7.
4. All right. The last one, please, Tokiko.

Task Number
1.3 Tim
The last one
1. Sally
Question
1.5 Ben
The next one
1. Jamie

2 Key sounds

1.6 Read the following sentences aloud and identify examples of the sounds /b/ and /d/. Then listen to the model version and repeat.
1. That’s the third time this week.
2. That will do for this time, thank you.
3. I’ll go through this with you next Thursday.
4. I think you need more than three minutes on this exercise.
5. Do you think there’s something the matter with Kathy?

3 Word stress

1.7 Say the following words aloud and mark the stressed syllable. There are three types:
1. words stressed on the first syllable, for example, schedule;
2. words stressed on the second syllable, e.g., lax;
3. words stressed on the third syllable, electricity.
Then listen and check your answers.
1. register 11. biology
2. alarm 12. difficulty
3. vocabulary 13. history
4. corridor 14. substitute
5. excellent 15. report
6. apologies 16. introduce
7. success 17. geography
8. museum 18. apologize
9. trainer 19. project (noun)
10. dialogue 20. oversleep
4 Live lessons
You will hear some short extracts from different classroom situations. Listen to each extract and then answer the questions. Live lesson transcripts can be found on page 166.

1.8 Starting a lesson
1. What is special about the timing of this class?
2. When did the teacher last see her students?
3. What two short words does the teacher frequently use to check that the class is with her?
4. Why do you think the teacher chooses to begin with an account of her holiday trip?

1.9 Getting down to work
1. Why does the teacher greet his students twice?
2. What does the teacher talk about before getting down to work?
3. Have the students studied page 11 earlier?
4. The teacher uses two useful structures with the word let. What are they?

1.10 Outlining the lesson
1. Why does the teacher wait for everyone to be quiet?
2. What two things are planned for the lesson?
3. How does the teacher check that the students have understood?
4. What phrase does the teacher use to hear the students' reaction to the plan?

1.11 Making announcements
1. What two subjects does this teacher teach through English?
2. What will happen when? Match the information:
   A. Wednesday September 28th
   B. Thursday September 29th
   C. Friday September 30th
1. History test
2. Less serious lesson
3. Extra history lesson
3. Why does the teacher review the arrangements?
4. Fill in the missing words:
   You've got another lesson on Friday ________, the others don't and I want you to be _________.

1.12 Starting an activity
1. What will happen at the end of the class? Why do you think the teacher makes this decision?
2. Do the students know the Spanish for before?
3. When else is Spanish used? How does the teacher react?
4. How does the teacher prompt her students into answering her questions about homework?
5. What phrase does the teacher use to stop Julia talking?

1.13 Ending a lesson
1. The teacher gives a lot of information to her students at the end of this lesson. Arrange the following ideas to match the order in which the teacher mentions them (she may use different words).
   a. Goodbye.
   b. Return the dice.
   c. Stop playing.
   d. Well done!
   e. See me at the end.
   f. The homework is on the blackboard.
   g. Improve your concentration.
   h. Your homework is on page 50.
   i. We've finished for today.
Involving the learners
Getting students to join in

Points to think and talk about

1. Is it necessary to speak more slowly and more clearly if you are using English to run your class? Do you modify your English in any way when speaking to students?
2. What are the benefits of slowing down your speed of speech? Are there any possible long-term problems? How else can you help your students understand and adjust to more normal spoken language?
3. If you want to make sure that all the students have understood and can take part equally in the lesson (for example, seeing, or hearing properly), what kind of signs and gestures could you use to accompany your words?
4. Do you prefer to give turns randomly or in a particular order? What are the advantages and disadvantages of each way?
5. Think about a typical lesson. How many opportunities do the students have to make choices? What kinds of things can they choose?
6. Pair work and group work give students more time for communicating and exchanging information. Can you think of any other benefits?
7. Do you think pair work and group work is always more motivating? What have been your own experiences of group work, both as a teacher and as a student?
8. Imagine that you have asked the class to work in pairs. Unfortunately, as is so often the case, there is an odd number of students. Think of some solutions to the problem. How do these solutions affect your role as a teacher?
9. Groups work at different speeds and so complete their tasks at different times. How can you prepare for this situation?
10. One popular idea, especially with younger learners, is for teachers to give their students an English name. What do you think about this idea? Could it work with older students, even going so far as to give them a new identity?

Language to think about

1. What would you say to check that all the students can hear and see what is going on?
2. How many ways can you think of for saying, Read one after another?
3. If you needed volunteers to help you, how would you ask?
4. What phrases would you use to break the class up into pairs and groups?
5. Are you clear about the use of one of you and the other one... in English?
6. What would you say if you had to make sure all the groups had an equal number of students?
7. What would happen if you told your students to pair off?
8. Think of different ways of politely saying No.

Classroom English vocabulary to collect

1. Words connected with educational administration in your country, including the names of different types of school (for example, ministry of education, elementary, secondary).
2. School Staff (for example, librarian, school secretary, caretaker, cook, deputy head, technician).

Key to symbols:
- Pedagogical pointer
- Cross-reference
- Listen to the CD
- Record yourself

Taking part

1. Can you all hear?
   Can you hear all right/clearly/properly/OK?
   Can you hear me at the back/in the corner?
   Am I speaking loud enough?
   If you can’t hear, come a bit nearer/closer.
   Come and sit at the front if you can’t hear.
2. I’ll speak a bit louder.
   I’ll speak up (a bit).
   I’ll try and speak more clearly/slowly.
3. Can you see all right?
   Can you see properly/clearly/properly/OK?
   Can everybody see?
   Can you see the picture/board/screen?
4. Is that better?
   Is that better?
   Is that better?
   Is that better?
   What/how about now?
   Any improvement?
5. Has anybody got a pencil?
   Have you all got a sheet of paper?
   Has everybody got everything they need?
   Is there anybody without a textbook?

Taking turns

1. In turns.
   In turn, starting with Laura. Take it in turns, starting here.
   One after the other, please.
   One at a time, please.
   One by one.
2. Your turn.
   It’s your turn (to read). Tim.
   Now you, Anna.
   You next.
   You’re next.
   Next (one), please.
   Go ahead, Ibrahim.
3. Who’s going to start?
   Who’s first?
   Who wants to start/begin?
4. Who’s next?
   Whose turn/who is it next?
   Who is the next one to try?
   Who’s next to go?
5. Who hasn’t had a turn?
   Anybody (still) not had a turn?
   Anybody else?
   Who else is there?
   Who’s left?
   Who hasn’t been out to the board?
   Have I missed/forgotten somebody/anybody?
6. Not you again.
   You’ve already had a turn/go.
   You’ve been out once already.
   You did at last time.
   You had a turn/go in the last lesson.
7. Let’s give someone else a chance.
   Let’s give someone else a turn/try.
   Now let’s have someone else (try it).
   Let someone else have a turn.
8. Additional phrases.
   The rest (of you), wait (for your turn).
   Not all together/at the same time/at once.
   Notice how the word ‘turn’ is used.
   Please take turns;
   take it in turns;
   reading to read.
9. Is it my turn?
   Am I next?
   Shall I start?
   Should I go first?
10. You were already.
    you were already.
Student choices

1. Who would like to do this?
   - Who wants to come out?
   - Who would like to go first?
   - Who wants to talk?
   - Who wants to come out and write that for me?

2. Are there any volunteers?
   - Any volunteers to try the next one?
   - Anybody willing to clean the board for me?
   - Is there anybody interested in helping me clean up?

3. Which group do you want to join?
   - Which team do you want to be in?
   - Which topic would you like to take?

4. You can decide.
   - You can pick/choose.

**Typical classroom choices for students include:**

- Choosing an English name (with younger students or when doing role-play activities).
- When English name do you want?
- Which name would you like (to have)?
- Which name do you like best/prefer?
- Do you want to be John or Mary?
- Which part do you want to play?

- Choosing a group or team.
- Do you want to be in Juan’s team?
- Which team do you want to be in?

- Choosing a topic.
- Which subject do you want to work on?
- Is there a particular topic you are interested in?

---

Working in groups

1. Work in groups.
   - Get into groups. Three students in/to each group.
   - For this activity I’d like you to work in fours.
   - Could you work/get into/make up groups of three/five?
   - I’d like you to arrange/divide yourselves into two teams/threes.
   - I’ll divide/split the class up into four groups.

2. Find yourself a partner.
   - Work together with a friend/your neighbour/the person next to you.
   - You two together, and you two, and so on.
   - Go and sit with Lachlan and make a pair.
   - Team up with two other people to make a group of three.
   - Haven’t you got anyone to work with?

3. Could you join this group?
   - There anybody on their own/left over/without a partner?
   - Hasn’t someone got anyone to work with?

4. Work on your own.
   - Work by yourself/yourself.
   - Everybody work individually.
   - Try to work independently.

5. One of you will read the question, the other one will answer it.
   - One of you will read the story aloud, the rest of you will listen.
   - One person in the group is the secretary; the others must discuss the problem.
   - One of you is A; the other (one) is B.

---

Find a partner

1. Find a partner.
2. Find a partner.
3. Make a pair.
4. If necessary, explain why you are assigning students to certain groups.
5. We have one odd number in this group.
6. There are too many in this group.
7. There should only be three people in each group.
8. Should I join this group?
9. Is it all right if I change places with May?
10. If students are doing a test, you can add:
    - Don’t disturb your neighbour/the person next to you.
    - Concentrate on your own work.

---

If you don’t want students to help their fellow students, you can say:

- Don’t help her.
- Let her try it on her own/herself.

You can say:

- Let’s see if he can manage without your help.

---

The other... the other (one)... X

Notice that in English the word other always refers to the second-mentioned person, object or group. The word one (for example, one of you, one group) refers to the first-mentioned person, object or group.

If the activity in pairs or groups involves different roles, you can say:

- First you can... then... after that... later on...
- You can change/swap round parts over.

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UNIT 2 Involve the learners

Section A Getting students to join in
**Classroom etiquette**

**Points to think and talk about**

1. An important part of English language learning in school is the study of English-speaking cultures. What kind of British or American festivals, for example, could you present to your students? Would it be useful to celebrate these as part of your annual teaching programme? Would the age of the students influence your choice?
2. Which aspects of everyday life and social interaction in English-speaking cultures do you think your students find strange? Is it important to teach these aspects?
3. How would you explain these cultural differences to your students?
4. As a teacher of English, should you follow the etiquette rules of your own classroom culture, or try to introduce those associated with English-speaking cultures?
5. How does your own culture and language express politeness? Do you think it differs from typically British or American usage?
6. Is it the custom to celebrate students’ birthdays at school?
7. And what about the achievements of individual students (for example, playing in a soccer team)?
8. Do you consider yourself a speaker of British or American English? Do you encourage your students to use a particular variety?
9. Do you think it is a good idea to allow your students to hear all possible varieties of English?
10. In an advanced class, would you teach the key differences between the varieties of English?

**Language to think about**

1. Think of some occasions in the classroom when you might say:
   a. Thank you
   b. Sorry
   c. Good luck!
   d. Excuse me.
2. When would you use same as to you?
3. How do you use the phrase “help yourself” in English?
4. Is here you are the same as you are here?
5. Think of the typical holidays in your school’s annual calendar. What would be an appropriate wish or greeting for each of them?
6. Mind is a very useful word in English. How many different ways of using it can you think of?
7. What would you say to your class if one of your students had won a national sporting championship?
8. Can you use whether correctly in English?

**Classroom English vocabulary to collect**

1. The job titles of the people who work in your school.
   (For example, caretaker, nurse)
2. Some of the special events and days in your school year. (For example, summer holidays, school reports, graduation)

**Birthdays and holidays**

1. What’s the date today?
2. What’s special about today?
3. What’s the date tomorrow?
4. What’s the holiday today?
5. What’s the date for the holiday?
6. What’s the date of the holiday?
7. What’s special about the holiday?
8. What’s the date of the holiday?
9. What’s the date of the holiday?
10. What’s the date of the holiday?

**Wishes**

1. Bless you!
2. Good luck!
3. Congratulations!
4. Good job!
5. Congratulations!
6. Congratulations!
7. Congratulations!
8. Congratulations!
9. Congratulations!
10. Congratulations!

**In English-speaking cultures, these expressions are used when someone sneezes. They indicate that you are concerned about the other person’s health. You can add to this with: I hope you’re not catching a cold. It sounds as though you’re getting the flu.**
Thanking

1 Thank you.  
Thank you very much.  
Many thanks.  
Thanks a lot/a million.  
Thanks for that.  
Thanks for the idea.

2 Here you are.  
There you are.  
Take this.

3 Thanks for your help.  
Thanks for helping.  
It was very kind/nice/good of you to help. Thank you.  
I really do appreciate it, and I feel your help.  
I really am very grateful for your help.  
That’s lovely/fine/great. Thank you.

---

Apologizing and not catching what someone has said

1 Sorry.  
I’m very/terribly/awfully/so sorry (about that).  
I am sorry.  
Sorry, that was my fault.  
(I do) beg your pardon.

2 That’s all right.  
It doesn’t matter.  
It’s alright/OK.  
No problem.  
No damage/harm done.

3 Pardon?  
Sorry?  
What?  
What did you say?  
I beg your pardon?  
Excuse me? (AE)  
I’m sorry I didn’t quite hear/catch what you said.

4 I’m sorry to hear that.  
Oh dear, that’s a pity.  
What a pity/shame.

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Unit 2  Involving the learners

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Leaving the classroom

1 Excuse me for a moment.  
Would you excuse me for a while/moment?  
Please excuse me, I’ve just got to go next door for a moment.  
I’ll be back in a moment.  
Carry on with the exercise while I’m away.  
I’ll leave you to it.

2 Excuse me.  
Excuse me.  
Could I get past?  
May I pass, please?  
Do you mind moving?  
Could you step aside, please?  
Could I just squeeze past? Thank you.

3 Our students, too, may have to leave early. When appropriate, help the students to use the following phrases, for example:  
Could I leave ten minutes before the end?  
Do you mind if I’m at all right if I leave at twenty to?  
Can I go to the toilet too?  
Can I use the bathroom/washroom/restroom? (AE)  
I’m not feeling very well.  
I have to go and see the school nurse.

4 In the classroom situation, excuse me is used:  
—when asking politely to get past somebody.  
—when going between two people who are talking to each other.  
—when gaining attention before asking a question;  
—when apologizing (especially AE).  
Notice also:  
Sorry to bother you, but …

---

See Unit 2, B3 for more phrases dealing with classroom noise.

---

4 If you are not feeling too well, you can apologize to the students in advance. Notice the use of I’m afraid and I’m sorry.

—I’m afraid I’m not feeling very/too well today.  
I’m afraid I can’t speak any louder.  
I seem to be losing my voice. I’m afraid.  
I’m sorry, I have [a bit of] a headache / [a bit of] a cold.
SECTION C

Confirming and encouraging

Points to think and talk about

1. Think back to your own language learning experiences. What sort of feedback did your teacher(s) give you?
2. Now think about yourself as a teacher. Do you think you give more positive or more negative feedback?
3. Which language do you use to give feedback and encouragement?
4. Do you think there are cultural differences in how much positive feedback teachers give to their students? Is public praise (or even shaming) a part of your classroom culture?
5. Do you give feedback differently, depending on whether you are dealing with individual students, pairs, groups, or the whole class?
6. How can you tell whether the feedback you give is effective? How could you make it more effective?
7. Recasting is a useful technique when correcting a student’s mistakes. Instead of drawing attention to the mistake and interrupting the student, you repeat or rephrase what the student intended to say in a correct form, as part of the conversation. For example, the student says I did went to cinema. Your reaction: OK, that’s great. I went to the cinema, too. What did you see? What are the advantages of this technique?
8. Which are more important to correct, mistakes in structure (for example, verb forms, prepositions, articles) or mistakes that affect communication (for example, mispronunciations, use of the wrong word)? Does it depend on the type of activity? Which do you focus on?

Language to think about

1. If a student answers a question correctly, what do you say?
2. And if the answer is wrong, what do you say?
3. How many different ways can you think of for saying Good?
4. How would you encourage a student not to give up on a difficult task?
5. When would you tell the students to pull their socks up?
6. What do you say if you’re not sure whether a student’s answer is correct?
7. When would you say: That was spot on?
8. What signs and gestures could you develop to encourage students and to signal that their answers are correct?

Classroom English vocabulary to collect

The typical events of a normal school day. (For example, break, lunch hour)

Saying yes

1. Yes.
   - Good.
   - Fine.
   - Right.
2. That’s right.
   - (You’re) quite right.
   - Right you are.
   - Correct.
3. Excellent.
   - (That’s) very good.
   - Very nice.
   - That’s great/brilliant/fantastic.
   - Excellent/nice/good work.
   - Nice done/ read.
   - You managed very well.
   - You did a good job there.
   - You made a very good job of that.
   - I was pleased with the way you did that exercise.

1. These single words simply confirm that the student’s answer is correct. They do not in themselves carry a strong message of encouragement or praise. Very often, for example, in checking an exercise, you can simply nod and say hm-hm or uh-huh.
2. If you are explaining or demonstrating something and you see
   - that a student has grasped the idea, you can say:
   - Yes, you’ve got it.
   - You’ve got the idea.
   - That’s it.
   - Exactly.
   - That was spot on.
   - That was exactly right.
   - You’ve cracked it.
   - You’ve understood the idea.
   - Bingo! You’ve understood, you’ve done it correctly (and I’m pleased).
   - You seem to have got the hang of it.
3. Other expressions:
   - That’s exactly the point.
   - That’s just what I was looking for.
   - That’s precisely the answer I wanted.
   - If the student is carrying out an activity correctly, you can say:
   - That’s the way.
   - That’s the way to do it.
   - That’s it.
4. There are many expressions you can use to encourage and reward your students. You may find some of them inappropriate for your own class, but remember that in foreign language teaching they are a vital part of motivation and help to create a different world for learning. The key thing is to use them systematically and equally, especially when circulating in the class.

How you use the following expressions of praise will depend on many factors: the age of your students, the general atmosphere in the class, and the type of activity.

Marvellous! Nice work!
Magnificent! Great stuff!
Fabulous! Like that
Sensational! Cool!
Wonderful! Right on! (OK)
Terrific! Way to go! (OK)
Well! Awesome! (OK)
Outstanding! Good job! (OK)
Nice going!

With younger and primary students you can say:
Good boy/girl!

Use the following to give more precise feedback:
That sounds good to me.
I can’t see anything wrong with that.
Perfect! That’s perfectly correct.
There’s nothing wrong with your answer.
You’re absolutely right.
What you said was perfectly all right.
You didn’t make a single mistake.
Couldn’t be better.
I couldn’t have given a better answer myself.

Very well

Do not use very well, when you mean Very good.

4. Nice going!
   - Good for you!
   - You did it!
   - Not (too) bad!
   - Good thinking!

It’s a good idea to finish each class with some general positive feedback and encouragement. See also Unit 3, C, note 4.
I’m really pleased with you.
You’ve all really had a hard today.
What a great piece of work from everybody!
That was a wonderful/free piece of work.

Well done!
Encouraging

1. Not quite right. 
   Almost right. 
   That's almost it. 
   You're almost/nearly there. 
   You were almost right that time. 
   Nearly. 
   You're almost/just about to get it. 
   You're so close. 
   Good/Nice try.

2. Have another try. 
   Have another go/look. 
   It doesn't hurt to try. 
   Do your best. 
   Think about it again. 
   Are you sure? 
   Are you happy with your answer? (Do you want to try it again?) 
   What should the answer be?

3. There's no hurry. 
   There's no need to rush/hurry. 
   We have plenty of time. 
   Take your time. 
   In your own time. 
   Take it easy. 
   Take it a little more slowly. 
   Not so fast.

4. That's better. 
   That's (so) much better. 
   That's a lot better. 
   That's a bit more like it. 
   That's a real improvement. 
   I knew you could do it!

5. Keep it up. 
   Keep up the good work.

2. Other encouraging expressions: 
   Go on. Have a try. 
   Have a guess if you don't know. 
   Take a guess at it. 
   Don't give up. 
   Go for it (at it). 
   Have a go/shot/hot attempt to get it. 
   Give it a bash/shot/gulp.

3. You may be more interested in getting the student to communicate than in accuracy. 
   Don't worry about the spelling or your pronunciation. 
   The most important thing is to speak.

4. More general encouragement and feedback can be given to individuals while you are circulating and to the whole class. 
   You read very/really/quite well. 
   You have [a] very good pronunciation. 
   Your pronunciation is very good/excellent/outstanding/fantastic. 
   You sound very English. 
   You speak/read very fluently. 
   You've been working hard and it shows. 
   I can tell you've been practicing. 
   All your hard work is paying off. 
   You deserve a pat on the back. 
   You have all made a lot of progress. 
   You're getting better all the time. 
   You've improved a lot. 
   I'm really impressed by your progress.

5. Older students will appreciate more detailed individual feedback on their progress and skills. 
   You still have some trouble with your spelling/irregular verbs. 
   You find it difficult to read aloud. 
   Reading aloud is difficult for you. 
   You need some more practice with these words. 
   You'll have to spend more time practicing this. 
   Remember, though, to add an encouraging comment: 
   Not to worry, it'll improve/get better/get easier. 
   Don't worry about it. It'll get better in time. 
   Hang on in there! Don't give up.

6. Some teachers like to put encouraging mottoes on their classroom walls, for example: 
   Believe in yourself. 
   Never give up. 
   Keep trying. 
   Practice makes perfect. 
   Always do your best.

Saying no

1. No, that's wrong. 
   Not really. 
   Unfortunately not. 
   I'm afraid that's not quite right. 
   You can't say that, I'm afraid. 
   You can't use that word here. 
   Good try, but not quite right. 
   Not exactly. 
   That wasn't the answer I was looking for.

2. Could be. 
   It depends. 
   It might be. I suppose. 
   In a way, perhaps. 
   Sort of, yes. 
   Well, er...

3. You tried your best. 
   Nice try anyway. 
   Don't worry about it. 
   Don't worry about making mistakes. 
   You learn through/from your mistakes.

1. Recasting is a technique for correcting students' errors (see page 36). Its main benefit is that it takes attention away from the actual error and encourages the student to speak.

2. You can ask for additional ideas and suggestions. See also Units 4, 5, 8. 
   Has anybody else got an answer? 
   Any more ideas/suggestions? 
   Did anybody come up with another answer/something else?

Complaining

1. Come on! 
   Try harder. 
   You can do this! 
   A bit more effort, please! 
   Come on with you!

2. You can do better than this. 
   Is that the best you can do? 
   Better than that? 
   Can't you do any better than that? 
   I'm sure that's not the best you can do. 
   I think there's some room for improvement. 
   I know you're capable of better work.

1. Pull your socks up! 
   Try to improve. 
   Work! Buck up your ideas! 
   Put some effort into it! 
   If you are disappointed with a student's work, you can say: 
   That wasn't very good, was it? 
   I was to a bit disappointed with that.

   In addition to giving positive feedback, you should also be ready to push your students to accept new challenges, especially if you believe them capable of better or more demanding work. In such cases you need to provide inspiration rather than open criticism. 
   The following phrases may be useful. 
   This group has some good ideas, but what about over here? 
   Some of you are working very well, but some others need to try harder. 
   I'd like you all to think about this, not just one or two of you.

2. If you have expectations about how something should be done, you must communicate these expectations clearly to the students, as well as giving precise instructions. The following expressions are typical: 
   I hope you do it better next time. 
   There will be no interrupting from now on.

   In future 
   When you try this again... 
   The next time we do this... 
   Next time from now on...

   I want... 
   I would like... 
   I expect... 
   I shall expect... 
   I prefer...
Classroom essentials

ASKING QUESTIONS (1)

Yes/No questions

1 Asking questions in the classroom

In your work as a teacher, you have to perform various roles. In Unit 4 we looked at your role as a ringmaster (i.e., organizing learning and giving instructions), but you also spend a lot of time in the role of a quizmaster (i.e., asking questions and responding to answers). This is also a very important role since effective use of question-and-answer techniques has always been a fundamental part of the teaching and learning process.

A traditional way of classifying questions in language teaching is according to the grammatical form of the question, so-called Yes/No, Or, and Why-questions:

Yes/No Have you finished? Is it going to rain? Has he finished?
Or Do you prefer working in pairs or on your own? Do you know the answer? Why did you write that up for me?
Why Who would like to write that up for me?

But classroom questions can be classified in a number of other ways. For example, according to who asks the question: the teacher or the student. The question Why this wrong? has a very different meaning if one of your students asks it. We should try to remember that students’ questions can often be just as valuable for learning as those that you ask. Students’ questions, for example, may highlight problems that you have overlooked in planning the lesson.

Another perhaps more valuable approach to classroom questions is to divide your questions into three main types according to how closely they resemble question-asking in the real world, as follows:

A Questions where you do not know the answer beforehand. For want of a better term, such questions can be called authentic questions. Typical examples can be found in normal classroom situations (e.g., organizational problems) or when you are asking for new information, opinions, and reactions:

Has everybody got a book? What’s the answer to number 2?
Who hasn’t finished yet? Are the men running or walking in picture 1?
Who is your favourite singer? Is this correct?

B Questions where you know the answer in advance, although a student is initially expected to supply it. You may also be looking for answers in line with a particular argument. These can be called pedagogical questions (sometimes called display questions because students have a chance to display their knowledge). Typical examples of this type are language-related and comprehension questions:

What’s the past tense of ‘to go’? What is the date today?
Is this correct? Is it raining today?

C In addition, you may sometimes ask questions where it is not clear whether you are asking because you don’t know the answer and are interested, or whether the question merely rehearses an everyday rehearsal questions. How are you feeling today, Mark? What is the date today?

As a language teacher, you should be interested in increasing the amount of genuinely communicative language in the classroom. For this reason, type A questions, authentic questions, are crucially important. You will have noticed that the questions listed in Units 1 and 2 of this book are precisely of this kind. Nevertheless, it is probably true to say that pedagogical and rehearsal questions, particularly those based on unit texts and textbook activities, predominate in the classroom. We will take a closer look at these and questioning techniques in Units 4 and 6.

The grammar of questions in English is complex and experience shows that this is an area where mistakes frequently occur. In this unit we examine Yes/No questions and question tags.

2 Normal and abbreviated Yes/No questions

- Yes/No questions are usually said with a high-rising intonation on the tonic syllable:
  - Can you swim? 
  - Doesn’t Watson like lettuce?
  - Is it going to rain? 
  - Don’t you know the answer?
  - Was that too easy? 
  - Haven’t you finished yet?

- Notice the word order in the alternative longer negative form:
  - Does Watson not like lettuce?
  - Do you not know the answer?
  - Have you not finished yet?

- Notice that Yes/No questions related to everyday classroom management are very often abbreviated, with the main verb disappearing. This applies to both affirmative and negative questions:
  - Does anybody want to try 
    → Anybody want to try number 1?
  - Is there anybody who hasn’t got a book?
    → Anybody not got a book?
  - Does anybody not understand?
    → Anybody not understand?

- Sometimes abbreviation reduces the question to just one or two words. Notice the high rising intonation:

- Can anybody do this? 
  → Anybody!
- Have you finished? 
  → Finished!
- Are you having problems? 
  → Problems!
- Are there any volunteers? 
  → Any volunteers?
- Are you having difficulties? 
  → Having difficulties!

3 Question tags

- Question tags (isn’t it?, haven’t you?, etc.) are very much a part of everyday spoken English and as such they should be used in the classroom. Notice the differences in intonation:

- A falling intonation on the tag itself suggests that you are stating a fact and that you assume your listener will agree:

  - Well done, everyone. That wasn’t so difficult, was it?
  - If I remember correctly, we finished this exercise last time, didn’t we?
A high-rising intonation on the tag suggests surprise or that it is a genuine question:
You all look confused. It wasn’t so difficult, was it?
Surely you remember! We did this last time, didn’t we?

See 2.4-2.6

There is another question form that resembles the high-rising tag, but it is simply an alternative word order for asking the same question. Once again, there are two possible intonation patterns: falling (you expect the answer ‘yes’) and rising (you are really asking). Notice that these questions can also be abbreviated:
Have you finished? = You’ve finished, have you? = Finished, have you?
Are you listening? = You’re listening, are you? = Listening, are you?
Did you enjoy that? = You enjoyed that, did you? = Enjoyed that, did you?

See 2.7

4 Indirect Yes/No questions

It is very typical in classroom question-and-answer activities to use indirect questions beginning with phrases like Can you tell me...? Does anybody know...? Word order in indirect questions can cause problems.

For indirect Yes/No questions, notice:
the use of if or whether,
normal positive word order:

<table>
<thead>
<tr>
<th>Direct question</th>
<th>Indirect question</th>
<th>Indirect question (if)</th>
<th>Indirect question (whether)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are we on page 27?</td>
<td>Can you tell me we are on page 27?</td>
<td>we are on page 27?</td>
<td>Can you tell me we are on page 27?</td>
</tr>
<tr>
<td>Is Juan ill?</td>
<td>Can anyone tell me if Juan is ill?</td>
<td>if Juan is ill?</td>
<td>Can anyone tell me if Juan is ill?</td>
</tr>
<tr>
<td>Is Carole at school today?</td>
<td>Does anybody know whether Carole is at school today?</td>
<td>whether Carole is at school today?</td>
<td>Does anybody know whether Carole is at school today?</td>
</tr>
<tr>
<td>Did Elle miss her bus?</td>
<td>Have you any idea if Elle missed her bus?</td>
<td>if Elle missed her bus?</td>
<td>Have you any idea if Elle missed her bus?</td>
</tr>
<tr>
<td>Has Juris been absent?</td>
<td>Can you guess if Juris has been absent?</td>
<td>if Juris has been absent?</td>
<td>Can you guess if Juris has been absent?</td>
</tr>
<tr>
<td>Will it rain tomorrow?</td>
<td>Hands up if you know it will rain tomorrow.</td>
<td>if it will rain tomorrow?</td>
<td>Hands up if you know it will rain tomorrow.</td>
</tr>
</tbody>
</table>

Notice than in everyday speech we quite often split the question into two parts and use question word order:
Tell me, are we leaving straightaway?
Will it rain tomorrow? Have you any idea?

Practice

1. Expand the following abbreviated Yes/No questions into full questions.
   1. Understood?
   2. No pencil?
   3. Problems?
   4. Finished?
   5. Anybody done question 7?
   6. Anybody not finished?
   7. Questions?
   8. Anybody not know the answer?
   9. The next one, Anders?
   10. Not got a book?
   11. Difficult?
   12. Not listening?

2. Re-express the following questions as indirect Yes/No questions.
   Remember to use if or whether. Begin your question with a suitable phrase, for example, Can you tell me, Does anyone know, Have you any idea.
   1. Does Aleksi speak Spanish?
   2. Is the leaving next Saturday?
   3. Have we done this exercise already?
   4. Will Anne be away next time?
   5. Did we stop on page 45 last time?
   6. Had this ever happened before?
   7. Did he do well in the test?
   8. Is Riga the capital of Latvia?
   9. Does Laura have a driving licence?
   10. Will Tim be playing in next Saturday’s match?

3. Now ask the same questions as in exercise 2 and use a tag question.

Aleksi speaks Spanish, doesn’t he?

4. Go through the phrases in section A again and notice how many authentic questions there are. How many authentic questions can you find in Unit 1, sections B2, B4, and C6?

RECORD 5 Record yourself teaching a class. Listen to the recording and count the number of authentic questions that you asked. Did you ask all types of questions (Yes/No, Or and Wh-?) Did you ask any indirect Yes/No questions?
Exercises and activities

1 Prepositions and vocabulary

See the OUP website http://wwwoup.com/elr/teacher/pce.

2 Rephrasing

Below are twenty typical classroom phrases. Try to make another phrase that has more or less the same meaning, but use the word (or another form of it) given in brackets at the end. You can find the answers in Sections A–C, either in the list of phrases or in the notes. The relevant section number is given after each question.

Example: You, too, Ralf (join)
You join in with the rest of us, Ralf.

1 There’s no need to rush. (time) C1/3
2 I’d like you to get into two teams. (divide) A4/1
3 I’m sorry, I didn’t notice that at all. (overlook) B4/1
4 All right. When you’re ready, Laura. (time) C2/1
5 It’s all the same to me which group you join. (difference) A3/4
6 What you said was perfectly correct. (single) C1/3
7 Have I missed somebody? (turn) A2/4
8 Excuse me, do you mind moving? (squeeze) B5/2
9 Let me see more of this good work! (up) C2/5
10 You’ve improved a lot; (like) C2/4
11 You found this one difficult. (trouble) C2/1
12 If you can’t hear, come a bit closer. (front) A1/1
13 You try it on your own. Maths (yourself) A4/4
14 Let’s read. One after the other, please. Lena, you start. (turns) A2/2
15 Nicely done. (job) C1/4
16 I’ll be back in a moment, so don’t stop working. (carry) B5/1
17 It’s May 9th today (date) B3/1
18 You need some more practice with this. (spend) C2/5
19 OK, it’s alright. (damage) B4/2
20 Would someone like to clean the board? (volunteer) A3/2

3 Classroom scenario

Passages A–E below describe different situations of an English lesson. At the places numbered, try to think what the teacher could say in the situation. You are free to invent any extra information where necessary. Remember to be motivating and encouraging.

A It is the last lesson before the winter holiday. At the beginning of the lesson you apologize — you’re coughing and your head is aching. The one of the students sneezes. (2) Hopefully the annual flu epidemic hasn’t started! (5) At the start of the lesson, you hear that the class has a volleyball match against the next day. You wish them luck. (4) You also remember that Norbert has his 16th birthday today. (5)

B Your plan is to begin with a short video about winter sports. (6) As you’re moving the TV, you accidentally tread on Margaret’s foot. (2) Now you just have to check that the screen is visible right round the class (8) and that even the students at the back can follow the sound (9). Three students near the window can’t see because of the sun. You solve this problem (10).

C After showing the video, you invite the students to talk about their own winter hobbies. The topic seems to interest them, but you remind them that it’s difficult to follow if they all talk at once (11). You decide to let them prepare something in pairs for five minutes (12). You will circulate and listen. You encourage Susanna, one of the quieter students, to say something (13). At the end of the five minutes, you ask Minna to talk about her hobbies. She speaks so quietly that you can’t really hear what she is saying (14). You want to hear all the students speak, so when Filia puts her hand up for the second time, you have to choose someone else (15). At the end of the discussion, you check that everybody has contributed at least once (16).

D You check key vocabulary from the video on the board, and then ask for someone to clean the board (17). You thank the student who volunteers (18). The next stage of the lesson is some group work. You want them to work in fours (19). Rudy isn’t sure which group he belongs to, so you let him decide it himself (20).

E You finish the lesson with a short role-play activity. The students work in pairs, one is the customer in a sports shop, the other the salesperson (21). The customer should ask some questions about a product. After three minutes the roles are reversed (22). You circulate. Uwe’s pronunciation impresses you (23). Anton and Dirk seem to be having difficulty. You encourage them (24). The bell rings. You thank the students—they worked very hard (25). Finally, as it’s the last lesson, you say an appropriate goodbye (26).

4 Role-play

Divide up into groups of four or five. Choose some suitably easy exercises from a textbook (or use those on the OUP website). One member of the group acts as the teacher and goes through one exercise. The other members of the group play students with very different language skills. They can agree on this amongst themselves. The teacher’s role is to give feedback on the students’ answers—to confirm correct answers, to recognize excellent answers, to identify mistakes, and to encourage weaker students to try again. Change roles so that every member of the group has a turn as the teacher.

5 A board game: The Blackboard Jungle

For this game you will need copies of the game on page 46 and two dice. Each player will also need a counter or marker (for example, a coin or button). Decide who will start. The first player throws one of the dice. This shows how many spaces to move on the board. The player then throw again, but this time using both dice. The player multiplies the numbers on the dice, and does the task which has the corresponding number in the list below. If the other players think the task was performed well, the player can move to the new space. If the player lands on a shaded space, one dice has to be rolled again. The result can be seen in the list below called ‘Chance’. The winner is the first player to reach the Finish line. If a player gets the same task twice, he can throw the dice again.

Tasks
1 Think of two replies for when a student says Thank you.
2 Think of two classroom situations where you could say it’s alright.
3 Think of two classroom situations where you could say What a pity!
4 Ask two questions containing the word whether.
5 Think of two phrases that contain the words odd and even.
6 What would you say if you suddenly developed a splitting headache?
7 Think of three other ways of saying Very good.
8 How would you check that everyone can hear and see OK?
9 Think of two phrases that contain the words shut and bush.
10 What would you say if you had forgotten the date?
11 Think of two other ways of saying I missed that.
Audio practice

1 Classroom intonation

2.1 Listen to the following phrases and decide whether the intonation is falling (an apology or question) or rising (a request for repetition). Then repeat the phrases.

1. Sorry.
2. What did you say?
3. What was that?
4. Excuse me.
5. I beg your pardon.
7. I beg your pardon.
8. Excuse me.
9. What did you say?
10. Where were you?

2.2 The following sentences all have rising intonation. Decide where the main sentence stress (= tonic syllable) is. Then listen and repeat.

1. Could I get past?
2. Do you mind moving?
3. Can you all see?
4. Am I speaking loud enough for you?
5. Do you want to try it again?
6. Are you sure about that?
7. Would you excuse me for a moment?
8. Could you step aside, please?
9. Is that the best you can do?
10. Could you repeat what you said?

2.3 Turn the following Wh-questions into Yes/No questions. Then reduce them to just a few words. Remember the rising intonation. Then listen and check.

EXAMPLE
Who didn’t hear? → Is there anybody who didn’t hear? → Anybody not hear?
1. Who needs help?
2. Who hasn’t finished?
3. Who wants to try the next one?
4. Who would like to help me?
5. Who’s left over?
6. Who didn’t get the idea?

2.4 Listen to the question tags in the following sentences and decide if the intonation is falling or rising.

1. We didn’t manage to do everything last time, did we?
2. That wasn’t easy, was it?
3. You did this exercise last time, didn’t you?
4. You’ve got the idea, haven’t you?
5. We looked at this last time, didn’t we?
6. That was a lot of work, wasn’t it?
**UNIT 2** Involving the learners

### 2.5 Read out the following sentences aloud and add a falling question tag. In other words, you expect your listener to agree with you. Then listen and check.
1. That was easy.
2. We started the new unit last time.
3. This group was going to start.
4. This isn’t so easy.
5. We haven’t started exercise yet.
6. You haven’t had a turn yet, Toshiro.

### 2.6 Read out the following sentences aloud and add a rising question tag. In other words, you are really asking a question. Then listen and repeat.
1. You’ve all had a turn.
2. I returned all your essays.
3. That wasn’t too much work.
4. You all received my email message.
5. I haven’t left anybody out.
6. We’ve completed exercise 5.

### 2.7 Read out the following Yes/No questions. Then use the tag word order (see page 42). Remember the rising intonation. Finally try to make a shortened form of the same question. Then listen and check.
**EXAMPLE:**
Have you finished? → You’ve finished, have you? → Finished, have you?
1. Are you starting the next exercise?
2. Do you want to go last?
3. Are you having difficulty with this one?
4. Do you understand what to do?
5. Have you already done the exercise?
6. Would you like to start?
7. Did you enjoy working in groups?
8. Do you get the idea?

### 2.8 Identify the sibilant sound or sounds (s z s f s) in the following list of words. Then read them out loud. Then listen and repeat.
1. sheet
2. cassette
3. enjoy
4. much
5. easy
6. projector
7. choose
8. mention
9. television
10. catch

### 2.9 Identify the sibilant sounds in the following sentences and read them out. Then listen and check.
1. Make sure you use as much English as possible.
2. Did you manage to finish the job?
3. Ask each other some questions and then change over.
4. Arrange the chairs in a circle.
5. Now you have a chance to choose which exercise you do.
6. Then you should show your answer sheet to your partner.

### 3 Word stress
**2.10** Say the following words aloud and mark the stressed syllable. There are three types:
1. words stressed on the first syllable (for example, ‘schedule’);
2. words stressed on the second syllable (‘re’-‘lax’);
3. words stressed on the third syllable (‘ele’-‘tricity’).
Then listen and repeat.
1. transparency
2. misprint
3. cassette
4. arrange
5. cooperate
6. interrupt
7. damage
8. mistake
9. volume
10. individually

### DEBATE
**SHOULD TEENS HAVE COSMETIC SURGERY?**

From *Spensley magazine*, Sept. 2005

Audio practice
4 Live lessons
You will hear some short extracts from different classroom situations. Listen to each extract and then answer the questions. Live lesson transcripts can be found on page 166.

8 2.11 Making groups
1 There are fourteen students present. Is there full attendance?
2 How does the teacher divide them up?
3 How does the teacher make the last group the same size as the others?
4 Fill in the missing words:
   a If _______ better if we have a group of four.
   b You _______ over here.
   c I'm going to _______ you.

8 2.12 Working in groups
The class is using a magazine article to talk about teenagers and cosmetic surgery (see page 49).
1 Mark the statements as true (T) or false (F).
   a The students will list only the advantages of cosmetic surgery.
   b The students are only allowed to work in pairs.
   c Preparations can be taken between five and ten minutes.
   d A bell will ring when time is up.
   e There should be one secretary in each group.
   f The class will begin by reading a text on cosmetic surgery.
   g The students must only use English.

8 2.13 Giving turns
1 Which of the following words does the teacher not use when confirming her students' answers?
   Great! Exactly! Perfect! Fantastic! Marvellous! Super!
2 Where are Alan and Hugo probably sitting?

8 2.14 Giving feedback
1 What aspect of English grammar is the class studying?
2 How does the teacher deal with the problem of the mobile phone?
3 What word does the teacher use?
   a conflagrate; b confiscate; c complicate
4 What are the roles of English and Finnish in this extract?

8 2.15 Inviting answers
In this lesson the teacher has asked her students to read out sentences that they have made up using some new vocabulary. Before a native speaker is sitting in on the class.
1 What word has the student used in her sentence?
2 Why is the teacher pleased with her students' sentences?
3 Is the teacher serious when she says We have to punish you.
   How do you know?
4 What is special about the way the teacher says the following phrases: No more. You've done it. No idea.

8 2.16 Encouraging
1 What does the teacher encourage her students to do?
2 Does the teacher actually say that the student's suggestion is wrong?
3 How does the teacher use the situation to develop vocabulary?
Managing the physical environment

Points to think and talk about

1. If you could design your ideal classroom, what would it look like? How would it differ for adult learners and for young teenage learners?
2. Think about different ways the surroundings of the classroom can be used to support the use of English. For example, you had an English notice board, what could you display on it?
3. Draw a sketch of your classroom (or of a classroom you are very familiar with). How would the available space be used differently? For example, would it be possible to have a reading corner, a culture corner, or a computer?
4. Sometimes even incommensurables in the classroom can provide rich opportunities for language development. Think of some of the problems that can occur in the classroom environment; for example, the sun is shining in through the window so that the students can’t see the board. How can these problems be made into language learning opportunities?
5. List some of the benefits and uses of different seating arrangements — rows, circles, semi-circles, groups of desks, no seats at all. When can different arrangements be used? Is the age of the learner a factor? What are the problems with rearranging furniture?
6. How often do your students get up out of their seats during a normal lesson and move around; for example, to fetch materials or to come to the board? How can you use these occasions to enhance students’ language development?

Language to think about

1. You need three volunteers to come and stand at the front of the classroom. Think of different ways of saying this to the students.
2. What would you say to get the students to rearrange themselves into groups of three?
3. Imagine you had rearranged the classroom for a drama lesson but you wanted the furniture back in its right place at the end of the class. How would you ask the students to help you?
4. You see one student struggling by herself/himself to move a desk. How would you ask another student to go and help her/him?
5. Students keep shuffling answers and it is difficult to know who said what. What can you say to the students to get them to put their hands up rather than to shout out?
6. It is hot summer’s day and the classroom is far too hot to work in. What could you say to get the students to think of ways to improve the classroom conditions?
7. You are not sure if a student keeps putting his hand up or not. What can you say to him?
8. How would you invite the students to come to your desk to have their work marked and to return to their seats again without disturbing the others?

Classroom English vocabulary to collect

The names of classroom furniture and fittings (e.g. notice board, radiator)

<table>
<thead>
<tr>
<th>Key to symbols:</th>
<th>3</th>
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<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Idiomatic phrase</td>
<td>2</td>
<td>Student reply</td>
</tr>
<tr>
<td>1</td>
<td>Typical mistake</td>
<td>3</td>
<td>Language comment</td>
</tr>
<tr>
<td>2</td>
<td>Pedagogical pointer</td>
<td>1</td>
<td>Record yourself</td>
</tr>
</tbody>
</table>

1. Phew! It’s warm in here today. It seems to be too hot/cold in here. It’s very warm/stuffy in this classroom, isn’t it? Isn’t it really cold/freezeing? Don’t you think it’s quite/somewhat a bit chilly today?
2. Open a window, please. Close (the) window. Could you open the door? Let’s have/keep the door open.
3. Can you see the board OK? Is the sun shining on the board? Is the sunlight reflecting on the board? Is the sun dazzle/blinding you?
4. Open the curtains. How about drawing the curtains? Shall we pull the blinds down/ across/ back/ up? Ask Som to close/ open/ adjust the blinds. Please let the blinds down/ up.
5. Please turn on the lights. Oh, this classroom is too bright/ dark/ dim. Please switch off the lights.
6. That’s better. Is that any better? How’s that? That’s more like it. That feels a lot/ much better. That’s an improvement. That’s the best we can do for now. Well, we’ll just have to manage with things as they are. I don’t think we’ll be able to do anything about this now.

1. Students can answer using the following phrases: I’m too hot/ freezing. I’m OK, thank you. I’m a bit cold/ freezing. It fine now, thanks.
2. You can also make adjustments to the temperature: Is the fan/ heating on? Could you check (that) the radiator’s on/off? Please put the fan on.
3. Let’s try to adjust the air-conditioning. Please turn the heating up/down.
4. Students might find they cannot carry out the instructions for different reasons: It’s stuck/broken. It won’t open/close. I can’t do it. It’s already open.
5. Please notice the following: I can’t see the sun. I can’t see because the lighting’s up/down.

You may have technical problems with lighting. See also Unit 5, p. 15. What’s wrong with that light? Is that light working? Will that light come on? I wonder if we can turn that light from flickering to flashing on and off.

This light seems to need a new bulb!
Keeping the classroom safe

1. Please put your things under your desk. Make sure your bags are under your seats, please. Don’t leave your bag lying in the way! (A2)
   Move your bag so that no one can trip over it. That’s not a good place for your bag, is it?

2. Please move the broken desk out of the way. Let’s put this broken/damaged chair to one side. Don’t touch it on that broken chair. Tuck your chair under the table. Don’t lean back on your chair.

3. Be careful! Mind your step! (A2)
   Watch out! Look out!

4. What a mess! This looks really untidy! (A2)
   Let’s tidy up before we begin. Let’s try to sort out the classroom before we start.

5. Put any rubbish in the bin, please.
   Do pick the rubbish up off the floor. Get rid of that rubbish on the floor, please. Don’t leave any rubbish lying around.
   Put your trash in the trash can. (A2)

A special situation may require special instructions. Do you still have enough space for your equipment? Please leave one empty space between you and your neighbour when we have the test. Make sure you have adequate space for your poster.

Making space

1. We need to make some space. We need a large space in the middle of the classroom. Let’s make a nice big space (at the front of the classroom). Each group needs its own space (to work in).

2. Please find yourself a space. Please find yourself a spot/place. Make sure you each have enough space (around you). Everybody spread out. Stand well apart from each other.

3. Does everyone have enough room to move around? Make sure you give your neighbour plenty of space. Please leave some space for your neighbour as well. Please check everyone has enough space/room. Is everyone able to stretch out their arms without touching someone else?

4. Please leave enough space for us to get through. Can you make enough room for someone else to sit here too? Please leave (enough) space for me to be able to squeeze through.

Moving around in the classroom

1. Sit down, please. You may sit down now. Take your seat(s).
   Find yourself a seat. You are welcome to sit. Sit in your seat(s). Sit properly.

2. Stand up. Go and stand there. Please stand by the door. Come and stand here/
   the board. Stand facing (the rest of) the class.

3. Come to the front. Come over/over here. Come and sit at or near the front. Come to the back of the class. Come closer to the television/screen/board. Follow me.

4. Go back to your seat. Go and sit down again. Return to your own place, please.
   Sit in your original normal seat, please. Please return to your seat quickly and quietly.
   Go back to your place without disturbing anyone.

5. Bring out your work, please. Bring out what you have done. Bring your work to me to check/look at. Let’s see if you have been working.

Prepositions:
   In a seat
   In your seat/place
   On the floor
   At your desk

Notice the formal phrases:
   Please be seated.

Further directions might also be useful:
   Come here and turn to face the class. Come closer so that you can see better. Move to the side so that you can see more easily.
   Let’s stand and stretch before we continue working.

Reasons for teachers moving around the classroom may include:
   I’ll come round to each of you to check your work individually. I’ll be coming around to the different groups to answer any questions. I’ll circle the round the class to see how you are going on. I’ll give you further instructions when I come to your group.
UNIT 3
Managing the classroom

Moving furniture

1 Today we’ll have a change. Let’s do things differently today. (There’s) a change to the normal arrangement today. It’s time for a change!

2 We need to move the desks. We need to move the tables around (for) this lesson/afternoon/session. We have to rearrange the desks today. Please push your desks to the side. Move your seats in/out (back/forward)this way/that way. Try to move/push your desks forwards/backwards/sideways. I want you to move your chairs to the back/ front (a bit).

3 Please help me move the TV stand. I need some help with (moving) this. Could someone give Mark a helping hand with the desk? Can you help David to move the (extra) desk? Could you give me/her/him a hand, please?

4 We have to put the furniture back. Put the desks in their original rows. Return the chairs to their regular places. Move your seats back where they were: they came from. Please put your desks into the normal groups/arrangement. Get everything back where it belongs. Return your seat to its original position. Please make sure the desks are straight.

Hands and gestures

1 Hands up, please. Put your hands up high. Please raise your hand. Put your hand up (high).

2 Is your hand up? Please raise/put up your hands so that I can see them clearly. That’s it. hands right up? Do you know the answer? I’m sorry, but I didn’t see your hand up/raised.

3 Don’t be afraid to put your hand up! Don’t be shy! Hands up if you know the answer! Come on, brave and put your hand up if you have a question! Always the same hands up! Let’s see some different hands up for a change.

4 Hands down, thank you. Thank you, hands down again (now). Ok, everyone, you can put your hands down now.

1 You might want to add when or why the students should raise their hands. 

Please raise your hand whenever you know the answer/it has finished your work want the next task.

2 You might want to add the explanation for moving the doors. 

We need to move the desks for the activity later today. We need to rearrange the desks for the discussion presentation. Please move your desks so that you can see all the television easily.

3 Other more detailed instructions include:

Let’s femnare/make three big tables. 

We need to arrange the tables in groups of four. How about turning your desks/table round so that it faces your (front) partner? 

We only need to have three rows of desks in the middle/centre of the room. Please place the desks and chairs around the outer edges of the room. Please place (all) the chairs in a circle. Let’s make yourself a circle. 

Could you rearrange your desks to create a classroom?

1 A raised hand may mean that a student has a question. Excuse me, I ask something? 

Sorry, I have a question.

2 If you don’t want to respond immediately to a raised hand, say: Not now. I’ll come back to you later. 

Just one question. I’ll get to you in a minute.

3 There are other possible phrases connected with gestures. 

Finger crossed. 

Let’s keep the fingers crossed. 

I’ll keep my fingers crossed for you. 

Touch wood (BU). Knock on wood (BD). 

Please don’t your head if you understand. Please shake your head if you don’t the idea.

Notice that the ‘thumbs up’ gesture in English does not mean ‘good luck’. It just that all is well or that the message has been received and understood. Shrug your shoulders in a ‘no comment’! I don’t know or a somewhat rude, I don’t care.

SECTION B
Managing the learning environment

Points to think about

1 What, in your opinion, does managing the learning environment include? What makes a positive learning environment for you? How can this be created?

2 Find and complete a learner styles inventory (useful reading and resources, page 1) and discuss the results with a partner. Does your personal learning style have any effect on the type of tasks you choose to do in the classroom?

3 Discuss what level of noise is acceptable in your classroom and different tactics that can be used to gain students’ attention.

4 How can instructions be presented effectively so as to avoid repeating them unnecessarily?

5 Who isn’t the disciplinary policy of your school? What different disciplinary actions have you seen used in the classroom? What has been the most effective in your opinion, and what would you be comfortable using?

6 What types of positive or negative behaviour do you most readily expect to find in the classroom? How does this alter with the age of the students?

7 When can misbehaviour be dealt with in the foreign language and when should it be dealt with in the mother tongue?

8 There can be many reasons why a class or individual students find it hard to get down to work. Make a list of the different problems. What different approaches can you use to cope with these problems in the classroom?

Language to think about

1 Explain or describe in English the classroom environment you would like to create for your students.

2 Take it in turns to gain the attention of a group of students engaged in a discussion not related to the topic of the lesson.

3 The class are working rather noisily, but the end of the lesson is coming and you need to set their homework. What can you say to gain their attention?

4 What kind of phrases would you use to show your displeasure at some classroom behaviour?

5 Do you know the meaning of: Give it a rest, Stop dawdling. Don’t daydream, and Stop fidgeting?

6 All afternoon the class has been unsettled. What can you say to them to find out what is wrong?

7 What would you say to a group of students that has worked much better than usual throughout your lesson and produced a surprisingly good piece of group work?

Classroom English vocabulary to collect

1 Verbs to do with creating a good classroom environment. (For example, to inspire, to motivate)

2 Words used in school rules and mission statements. (For example, respect, equality)
Different learner types

1. Let's think about different ways of learning. What kind/typical learner are you? Today, you are going to do a questionnaire. Today we are going to find out what kind of learner you are. Do you know what a visual, audio, kinaesthetic learner is like?
2. Do you remember better when you read a text or listen to a lecture? What is your preferred learning style? Are you a visual, auditory or kinaesthetic learner? Is it easier for you to work with written text or to be hands-on?
3. Do you agree with the results of the questionnaire? Do you think the results are correct? Have you noticed that you prefer reading to listening? How do these results reflect your own learning experience?
4. How many visual learners do we have? Who has found they are a kinaesthetic learner? Who is a combination of visual and auditory?
5. So the majority of you are visual learners. There's a minority of auditory learners in this class then. There's an even split between auditory and kinaesthetic learners.

Gaining attention

1. There's too much noise. What a lot of noise! I'm sorry, what are you saying? a little bit too noisy now. This level of noise is too much/most unacceptable. I can't hear for with this noise/recorded/distant. Is there a reason for this amount of noise? Your voice is down. If you've got something to say, say it to me. Stop shouting. I can't hear myself think!
2. Quiet, please! Shhssh. Thank you. Be quiet! Quieten down/Quiet now, please. Let's have some quiet now. Could I have a bit of quiet, please? I'll like you all to be quiet for a moment. I'm waiting for absolute quiet. Hush a bit/Silence, please. Stop talking (for a minute) now. No talking/chattering now.
4. Look this way now. Look over here. Look at/towards the board. Turn (round) to face me, please. Look at your teacher. Face the front and listen carefully. You need to look and listen, please.
5. The following instructions are far more abrupt: Shut up! Shut up, all of you! Shut it! Mouths shut. Other useful phrases include: Zip it! Put a sock in it! Sometimes it is enough to place your forefinger vertically across your lips.

Giving instructions

1. Please listen to the instructions. I need to give you some more instructions. Listen to that so you know what to do. I hope everyone is paying attention/listening now. You need to pay attention to what is being said now. It is important that you have your full attention now please. Listen up! (AE)
2. I'll just review the instructions. Let me recap what you have to do (before you begin). I'll go over the instructions again/one more time.
3. Did everyone hear what I said? Did everyone catch that? Did you all get that? Has everyone got that? Were the instructions clear?
4. Are you with me? (Is everybody) OK so far? Are you following? Do you get the idea?
5. You'll find all the instructions on this sheet. I've written the instructions on the board. Remember to check the instruction sheet. Please follow the instructions I've given you.

1. It's very important to have the students' full attention before giving instructions. Make sure you don't give the students too many instructions at once. Not too few if students clearly understand what they are doing (and why), they can then focus on the learning activity. You are then free to support the learning taking place rather than repeating the same instructions unnecessarily.
2. Useful phrases to gain students' attention include: Hey! Hey you there! Wake up there! You there (over there)! Are you with us? What do you have to do? What are we supposed to do? Could you repeat the instructions, please? I still don't understand it. One more time, please.
3. Even if you provide the instructions in writing, it is worth going over the main points of the task orally at least briefly.

Section B  Managing the learning environment
Coping with problems

1. Stop that.
   That’ll do now.
   That’s enough of that.
   No more of that.
   Stop everything, please.
   I’ve had enough of that, thank you.

2. Settle down.
   (Let’s) calm down (now).
   Take it easy, everyone.
   Don’t keep frustrated/mocking about
   Let’s hope there are no more interruptions.

3. Behave yourselves!
   Stop messing/fooling around.
   No more fooling/throwing/mucking about.
   Don’t play the fool (please).
   Don’t waste time.
   Don’t rush/fool.
   No pushing/throwing/fighting.

4. Don’t disturb the others, please.
   Don’t distract/keep interrupting your neighbour.
   Don’t keep bothering him.
   No copying from your neighbour.
   No eating.
   Work on your own by yourself.
   Please ask me if you have any questions/problems (other than your neighbour).

5. What are you doing?
   What’s happening over there, Stefan?
   What’s going on at the back of the class?
   Simon, what are you doing out of your seat?
   Why are you out of your seat, Ahmed?
   Get down from there immediately!

6. There will be trouble.
   You will end up in trouble if you continue like this.
   We won’t be able to play the game if you carry on like this.
   You will miss go without your break if you continue to mess around.
   If you go on like this, you’ll have to change places.
   I’m getting tired of this.
   How many times do I have to tell you?
   This is my final warning.

7. What’s the matter?
   Is there anything I should know?
   Let’s talk about what’s wrong.
   Why do you seem so upset today?
   What seems to be the problem today?
   What’s stopping you from getting down to work with your work?
   Where shall we go from here?
   Please see me afterwards.

Using the classroom creatively

Points to think and talk about
1. What do you think is the role of non-formal activities in the language classroom? How much time should be given to such activities?
2. What different types of games do you play (or have you seen) in the classroom? What benefits have you noticed?
3. It isn’t just traditional language games that provide language opportunities in the classroom. Think of a simple board game that could be played in English and discuss what kind of language it requires.
4. Older students might be interested in developing their own board game.
   What kind of language development opportunities would this offer?
5. The genre of songs is enormous; from traditional songs steeped in tradition to popular songs reflecting modern trends and interests. What different activities can you think of to do with songs, other than singing?
6. How can textbook dialogues be used more creatively or adapted by students so that they ‘belong’ to the students?
7. Have you used or seen drama activities in the classroom? Describe them.
   How can a safe environment be created for drama activities?
8. Producing poster displays provides interesting language learning opportunities for students. How does making a display develop receptive and productive language skills? Why is it important to display all your students’ work?
9. Exploring culture can provide motivating ways to access language. What aspects of culture would you be interested to explore with your students?
   How could you introduce these in the classroom?
10. A foreign visitor in the classroom is a genuine opportunity for language use and can greatly motivate students. How would you prepare a class for a foreign visitor? What kind of etiquette would you want your students to follow?

Language to think about
1. How do the following words and phrases relate to playing a game: a round, a draw, heads or tails, a tie-breaker, on your mark, your turn.
2. Present a short song to your group and discuss what language you would need.
   What cultural features would you need to explain?
3. In a small group think about the process of getting students to design a poster encouraging the use of English in the classroom. What kind of language would you need to use?
4. Choose an object in the room and describe it in detail to your group without telling them the name of the object. How quickly can they guess what it is?
   What different ways are there to describe an object?
5. Think about the language you would need to get your students to act out a dialogue from the textbook.

Classroom English vocabulary to collect
1. Words associated with playing games. (For example, dice, counter)
2. Useful equipment for making a display. (For example, scissors, glue, cardboard)
Playing games

1. Let’s play a game.
   (We’ll have a warm-up game to begin with.)
   What about a spelling/rhyming/counting/guessing game?
   How about a quiz?
   This game with colours/numbers/letters.
   Here’s a game to help with/improve/revise spelling.
   This is a vocabulary/grammar game.
   This is a communication/information-sharing activity.

2. Get into two teams.
   We need two teams for this next game.
   Arrange yourselves into teams (of three).
   Make/split into two groups.
   Form two sides.
   Let’s divide into four teams.
   What’s your team called?
   Have you got/taken up with a name for your team?

3. Listen carefully to the rules.
   Let me tell you the rules.
   The rules are as follows.
   There are some simple rules to follow.
   Who remembers the rules for this game?

4. Are you ready?
   Everybody ready?
   Shall we begin?

5. It’s your turn.
   (If it’s team A’s go.)
   Who’s (go) next?
   Whose turn is it?
   Who would like to try/have a go next?

6. One point for this team.
   A point for this team.
   The first team to score ten points wins.
   This team was the closest — two points!
   Whoever guesses first gets a point.
   Whoever guesses correctly gets another go.
   I’ll award one point for each correct answer.
   The team with the best answer wins a point.

7. Last question.
   Last go/round.
   This is the last/final round.
   Time’s almost up.
   We’re running out of time.
   Quickly! Time’s running out!
   Quick now, you don’t have many seconds left.
   That’s the end of the game.
   Game over!

1. Games have different roles in the classroom. They can act as good preparatory activities (warm-up games) or revision activities. Games also create a positive classroom atmosphere and help students get to know one another. Games are often used to encourage students to keep working, as in the following.

2. If we have time, we will play a short game at the end of the lesson.
   If you finish your work in time, we can play a game.

3. Some games may require specific instructions or preparations.
   One person has to come to the front.
   One of you will have to go out for a moment.
   Stand/Step/Stay/Wait outside the door and I’ll call you (back) in soon.
   Just pop out of the room for a minute/moment/feet seconds, please.

4. Someone needs to be blindfolded.
   Keep your eyes closed.
   No peeking!
   You can be question-master.
   Please take turns.

5. Some games may also require a dice, cards and counters/marshalls.
   Notice the vocabulary.
   to throw/toss/nest the dice (to see who starts)
   to throw a six.
   to shuffle/jumble the cards.
   to deal/deal out three cards (to each player).
   to spread out the cards.
   to put/place the cards face down.
   to pick a card.
   to move your marker (three spaces/forward)

6. Note also a board game, a crossword, a puzzle, a riddle, a word search.

7. When introducing a game for the first time, it might be necessary to explain the rules in the students’ mother tongue.
   Think of a good name for the game.
   Later it will be easier to remind students of the rules in English.
   See Useful reading and resources (page 17) for language game books.

8. Some competitive or timed games will need a countdown to begin.
   On your marks, get set, go.
   Ready, steady, go!
   On the count of three, one, two, three.
   Begin when I clap my hands.

9. If a coin is thrown to decide who goes first, the following phrases are useful.
   Let’s toss for it.
   If a coin (is) flipped.
   Heads or tails?
   Heads/tails from a team, tails from an individual.

10. When a team or an individual is eliminated (out of the game) you can say:
    Game over.
    I’m sorry, you are out.
    You’re out for the next round.
    You’re out.
    Notice also.
    She can’t go.
    He’s stuck.
    Pass = I can’t answer.

7. With games involving a score, use the following:
   Add/Coun the numbers of points.
   How many points have you got/that did you get altogether?
   What is your final score?
   Let’s see what the final result/who the winning team is.

8. Announcing the winner.
   The winner.
   This team has won.
   The winning team.
   It’s a tie/draw.
   Three cheers for the winner, Hip-hip-hurray!
   Will the members of the winning team take a bow?
   A round of applause for the winning team/all participants for doing so well.

9. A tie-breaker (= deciding question) might be necessary if there is no clear winner.

Songs, rhymes, and chants

1. It’s time for a song.
   Let’s sing.
   How about (singing) a song?
   Do you feel like singing?
   Shall we listen to a song?
   What shall we sing today/next/first?
   What is your favourite song, Thomas?
   Now I have a new/pop song for you.

2. Do you know this song?
   You might know/recognize this song.
   Who remembers how this song begins/what?
   You already know this tune/song.
   This tune/melody/words should be familiar.
   Here’s a song by The Beatles.
   This song is a traditional/Christmas song.

3. Repeat the words after me.
   Try to say the words after me.
   Listen carefully to the tune/melody/words.
   Try to follow the words/what the singer is saying.
   Just listen the first time through.
   Follow the words from your books/the board/the overhead.
   First I’ll explain the words to you.
   That’s a difficult/tricky part there.
   Let’s try again over that bit again.

4. Sing along with the recording.
   Join in (with me).
   Join in for the chorus.
   All together.
   Start on the count of four.
   I’ll accompany you on my guitar.
   We’ll be singing without any accompaniment today.
   We could sing this in a round.

2. Singing or listening to songs is one way of dealing with pronunciation.
   Along with jazz chants and other rhymes, songs are also useful for introducing and practising different language structures.
   In new vocabulary.
   They very often represent modern living language on a wide scale.
   There is a host of motivating and creative activities based on music and popular songs.
   See Useful reading and resources, page 17.

4. The following phrases might encourage greater participation:
   Come on, give it all you’ve got.
   Let’s put some heart into it.
   And positive feedback is important.
   You’re all singing very well today.
   We’d also like to suggest that you sing very well today.
   That sounds very nice, well done.

5. Younger students especially enjoy performing actions with songs and rhymes, but even with older learners they can be useful tools to help remember words, especially for kinesthetic learners.
   Let’s try the actions.
   This song has words and actions.
   Who remembers the actions?
   What actions do we do as we hear the chorus/verse?
   We need to stand up for the next part.

Section C Using the classroom creatively
Acting out

1. Let’s act out this dialogue.
   Now we can spell out this conversation (out).
   Let’s dramatize this text/drama/ role play.
   How would you act this scene out?
   Come out to the front and show everybody else.
   Come out and mime your favourite sport.

2. Who wants to be the detective?
   Any volunteers to be/play/police inspector
   Who wants to play this role?
   You are to be/ will be Watson.
   You can read this part/the narrator.
   Who will swap with/take over from Tobias?

3. You have five minutes to practise.
   Let’s rehearse.
   Practice with the lines first.
   Let’s go over some words/phrases/that might be useful.
   You can use your book (this time).
   Try to learn your lines by heart.
   This will be our dress rehearsal/practice run.

5. Give yourselves a clap.
   A round of applause for everyone.
   A big hand for the actors and actresses.
   Some applause for the stars of the show.
   Please take a bow. Thank you.

That was a great performance!

1. Drama and role-play can introduce students to a wide variety of language use situations, and at the same time bring an important social dimension to learning. Drama activities also develop fluency, promote interaction, and increase motivation.

2. Useful reading resources, pages 171.

3. Public performance can be daunting for some students, even in their mother tongue. It is important to tell drama activities appreciatively. Give students clear guidelines and ample time to practice. This will increase their sense of security and confidence. It will also support their language learning as they repeatedly review and revise texts.

4. Students don’t need an advanced level of oral proficiency to try to improve or to play around with a text. If the students already have the language framework, (a text, a dialogue, a situation) they can focus on changing words, their tone, or their voice to alter the meaning of the text. Try to improvise a little.

   Don’t be afraid to experiment with the characters.
   Imagine what characters might do or say (this situation).
   What might your characters do under these circumstances?
   How would you react in this case?
   Imagine/ Pretend that you are a character in the play.
   Try and like the character.
   Act as if you’re angry/ shocked/ embarrassed.

5. Related words, the prompts to have stage fright, the audience.

Preparing and organizing displays

1. You are going to prepare a poster.
   Your task is to produce a display/poster.
   Have a go at designing a poster presentation.

2. First decide what information to include.
   What kind of information should/could you include?
   What are the most important points to present?
   What is the key content of your poster?
   What message do you want to share?
   What is the message you want to get across to your audience?

   Decide what the key message/aim of the poster is.
   The aim is to design a poster presenting the facts about global warming.

3. Now try out different designs.
   Come up with as many different ideas as possible.
   Play around with different designs.
   Try out different presentation options.
   Produce a rough version before you prepare the best final copy.

4. Let’s make the display.
   Stick your poster up on the wall.
   Bring out your poster and put it on the board.
   Tape/Fix/ Pin it to the board.
   Check that the poster is straight.
   Raise/Lower the right side a little bit.
   Carefully arrange the different parts of the display.
   Don’t make it too crowded/ cramped.

   Make sure you highlight the title of the display.

   Posters are just one public presentation format. Students can also prepare big books, certificates, game boards, advertisements, and leaflets. Producing something for public display or distribution encourages students to think carefully about what message they want to give and how to present it. These are very important elements of communication in any language.

   You might want to specify the theme of the posters:
   Make a poster warning about the dangers of smoking.
   The poster theme is schools.
   We will use the dangers of smoking as our theme.
   The posters will have the different holiday destinations.

   Make sure all the necessary equipment is available:
   What equipment will you need?
   Please collect the equipment you will need.
   The measuring and marking tools are at the back of the classroom.
   Go and fetch some Sellotape and a pair of scissors.

2. A poster presentation shouldn’t be too text-based, but the text that is included should be carefully constructed and well presented. Students need to focus on the different steps involved in producing text: drafting, editing, and polishing. See Unit 6, 84.

3. Useful instructions might include:
   Draw/Cut out a square/rectangle/triangle/eivcle.
   Fold/Cut along the (dotted) line.
   Fold/Cut it in half.
   Place around the shape.
   Stick it on with glue.
   Decorate with the scissors.

4. Take time to look at the posters on display and discuss the information presented. This is a very important part of the learning experience. Students can be encouraged to present their work and to explain more about the ideas behind the display. They can ask each other questions and offer different perspectives. Make sure you display all the work and give plenty of individual encouragement.

   One important thing to remember:
   It’s important Remember to add your name.
   Make sure you sign your work.
   Clearly add your name before you finish off.
   Don’t forget to write your name at the top/bottom of the page.
   Put your name in the corner, please.

Remember to add your name

Using objects and realia

1. I have something to show you.
   I’ve brought something to show you.
   Let’s see what I’ve got here.
   Who would like to see what I have here?
   Does anybody know what this is (called)?
   Somebody has a guess.
   (Try to) guess what I’ve got with me.
   Have a go at guessing what I’ve got in this bag.
   What guesses are there?

2. I’ll give you a clue first.
   Let me give you some hints/cues.
   I’ll give you a little information about the object before I show you.

3. Look at it carefully.
   Have a close look at it.
   Study it carefully/closely.
   I’ll hold it up for everyone to see.
   (You can pass it round) to have a closer look at it.
   Just look, but don’t touch.
   You can feel it and squeeze it.

4. How would you describe this?
   What do you notice about this object/item?
   It’s an interesting shape.
   It’s quite small/colourful/unusual.
   It feels cold/frost.
   It’s quite hard/rough/trendy.
   It’s made of wood/plastic/glass.
   What is it used for?
   What can you do with it?
   Who/what person (do you think) uses this item?
   Where would you find an object like this?

5. The object may be the main focus of the lesson, or it might just be something that leads into the actual lesson.

   For phrases dealing with projected visuals, refer to Unit 5, 44.

   When students guess, even if incorrectly, it’s important for them to feel that their contribution is valued and appreciated. Use the following phrases to respond to suggestions:

   Good suggestion/idea
   That’s an interesting guess.
   You are almost right.
   (Not quite, but a good try.)
   You’re along the right lines.
   That’s right.
   Absolutely right.

   Well done, you guessed correctly.
   I hadn’t thought of that!

See Unit 2, for more on feedback phrases.
Classroom essentials

GIVING INSTRUCTIONS (2)

Polite ways of asking

In Unit 1 we looked at basic commands and simple requests using please. This unit examines the many different ways there are in English of making requests and giving instructions politely. At this point you may be thinking that effective language teaching has little to do with giving your instructions politely. You probably believe that it is part of your role as a teacher to maintain some kind of formal distance between yourself and your students.

A model of English

Nevertheless, you should remember that one of your tasks as a teacher of English is to provide background cultural information on English-speaking countries. A lot of this information is contained in the ready-made textbooks and materials used for teaching English. Another important source is mass media, especially television and film, which not only inform but also shape attitudes. One area of cultural information that may be overlooked is the way native speakers interact and the expectations they have of each other in various situations. For students to understand these skills, they need a model of how English is actually used in the real world. In other words, the way you use English to run your own class should to some extent reflect language interaction in normal everyday situations.

Why it matters

Despite huge changes in society and attitudes in the English-speaking world, politeness is still an essential part of everyday language interaction. You may feel that this politeness is superficial and insincere, but it is a part of the language. Failure to use please, for example, may be considered impolite and the result may be misunderstanding and disagreement. You should emphasize this to your students and explain that you will try to model the correct use of polite language in running your classes. This is something that you should do from the very beginning. The good thing is that a language class is a perfect environment for giving polite instructions in a natural and very authentic way.

An alternative world

You may feel that your authority as a teacher is in some way being compromised by the use of polite request forms because they may suggest equality of status. Our view, however, is that other rules can apply in the alternative world of English that you create for your students. In this world of English, instructions are given politely and encouragingly. Besides, if there are serious classroom management problems, you will in all probability switch back to the students' native language and re-establish the normal teacher-student relationship. As you will see below, there are many ways of expressing politeness in English, including some that are grammatically quite complex. This feature, too, can work in favour of your students because it exposes them to a variety of alternative expressions that are used in similar contexts. With some advance planning you may also be able to introduce particular polite forms in your classroom instructions before they are dealt with formally in the lesson material (for example, could and would, do you mind and I'd like you to).

Modal verbs

• Polite instructions often make use of the modal verbs will, would, can, could and may. By adding You may or You can, you can make a simple command more polite.
  You may sit down again now, Heidi. You can leave the door open, Sara.

• One of the most frequent polite forms in English uses questions based on can, could, will or would. Could and would are more polite:
  Can you say that again? Will you pass this to the back?
  Could you join this group? Would you come and sit next to Milan?
  Could you possibly help me? Would you get into teams?

• Negative questions can also be used to give polite instructions:
  Won't you come out to the front? Can't you give me a hand?
  Couldn't you join this group for today?

• Notice the use of the conditional clause in these polite phrases:
  Write it on the board, if you would (please).
  Try to concentrate, if you could (please).

• It is very usual for please to be added to this kind of request. The word please tends to come at the end of the sentence, but it can be placed before the main verb. At the very beginning of the sentence, it may sound more formal.
  Can you write it on the board, please? Would you please be quiet?
  Could you please do exercise 5 at home?
  Please could you rearrange the chairs?
  Will you look this way, please?

Modal tag forms

• There is an alternative and very common polite form which resembles a question tag, but uses a positive-negative tag instead of a positive-negative, or negative-positive tag. The first part of the instruction is just a simple command, so the central meaning of the instruction should be clear. This is followed by the tag using a modal, which expresses politeness. This politeness is echoed in the rising intonation.
  Open the window, can you? Do the next one, could you?
  Try it again, will you?

• Tag requests often include the word please. Such sentences carry a message of politeness in many different ways (intonation, please, tag).
  Notice the different possible places for please:
  Please close your books, could you?
  Please listen carefully, would you?
  Close your books, please could you?
  Listen carefully, please, would you?
  Close your books, could you please?
  Listen carefully, would you please?

• If you want to address your instruction to a particular student, simply add the student's name to the instruction. Notice that the order of the four different parts (the instruction, 2 the word please, the tag and the student's name) can vary freely. This may be useful because it allows you to use a simple command, then make it polite and natural, and finally to nominate the student.
want and would like

- The verbs want and would like are also useful in giving polite instructions.
  - The first use is in questions like the following:
    - Do you want to try the next one? Does Toshi want to have a try?
    - Would you like to join this group? Would Felix like to open the window?
- Negative questions sound more encouraging and inviting:
  - Don’t you want to join in?
  - Wouldn’t you like to work on this task?
- A more formal use of want and would like (often contracted to’d) is seen in the following examples:
  - I want you to listen very carefully.
  - I want you all to try your best.
  - I’d like you three to make your own group.
- Be careful of the following typical mistakes:
  - I want that you... X I would like that everyone... X
  - Who would come out? X

mind and kind

- The phrases do you mind and would you mind are often used in connection with polite questions and requests. Notice the use of the -ing form and the position of not.
  - Do you mind repeating what you said?
  - Would you mind sharing today?
  - Do you mind not talking for a moment?
  - Would you mind not disturbing your neighbour?
- Mind is also used to ask politely in conditional phrases with if:
  - Do you mind if we keep the door open?
  - Would you mind if I switch the lights on?
- If you don’t mind and if you wouldn’t mind can be added to simple commands to make them more polite:
  - Come and work with this group. If you don’t mind.
  - Close the window. If you wouldn’t mind.
- In formal contexts you will hear two extremely polite forms of request which use the word kind.
  - Would you be kind enough to lend me your copy?
  - Would you be so kind as to hand me the dictionary?
  - Go back to your seat. If you would be so kind.
- Additional politeness can also be given to a request by adding do you think or I wonder if:
  - Could you try this again?
  - Could you repeat that?
- Do you think you could try this again (please)?
- I wonder if you could repeat that (please).

Polite or angry?

- Finally, it should be remembered that even a superficially polite form may nevertheless be used to express annoyance and anger. The situation and your tone of voice will make it clear whether you are being polite or expressing annoyance. The following examples are typical:
  - Will you go back to your seat now? Can you stop talking for a moment?
  - Do you mind moving out of the way? Would you mind shutting up?
  - Sit down, could you? Would you be so kind as to stop talking?
- Another way to express your annoyance is to use the phrase do you mind on its own. If two students, for example, are talking loudly to each other, you can interrupt them by saying:
  - Do you mind? I’m trying to explain something.

Practice

1. Re-express the following instructions in two ways, using the clue words given in brackets.

   **Example:**
   - Go back to your place. a) mind; b) would
   - a) Do you mind going back to your place?
   - b) Would you go back to your place, please?
   - 1. If you want, you can come and sit at the front. Emilia: a) like; b) could
   - 2. OK, where shall we start? How about Marit? a) wonder; b) mind
   - 3. Read three lines each, everybody. a) want; b) like
   - 4. Suzanne, I think it’s your turn to come out to the front. a) could;
   - b) mind
   - 5. Help me with the CD player, Arminia. a) think; b) kind
   - 6. Anyone willing to clean the blackboard for me? Emili. a) not mind;
   - b) kind enough
   - 7. For today, please work in pairs. a) like; b) think
   - 8. Please don’t shout, Tonil. a) mind; b) could
   - 9. Pass me that dictionary off the shelf. Alex. a) so kind; b) think
   - 10. Change places with Miriam, Ruben. a) like; b) mind
   - 11. You can work with this group. Is that OK? a) like; b) want)
   - 12. Collect in the test papers, Natalia. a) wonder; b) could

2. Do this exercise in pairs or groups. You will need two dice. The first player throws both dice at the same time and then adds up the scores. That score shows which of the sentences in exercise 1 above is to be used (1 to 6). The player then throws one of the dice again. This score tells the player how many different ways to 1 to 6 he or she must use to re-express the same idea politely. There is one point for each correct alternative. The other players must decide whether the answer is correct or not. The first player to get 30 points is the winner.

**RECORD 3**

Think of all the stages involved in performing some simple everyday action (for example, making a cup of tea, taking a shower, using a microwave, tying a shoe lace, etc.). Record yourself giving polite instructions to somebody who is unfamiliar with these routines. Use a variety of polite forms.
Exercises and activities

1 Prepositions and vocabulary
See the OUP website http://wwwoup.com/elt/teacher/spec.

2 Rephrasing
In each pair of sentences, the second one has its words jumbled up. Rearrange the words so that the second sentence means more or less the same as the first one.

Example:
What are you doing at the back? over on going there what’s What’s going on over there?
1. Go back to your seat. down and sit again go
2. Be quiet. bit of could a quiet have I
3. Look this way. face round front turn and the
4. Bring out your work, please. out your look me at bring for here work to
5. Please hurry. There isn’t much time. all haven’t hurry got up we day
6. What was your score? get many how you altogether points did
7. Be careful of the bed. the over don’t cable trip you mind
8. Put your chairs back. to belong they seats your return where
9. Today we have to rearrange the desks. your to this round we tables time move need
10. Listen carefully. your important full that have is attention I it
11. Ssssh! noisy down you’re bit keep little too voices your a
12. Put your name on it. the the name please remember page of your at top add
13. Any volunteers for Dr Watson? Watson of like the play would to part who Dr
14. Hands up if you have a problem. need your if put help up you any hands
15. Tidy the classroom. please pick rubbish the all up the off floor

3 Situations
Work in groups. One of the group members chooses one of the situations described below and reads it aloud. The others write down a suitable phrase for the situation. After this all the members of the group compare their suggestions and choose the best or most suitable one. The winner is awarded one point. After each round, change the person who chooses the situation.

1. The midday sun has been streaming into the classroom and now the classroom is too hot.
2. You have to give further instructions to the class but the students are working in groups and are discussing loudly.
3. During a game you have to ask a student to step outside of the class for a few minutes.
4. The desks need to be rearranged for a discussion.
5. It is the end of an art lesson and the classroom is a real mess.
6. You need help to move the OLEF from one side of the room to the other.
7. During the silent reading time you notice a student passing a note to her neighbour.
8. The classroom is too cold. You think the reason could be the radiator.
9. The desks need rearranging into groups of four.
10. You notice a student doodling, rather than working.
11. The desks and chairs are very untidy and the class is about to end.

12. You see a number of students standing and talking together at the far end of the classroom.
13. There is a sudden thunderstorm and some of the students look disturbed.
14. Students shout answers out, making it hard to monitor the discussion.
15. A student is quickly copying homework answers from his neighbour’s book.
16. You are not sure that the students have understood the instructions properly.
17. You’ve decided that you’ll go round and check the students’ work.
18. A student stands up to give his presentation but doesn’t come to the front of the class.
19. At the end of an information sharing exercise the students need to return to their desks.
20. One student has been staring out of the window for the last five minutes.
21. Instead of using the piano, you’re going to use a CD to accompany the students’ singing.
22. The sunlight is reflecting on the board and the students can’t read what it says.
23. The class has worked extremely well this lesson.
24. One of the electric lights keeps flickering on and off.
25. Although deep in conversation, a student is drumming on his desk.
26. At the end of the lesson the desks need to go back to their original places.
27. The class are talking too loudly.
28. A student receives a text message during a lesson.
29. A bag is blocking the way as a student rushes to show you his work.
30. The students are standing up and talking excitedly at the start of a lesson.

4 Bingo
For this exercise you need a game leader and up to eight players. The game leader uses the list of situations in the previous exercise. Each player has one of the eight players’ cards overhead. The leader chooses a situation at random and reads it out. The players try to find a phrase on their cards that is suitable for the situation. If they think they have a suitable phrase, they can mark it on some way. The first player to find phrases for six situations is the winner. The other players should then decide whether the phrases really do match the situations.

5 Describing
Imagine that you have a visitor coming to your class. Can you give precise instructions to help your guest find the way in your school?
1. From the car park to the main entrance.
2. From the entrance hall to the secretary’s office.
3. From the secretary’s office to your classroom.
4. From your classroom to the head teacher’s office.
5. From your classroom to the staffroom.
6. From your classroom to the staff toilets.
### Explaining a game

This activity works best in groups. Each person in the group chooses a language teaching game they know or would like to try out. There is a list of some useful sources in the Useful reading and resources section on page 74. The idea is simply to play the chosen game with the other group members. This will involve giving precise instructions in English before the game starts, and then making sure that the game runs smoothly and fairly. After the game, you and the players can discuss any problems you had with making the instructions clear and managing the game. One useful tip is always worth inventing a memorable name for a complicated game. It makes it much easier to play the second time. It may also be useful to have a trial run of the game with just one or two students before you try it with the whole class.

### Photomontage

This is an activity for groups. Each person brings a photograph of a small family gathering or of a group of friends. The other people in the group must not see the photograph before the exercise. The idea is to get the other members of the group to stand in exactly the same way as the people in the photograph (for example, their position, gestures, facial expression). This will mean giving lots of precise and polite instructions. When the photomontage is ready, show the original photograph to the group.

### Drama

Choose one of the following English proverbs and work out a short dramatic sketch that illustrates the proverb. Then get your fellow students to perform the sketch. They will need to rehearse and you will have to direct them in English.

**Two's company; three's a crowd. Strike while the iron is hot. It's no use crying over spilt milk. Don't cross your bridges before you come to them.**
Audio practice

1 Classroom intonation

3.1 Use the list of simple instructions below to make polite requests beginning with could you or would you. Remember to use a rising intonation. Then repeat them, adding please at the end. Listen to the recording for a model.
1 Sit down.
2 Stand up.
3 Come here.

3.2 Say the following instructions aloud using a tag form (could you, would you, can you, will you?) after the simple command. Then repeat them and add please at the beginning, in the middle, or at the end.
1 Stop working.
2 Stand in a line.
3 Go back to your seat.
4 Stop talking.
5 Repeat the words after me.
6 Join in.

3.3 Use the instructions in 3.1 again, but this time address them to particular students. You can use the list of names below or choose your own. Remember to use the tag form, please and the name of the student (for example: Join in, Hanumi, please, would you?).
There are six different word orders possible, so try to vary your choice. Sample answers are given on the recording.
1 Kim
2 You two
3 Everybody

2 Key sounds

3.4 Read the following sentences aloud and pay attention to the sounds /k/ and /g/. Listen to the recording for a model.
1 Push your desks together, please.
2 Be careful you don’t trip on the cable.
3 The idea is to design and produce a colour poster.
4 Don’t drop your backpack on the ground.
5 This is a tricky grammar problem.
6 The key is at the top of the page on the right-hand side.
7 I’ll play a tune on my guitar and you try to guess the title.
8 Dramatize the text and pretend to be the people in it.

3 Word stress

3.5 Say the following words aloud and mark the stressed syllable. There are three types:
1 words stressed on the first syllable (for example: schedule);
2 words stressed on the second syllable (for example: calculate);
3 words stressed on the third syllable (for example: electricity).

Use the recording to listen and repeat.
1 radiator
2 trainer
3 melody
4 display
5 applause
6 accompaniment
7 circulate
8 original
9 reference
10 certificate
11 furniture
12 equipment
13 record
14 problem
15 comfortable
16 mobile
17 distract
18 definition
19 guitar
20 piano

4 Live lessons

You will hear some short extracts from different classroom situations. Listen to each extract and then answer the questions. Live lesson transcripts can be found on page 166.

3.6 Arranging seating

1 Which of the following ‘business’ does the teacher take care of before the actual lesson begins?
   a She greets the students.
   b She checks whether there is full attendance.
   c She gets some of the students to rearrange their desks.
   d She checks whether the students have done their homework.
   e She checks whether everybody is ready to begin.

2 Which student doesn’t have to move?
   a Mattias
   b Samuel.
   c Ali.

3 The teacher gives the same warning in two different ways using if. What is the warning?

4 Why does the teacher say That’s fair, isn’t it?

3.7 Starting a game

1 What is the name of the game the students will play later?
2 How does the teacher make sure she won’t forget the game?
3 What is the idea of the first game that the students play?
4 Do you think this is a good game to start with?

3.8 Giving instructions for a game

1 Why does the teacher want to play the game at this point?
2 Explain the idea of the game briefly.
3 How does the teacher not want the game to be played?
4 Why does the teacher say that the ball is hot? How will that affect the game?
5 What extra rules does the teacher add at the end?
Using a drawing
1. What do you think the teacher first draws on the blackboard?
2. Which of the following answers are not offered?
   a. the earth
   b. an orange
   c. a ring
   d. a ball
   e. the moon
   f. a cycle
3. What structures are being practised?
4. How does the teacher deal with guesses in Spanish?
5. What does the teacher add to the original drawing to make it clear?

Using the classroom
1. What are the basic rules of this activity?
2. Why does the teacher want to do this activity with her students?
3. Why does the teacher mention the Iron Curtain?
4. What do you think might be the next stage of the activity?
Using the textbook

Points to think and talk about
1. Do you remember the textbooks that you used at school? What sorts of things do you remember about them? Did you enjoy the characters and stories that were in them?
2. What is a good language teaching textbook like?
3. Have textbooks changed since you were at school? How? Are the changes only superficial?
4. What other materials do you offer your students in addition to the textbook—handouts, readers, authentic documents, websites? What sort of extra materials might suit your own students? Think of ways of getting hold of such materials.
5. Some textbook series have separate workbooks or activity books. What is the purpose of these?
6. Could you and your students manage without a textbook (or a photocopier)? How would it affect the way you teach?
7. When announcing a page number or exercise, do you also write the number up on the board? Think about the positive and negative sides of this.
8. In a class there may be students with learning difficulties. How could you help them to understand your instructions? Try to think of a set of simple hand signals to accompany some routine textbook phrases.

Language to think about
1. How would you give out a new set of textbooks (or handouts) quickly and efficiently?
2. What would you say if there were not enough copies for everybody?
3. What does PTO stand for? How many ways can you think of saying the same thing?
4. How many different ways are there of saying the number 142?
5. Can you help your students find the place in a textbook?
6. Are you clear about the difference between lend and borrow?
7. If there are ten lines in a text, where is the ninth line?
8. Which is correct: all page 20, or page 20, or in page 20?

Classroom English vocabulary to collect
1. The names of the different sorts of published teaching materials. (For example, textbook, reader, dictionary)
2. Different types of paper and personal folders. (For example, photocopy, notebook, file)

Distributing
1. Give out the books, please.
   Get the textbooks out of the cupboard, and give them out. Bring the workbooks off the shelf, and pass them out.
   Fetch the dictionaries from the staff room, and hand them out.
   Take the readers out of the bookcase, and distribute them.
2. Pass these handouts to the back.
   Pass these handouts round/along, please.
   Pass these to the back.
   Take one and pass them/the rest on.
   One each, please.
   Pass them on so that everyone has a copy.
3. You can keep these handouts.
   They’re for you to keep.
   You may have them to keep.
   You can write on them.
   You don’t need to return them/hand them in.

Checking
1. Has everybody got a copy?
   Have you all got a copy of the exercise? Who hasn’t got a copy?
   Anybody without a copy? Who can’t see a copy?
2. You will have to share today.
   Share with Mats this time.
   Could you share your book with Sara?
   If it is alright if Jacqueline shares with you, Marc?
   Can anybody lend Alvin a copy of the book?
   Would someone give Tim a copy of the text?
   You can use/Borrow my copy this time.
   Luckily I have some extra/enough copies.
3. Don’t forget it next time.
   Don’t leave it at home next time.
   Remember to take it next time.
   Try not to forget it next time.
   Make sure you bring it on Friday.
   Be sure to remember it next Monday.

Key to symbols:
- Idiomatic phrase
- Pedagogical pointer
- Typical mistake
- Language comment
- Record yourself
Opening the textbook

1. Take out your books, please.
   Could you get out your notebooks?
   Books out, please!
   Out with your books, please.
   You (will) need your workbooks for today’s lesson.
   Not that book. The other one, the blue textbook.

2. Open your books at page 49.
   Open your books, please.
   Take out your books and open them at page 209/lesson 15.
   You’ll find the exercise on page 145.
   Turn to/look at page 29.
   Look at exercise 5A on page 46.
   Take/Have a look at a diagram on page 25.

3. Not the prepositions with page.
   Open your book page 27 (in AE also 26).
   Turn to page 33.
   It’s page 29.
   Also use on with handout, photocopied sheets, and paper.
   Do the exercise on page 45.
   Write the answers down on your handout.
   Copy down the words on the sheet.

4. Page numbers can be said in various ways.
   Numbers between 1 and 99 are read in their full form for example.
   98 + eighty-eight.
   Numbers greater than 100 can be read in different ways.
   142 = one hundred and forty-two.
   206 = two hundred and six.
   260 = two hundred sixty.
   432 = four hundred thirty-two.

5. For the sake of clarity (for example, the number 193 is easily confused with 93), it is good to repeat the number as separate digits.
   Open your books at page one hundred and ninety-three.
   Page one hundred and ninety-three.

6. Understanding numbers is such an important part of everyday communication (times, dates and years, prices, addresses, telephone numbers, etc.) that you need to give your students lots of practice. Announcing page numbers (rather than writing them up directly on the board) helps your students to feel comfortable with spoken numbers.

7. It is sometimes useful to add
   You only need your textbooks out, nothing else.
   You just want your workbooks on the desk.
   You can put all your other books away (for the moment).
   You don’t need to write anything. I’ll give you some notes at the end.

8. Finding the place

   1. Have you found the place?
      Have you found the place?
      Is there anybody who (still) hasn’t found the place?
      Ask Juan the place.
      Help Alicia find the place.
      Do you know where we are?
      Show him where we are.

   2. We’re on page 27.
      Page 56, everybody.
      We’re looking at the exercise on page 45.
      You’re looking at the wrong page.

   3. We’re on line 24.
      Not that line. The next/previous one.
      Not line 6. The one after/before.
      Not the next line, but the one after that.
      Not the previous line, but the one before that.
      A few lines further on.
      Five lines further down.
      The first/next/last five lines.

   4. Have a look at section 3, line 2.
      (The third section, the second line/sentence.
      The third word from the end of line 6.
      Line to, fourth word along.

   5. Sometimes it’s useful to refer to the previous lesson:
      Where did we stop last time?
      How far did we get in the last lesson?
      What were we talking about last time?
      Let me refresh your memory.
      Last time we got as far as exercise 3.
      (If remember correctly, we were on page 29.

   6. Describing the precise location of a line or word in a textbook can be quite difficult. The following phrases are useful:
      Top/bottom
      At the (very) bottom/top/end of the page in the (very) middle.
      Somewhere/middle/near the top/bottom/end of the page about halfway/three-quarters of the way down the page
      On the left/right
      On the left/hand/right-hand side
      In the left/hand/right-hand margin/column
      In the second/third/later line from the right

   7. Students could learn to ask:
      What/which line are we on?
      What/which paragraph are we on?
      Where are we up to?
      How far have we got?

   8. The following phrases are useful when referring to lines:
      The top/bottom/middle line.
      The tenth line from the top.
      The tenth line down.
      The fourth line from the bottom.
      The fourth line up.
      Your line up.
      Your line down.
      The last but one line.
      The next/second/third to last line.

   9. Notice the prepositions with line.
      We are on line 5.
      Start reading at/from line 5.
      Let’s move on to line 8.
      Have a look at line 15.

   10. The twofold line.
        Notice the word order with first, next, following, and last: the number follows the adjective.

   11. Notice that the article can be left out in short instructions before first, next, last, and ordinal numbers.
        Look at the last line of the first paragraph.
        First paragraph, last line.
        Read the last but one line in paragraph 3.
        Paragraph 2. Last but one line.
        Think about the last word on line 5.
        Line 5, seventh word.
        Other examples:
        Next sentence, please.
        Next one.
        Last line in the second paragraph.
Closing and collecting

1 Close your books
   Shut your books.
   All books closed, please.

2 Put your books away now.
   Put your books in your desk.
   I don’t want to see any books on your desks.

3 Collect the books in.
   Collect the homework (in).
   Collect the sheets (up).
   Collect the readers in (up) and put them away.
   Could the first person in each row collect the books, please?
   One person in each group can collect the sheets.
   Pile the books up on my desk, please.

4 Hand your work in as you leave.
   Leave your work in my tray.
   Make sure all the books are put away before you leave.
   Leave/put your homework/sheets/essays on my desk on your way out.
   Have you handed in your tests?
   Make sure you put your test in the right pile.

Using the basic text

Points to think and talk about

1 A very important question for students is why they are reading a text. How would you answer them? Will your answer affect the way they read the text?
2 How would you make students interested in the basic text before they even start working with it?
3 When linguistically preparing a basic text for presentation to a class, what sort of things would you pay attention to? What problems can you anticipate?
4 Is there usually a Teacher’s guide to accompany the textbook you use? What sort of things does it contain? Does it have answers for all possible problems?
5 What is the role of the students’ mother tongue in dealing with the basic text?
6 Is it important for the students to read the text aloud?
7 How and when do you teach the new vocabulary in a text?
8 How can you check that the students have got the gist or main ideas of a text?
9 A very common way of dealing with the basic text is to ask WH-questions. Is it possible for a student to answer a WH-question without really understanding the text?
10 What is a good WH-question like? Think about the following: a) Should the question be formed with different vocabulary from that used in the text? b) Should it refer to information from different parts of the text? c) Should it ask the student to infer?
11 How do you deal with a misprint in the textbook?
12 What criteria would you use for choosing a set of class readers? What for you is an interesting reading passage?
13 Are you familiar with any non-dilute English dictionaries? What are the advantages of using monolingual dictionaries? When would you use a bilingual dictionary?

Language to think about

1 How would you get your students to read aloud?
2 How do you ask for the translation of a word or phrase?
3 What is the difference between skimming and scanning a text?
4 What other ways do you know of saying: in time?
5 Can you rephrase the question — Where is she going? — using do you think?
6 How else could you say: This is a new word?
7 What sort of comments could you write in English at the bottom of a student’s written work?
8 Can you correct these phrases? a) We handled this last week. b) It’s the same than in French. c) Take the turns for reading.

English vocabulary to collect

1 Words connected with vocabulary and describing vocabulary. (For example, idiom, syllable, antonym)
2 Words related to types of written material. (For example, leaflet, application form, blog)
Introducing a text

Today’s text is about rain forests.
The subject of today’s text is football.
Today we’ll read about a famous writer and an important event.
Let me tell you about the writer.
I’ll give you a little background information on this text.
What do you know about the writer?

What kind of text is this?
How would you describe this type of text?
Where might you find this kind of text?

1. Introducing a text doesn’t only include the presentation of new vocabulary. You should also try to arouse interest in the text and relate it to the students’ own experiences and expectations. Here are some pre-reading strategies (see Useful reading and resources page 117). Their ideas is to give readers a way into the text without requiring them to understand everything immediately.

What could this be about?
Look at the opening picture/illustration and tell me what you think it will be about.
On the basis of the title, what do you think this text is about?
Do you think you know anything about Australia?

2. A good way to introduce a text is to look at some features of its layout and appearance. Useful vocabulary: title, subtitle, heading, subheading, picture, diagram, caption, column.

3. Additional questions:
How many things can you find by reading this?
How many similar pieces of writing do you know?
Does this remind you of anything else you’ve read?

4. Follow up with questions like:
Would you expect to find this kind of text in a newspaper?
What strikes you about this text?
What do you first notice about this text?
What kind of style do you think this text will use?

5. It is often useful to let students predict the words used in the text.
What key vocabulary would you expect to find in a text about climates? What words or phrases might you come across in a text about Australia?
Write down a list of words you might expect to find in this text.

6. Typical written styles include:
journalistic, scientific, academic, fiction, factual, biographical, autobiographical.

Basic reading

1. Read the text to yourself.

Read the passage silently.

Prepare the next three paragraphs.

Familiarize yourselves with the text.

Read through the conversation on your own.

Study the chapter by yourself.

Have a look at the next section in your own time.

2. Check the new vocabulary.

Use the words.

Check the new vocabulary from the list at the back.

If there are any words you don’t know, please ask.

Look up any new words in the dictionary.

3. Try to answer these questions.

While reading, try to answer these questions.

As you read, try to find answers to the following questions.

4. Try to get the main idea.

Read it through quickly to get the main idea.

It doesn’t matter if you don’t understand every word.

Just try to get the gist. (idea)

Just down some key ideas.

Skim the text (through).

5. What will happen next?

Can anyone guess/predict/suggest what will happen next?

Before you read the next section, can you guess how the story will end?

How might the story go on/continue?

6. Add any special instructions:

Read what it says at the top of the page first.

Make sure you read the footnotes carefully.

7. Notice the following phrases:

Refer to:

The words:

Use:

Consult:

Encourage students to use reference tools:

Look it up in:

Check it in:

Look it up on:

Why don’t you:

The index:

The bibliography:

The appendix:

The footnotes:

An encyclopedia:

Thesaurus:

Google:

Internet:

Google it?

Checking understanding

Do you understand everything?

Is there anything you don’t understand?

Is/Was everything clear?

Anything not clear (to you)?

Let’s see if you’ve understood.

I’ll just check how well you’ve understood.

Let me ask you some questions about this passage.

What’s that about?

What’s this story/article/extract/passage/text (all) about?

Can you briefly summarize the main ideas?

Did you get the main idea/idea of the passage?

Did you get the gist of the text?

1. What questions are generally used for dealing with detailed comprehension of a text? Other words, they are used to check that students really have understood all the important points, and to highlight grammatical structures. These types of questions are examined in detail in Unit 6. Remember, however, that you can use this task to the students:

You had the job of preparing two questions each on this unit. Who is going to ask the questions about this chapter?

2. Asking a student to give a brief summary of a text is an authentic and motivating way of focusing on overall understanding. It will also encourage student discussion and participation.

(Think quickly in Spanish/English, what happens)

In advanced classes, you may want students to attempt a summary in their own words.

Use your own words to describe what happened.

Using your own words, tell us what the text is about.

Explain the main message of the text in your own words.

3. Questions using the word happen for example (what happened)?

What is happening? Encourage students to give more than a one-word answer and to explain in the situation.

Another technique is to ask about the role of individual words. Why is the word (term) important in the story?

What part does the word (term) play in the text?

4. If students are working from memory, you can ask:

Let’s see if you remember what happened.

How much do you remember (of the story)?
Reading aloud

1. Let’s read the passage aloud. Now we’ll read the text/dialgoue/conversation aloud. Read it out loud. Let’s read it out what it says here.

2. Who would like to begin? Let’s begin. You start (reading). Sonja. Any volunteers to begin?

3. Another sentence, please. One more sentence. Finish the sentence (off). Read to the end of the line/sentence/paragraph. Don’t stop in the middle of the sentence. Go on. (I’ll tell you when to stop.

4. Stop here, please. That’s enough/ fine, thank you. That will do, fine, nicely, thank you.


Looking at details

1. Let’s talk about this chapter. Let’s take a closer look at the text. Let’s look at the passage in more detail. Perhaps we should have a detailed look at this again.

2. We’ll look at some difficult points in the text. Let’s have a look at some of the difficult points. Let’s start with a look at the difficulties in this text. There are one or two difficult points we should look at. I’d like to point out some interesting words.

3. Look at line 15 for a moment. Look at the last line of the first paragraph. Look at the end of the very first line. A little further down, about two lines from the bottom.

4. What’s the Finnish for this? What is the “conscious” in Japanese? What is the German word for “conscious”? What is this sentence in Portuguese? How do you say that in Spanish? What does this sentence mean in Korean? How would you translate this word/phrase into Cantonese? What does this thing in English?

5. What’s another way of saying this? How else can you say the same thing? What’s a better/shorter way of saying this? Can you say the same thing, using different words?

Reading it out loud

1. If you want to assign reading parts, use the following: Who would like to be a Romeo? Who would like to be a Juliet? Alice, you read the part of Juliet this time. Those two rows: the boys can read this part, and the back row: girls, the other part. Let’s read the conversation, with Knut readings (the part of) Mr. Wilson. Mr. Wilson, let’s try it again. But this time with Rodri as the stranger. Let’s try it again, but for a change with Leon playing the part of Lord Cornwall.

2. If you decide to provide a model, use: I’ll read it to you first. First of all, I’ll read it to you. Let’s listen to it on the tape/cassette/reading CD first.

3. It’s important to remember that reading aloud in a foreign language practice and develops very different skills from silent reading. Always give your students time to prepare any reading aloud. As a teacher, you will need to practice reading aloud clearly and expressively.

4. Some typical errors. As first I’ll read it. First read it. I’ll read it. First, I’ll read it.

5. Translation provides a quick way of checking understanding of individual words and phrases. Where cultural differences make precise translation difficult, you can ask: What is the nearest English equivalent of …? What corresponds to English Christmas pudding in Finland?

6. Translation of longer sections is also useful, but your focus should be on overall understanding. Please translate. Translate this into Turkish. Could you put that into Spanish? Translate from Japanese into English. Don’t translate word for word. Give me a rough/ approximate translation.

Notice the following questions. What’s another word that means the same thing? Can you give me one word for the same idea? Can you think of an alternative expression meaning the same (as this)? What are two words with the same meaning? What words mean more or less the same?

The same thing. The same as this. 

Let’s look at the text in more detail.

Translation provides a quick way of checking understanding of individual words and phrases. Where cultural differences make precise translation difficult, you can ask: What is the nearest English equivalent of …? What corresponds to English Christmas pudding in Finland?

The same thing. The same as this.

7. Some typical errors: As first I’ll read it. First read it. I’ll read it. First, I’ll read it.

8. Notice these useful phrases.

Notice, I’ll like to draw your attention to, Pay attention to, Look out for.

Notice how the writer looks at the way the author uses the passive in paragraph 3.
Checking vocabulary

1. Do you know the meaning of this word?
I want to make sure you know the meaning of the new words.
Let's begin by checking the meaning of one or two words.
I'll begin by teaching you some words we'll need later on.
Let's have a look at the new words/vocabulary.
I don't think you know this word.
This is probably a new word for you.

2. Are there any questions on this text?
Has anybody got anything to ask (about this text)?
Is there anything else you would like to ask about?
Are there any points you're not sure of/clear about?
Would you like anything explained/explaining?

3. Encourage students to ask about new vocabulary.
Can I help you with any words or phrases?
Who knows what this word means?
Sometimes it's useful to remind students if they have come across a new word before:

- We had met this word in your last lesson.
- We met this expression in unit 2.

- Encourage students to guess or try:
It's almost the same in English.
The English word is almost the same.
The English for this is very similar.
Have a guess! What could it be?

- You can also explain the meaning of a new word through contextualized examples and descriptions of typical use:
You don't know the sentence?
You don't know the meaning of?
you are unfamiliar with?
you haven't heard?

- Typical mistakes:
We knew the word last time, let's pick up the new word.

4. Exercise management:
Exercise management (setting a routine and going through it) is a well-established part of teaching, a pedagogical ritual that allows for great variation and improvisation. It is certainly one of the most interesting events in the classroom if we think about the opportunities for language use, interaction, and negotiation. It is the perfect context for expanding students' receptive vocabulary and getting them used to the various forms of asking questions and giving instructions. In fact, checking an exercise is the kind of task that can occasionally be given to students. For one, they will be the person giving directions in English rather than merely responding to the teacher's commands and questions. Exercise management should be both practical and efficient, but it can also be an enriching and empowering part of the lesson.

5. Setting an exercise:
Try exercise 6.
This is the way we'll do it.
The idea of this exercise is to put into practice...

- Writing and copying:
Do the exercise in your notebooks.
Copy this down in your notebooks.
Rewrite it at home.

- Starting to check an exercise:
I think you have had long enough on this.
Let's see how you did.
Let's go through this exercise.

- Going through the answers:
What's the answer to number 1?
Can anybody help?
Let's try it on our own.
Let's have a look at it together.
The correct answer is A.

- Giving corrective feedback:
Is that right?
Is there another way of saying it?
That's also possible.
That wasn't quite right.
Did anyone notice the mistake?

- Evaluating:
How did you get on?
Anybody with one mistake?
Come and see me after the lesson.
Setting an exercise

1. Try exercise 6. I want you to do exercise 34. Try the next exercise as well. Let's go on to exercise number 3. I'd like you to write the answers to exercise 5.
2. This is the way we'll do it. This is how we shall do it. What we shall do is this. Watch me first.
3. The idea of this exercise is to practise asking questions. The aim/goal/purpose/point of this exercise is (for you) to ask each other questions. What this exercise is trying to do is to help you practise the past tense.

4. Use these phrases when students don't do the whole of an exercise:
   - Do the whole/part/home of the exercise. Answer the first four questions. Answer every other question. You can leave the last one out. There's no need to do the last five. Just do the first half of the exercise. Don't bother with the second part. We'll skip the first two.
   - You can warn the students about possible difficulties: If you get stuck, skip the question. If you get stuck on one, save it and come back to it later.
   - I want you to make exercise 31.

5. If you are going to give a longer series of instructions, the following phrases are a good way to begin:
   - Before you begin, let me tell you how I want you to do it. I would like you to do it in the following way.
   - Could you do it this way/getting this way/this way (to do it)?
   - Listen now while I explain what I want you to do.
   - If the students are familiar with the exercise type, you can say:
     - Do you do it the same way in your country? Let's do it the way we did last time.

6. Mention any changes in working routines:
   - This time let's do it without looking. For a change let's try it in English. To add some variety, let's listen to some music.
   - Note in the use of units. - say to be doing a working method.
   - This time we'll do it at the end of reading.
   - Let's try it with two of you working in each group.

7. It is always useful to tell your students what the goal of an exercise is or why they are doing it. Often the goal is clear, but it's worth mentioning it so that the students focus on the important points in achieving the goal.

Writing and copying

1. Do the exercise in your notebooks. Use the exercise book for this.
2. Copy this down in your notebooks.
   - Take/put/get/write/copy this down in your exercise books. Make a note of this in your notebook/ton a slip of paper/homework.
   - Copy this down from/off the board.

3. Write or copy this neatly/tidily/legibly at home. Try not to scribble.

Starting to check an exercise

1. I think you have had enough long on this.
   - It looks as if you are all more or less ready. You all seem to have finished. So... You've probably had enough time on this.
2. Let's see how you did.
   - Let's see how you went on. I wonder how you managed/did.
3. Let's go through the exercises.
   - Let's check the answers.
   - Let's run through the answers quickly.
   - Let's go over the exercise together.
   - Let's go over the sentences on the board.

Going through the answers

1. What's the answer to number 1? What have you put/ written/ marked/ got/ answered for question 2? What do you have for the next one? How have you answered number 4? How does the first one go?
2. Can anybody help?
   - Help Luisa, could you? Who would like to help (out)? Can anybody give her a hand? Has anybody got any (other) suggestions? Any other ideas? Did anybody have anything (else) for this one? Did anybody have a different answer? Let's hear a few more answers.
3. Let her try it on her own. Don't help her.
   - Don't whisper the answer. I'm sure she can manage on her own. Don't keep prompting/interrupting. Please don't shout out.
   - Put your hand up if you want to answer.
4. Let's have a look at it together.
   - We can try this one together.

5. The correct answer is A. 'Never's the correct/right answer.
   - The answer you're looking for is "Write".

1. You can address questions to the whole class. Let's go on to number 2. Has anybody got anything for the last one? Could somebody read out what they put for number 2? But it is often better to address them to individual students. And the next one, please. OK, you try that one. Tina. What about the last one? Yes, Carmen, please. Again I want you to try the first one, please. I think it's Susan's turn next.
2. What numbers are we on? Where are we at? Can you read out the answer to number 2 again?
3. Please answer the question 1. What is your answer to question 3?
   - Sometimes it helps to tell students how difficult the next task is. The next one is fairly/pretty easy. This is very straightforward. This one shouldn't cause you any trouble/difficulty. Think about this one carefully. There's a catch in it. It's a trick question. Don't fall into the trap.
Giving corrective feedback

1. Is that right? 
   Is that the correct answer? 
   Can you say that? 
   Can you say it like that? 
   Are you sure about that? 
   Have another think about what you said.

2. Is there another way of saying it? 
   What else could you say? 
   How else could you say it? 
   What’s a better way of saying it? 
   Try to put it in other words. 
   Could you phrase it slightly differently? 
   What other word could you use here?

3. That’s also possible. 
   That’s another possibility. 
   That’s an alternative answer.

4. That wasn’t quite right. 
   That was almost right. 
   You made a small mistake. 
   Just one little slip. 
   You made a small/little/slight slip on this. 
   It was just a minor mistake/error. 
   Think about what you said. Is it English?

5. Did anyone notice the mistake? 
   What’s wrong with this sentence? 
   Is there anything to correct/that needs correcting? 
   (Is there) anything wrong with/in sentence s?

1. The student’s answer may be very good, but still need some small changes. 
   What you said isn’t wrong. 
   That’s not wrong. 
   There’s nothing wrong with that. 
   That sounds OK to me.

4. You can give detailed feedback to more advanced students who are used to grammatical terminology. 
   There’s something missing. 
   You’ve missed OMIT the preposition. 
   You’ve forgotten OMIT the preposition. 
   You said the wrong word/tense/preposition. 
   What tense should you have used?

4. For more phrases connected with giving feedback, see Unit 2, C.

Evaluating

1. How did you get on? 
   How many did you get right/wrong? 
   Did anybody get them all right?

2. anybody with one mistake? Two mistakes? 
   Hands up if you made more than three mistakes. 
   Put your hand up if you scored more than 7.

3. Come and see me after the lesson. 
   Come and see me after the class if you have any more questions.

1. You need to decide whether it is a good idea to score exercises and to announce students’ scores. Students themselves are generally keen to find out how well they did. What was your score? 
   How many points did you score? 
   Count up your points. 
   One point for every one right. 
   Give yourself one point for every correct answer. 
   Take off a point for every one (you got) wrong.

3. You may have to explain how you awarded points. 
   I didn’t count it as a mistake if you put ‘try’. 
   I didn’t take any points off if you forgot the question mark.

2. General class feedback can be very useful and motivating, but it is important to encourage all your students equally. 
   If you scored more than 7, you did very well. 
   Anyone who scored less is did really well. 
   If your score was under 5, then you need to work harder.

3. Personal written feedback—a small comment on a test or exercise—can be surprisingly motivating. Here are some of the comments: 
   Excellent! Nice! Good work. 
   (Very) Well done. 
   A pleasure to read. 
   Good! /Great! /Stuffed! 
   Keep it up. 
   Getting better. 
   Much better. 
   Great improvement. 
   Good effort. 
   Satisfactory. 
   Could do better. 
   Too many careless slips. 
   Careful with your spelling/vocabulary. 
   See me about this.

3. It is always possible to give individual feedback. 
   I’d like to speak to you for a moment at the end of class. 
   Sara May, could I have a word with you about your test? 
   Anybody who scored a C, could you stay behind at the end?
ASKING QUESTIONS (2)

Or and Wh-questions

1 Or questions

- Or questions (sometimes called alternative questions) offer students a clear choice between two or more alternative answers. The reply can consist simply of one of the alternatives offered in the question. In this sense, Or questions are straightforward, useful, and efficient.

  Is the answer A or B? — A.
  Would you like to work with Matt's group or Let's group? — Matt's.
  Do you prefer blue, red, or green? — Red.

Four forms

- Or questions can take one of four forms:

  1. Basic form — the alternatives are adjacent.
     - Is he leaving today or tomorrow?
     - Does she live in Toronto or Vancouver?
     - Do you finish your homework or watch TV in the evenings?
     - Did Liverpool or Chelsea win the game?

  2. Postponed form — the second alternative is at the end.
     - Do you finish your homework in the evenings or watch TV?

  3. Expanded form — the second alternative is in its own verb phrase.
     - Is he leaving today or is he leaving tomorrow?
     - Does she live in Toronto or does she live in Vancouver?
     - Do you finish your homework in the evenings or do you watch TV?
     - Did Liverpool win the game or did Chelsea win it?

  4. Wh- form — a normal Wh- question with both alternatives at the end.
     - When is he leaving, today or tomorrow?
     - Where does she live, in Toronto or in Vancouver?
     - What do you do in the evening, finish your homework or watch TV?
     - Who won the game, Liverpool or Chelsea?

The last-mentioned Wh-form is very useful since it practises the understanding of normal Wh-questions. Students can answer by simply choosing one of the alternatives offered.

Intonation

- In a list of alternatives, the first item(s) are spoken on a high-rising intonation, but the final item is on a falling intonation.

  - Are the children on the red line or the blue line?
  - Are the reasons political or economic?
  - Who is at the station, Mandy, Chip, or Kate?
  - Which alternative is correct, AA, AB, AC, or CD?

2 Wh-questions

Wh-words

- As the name suggests, Wh-questions are questions beginning with Wh-words, namely:

  - Who
  - Whom
  - Whose
  - What
  - Which
  - Where
  - When
  - Why

Notice:

- a. Who’s = Who is, who has.
- Who’s away today? Who’s finished already?
- b. Whom is the object form of whom. It is still used, but is nowadays considered formal.
- To whom shall I address the letter?
- c. What... for = Why...
- What did you say this for?
- d. Normally, Wh-questions are spoken on a falling intonation. A high-rising intonation is used in so-called Echo questions.
- Teacher: What time is it?
- Student: Five to ten.

- Notice:
  - Student: Five to ten.
  - (+surprised or not catching) What time is it?

See 4.1, 4.2, 4.3
Problems
When using Wh-questions effectively and accurately in the language classroom, there are four problem areas: a) word order; b) word order in indirect questions; c) special grammatical difficulties, and d) special types of question. This unit deals with the first two problems and Unit 6 with the others.

A Word order
- Word order in Wh-questions is always a problem for students, and occasionally for non-native teachers. The basic word order is:

<table>
<thead>
<tr>
<th>Question word</th>
<th>Auxiliary verb</th>
<th>Subject</th>
<th>Main verb</th>
<th>Object</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>are</td>
<td>you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What(m)</td>
<td>are</td>
<td>you</td>
<td></td>
<td>waiting for</td>
</tr>
<tr>
<td>What</td>
<td>is</td>
<td>the matter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When</td>
<td>are</td>
<td>they</td>
<td></td>
<td>doing</td>
</tr>
<tr>
<td>Where</td>
<td>did</td>
<td>they</td>
<td></td>
<td>find the book</td>
</tr>
</tbody>
</table>

Most problems occur when the Wh-question word is the subject of the sentence:

- Wh-word as subject
  - Typical error: Who did you begin last time?
  - Wh-word as object
    - Who began last time?

- What helped you most?
- Which word rhymes?
- How many watch it?

- Notice that the incorrect sentences in the Typical error column are possible, but only with a different intonation and meaning: I didn’t begin, and you didn’t, so who did begin last time?

Prepositions
- Modern usage tends to avoid the use of a preposition + whom at the start of the question (At whom are you staring?), and prefers starting with who and placing the preposition at the end (Who are you staring at?). In some languages the idea of the preposition may be already contained in the question word. Because the preposition comes at the end of the sentence in English, it is very easy to forget it, especially in longer sentences.
  - Which particular word were you thinking of?
  - What word did you finish the last sentence with?
  - Which example did you want me to take another look at?

B Word order in indirect questions
- Indirect Wh-questions are very frequent and useful in the classroom situation. There are two types of indirect Wh-questions, easily remembered as do you know...? and...do you think...? types.

Do you know...
- Indirect Wh-question

- Why is this answer better?
- What does this word mean?
- Who invented the transistor?
- What is this answer better?
- What does this word mean?
- Who invented the transistor?

... do you think ...
- Indirect Wh-question

- Why do you think this answer is better?
- Why do you think this word means?
- When did you invent the transistor?
- Why do you think this answer is better?
- What does this word mean?
- When did you invent the transistor?

In the case of the verb to be and who or what as the subject, there are two word orders possible:

Who is the king of Spain?

- What was the answer to number 1?

What did you think the king of Spain is the king of Spain?

Who do you think the king of Spain is?

- The answer to number 1 was?

Practice

1. The four different types of Or question are summarized below:
   1. Basic form: Do group 1 or group 2 want this topic?
   2. Postponed form: Does group 1 want this topic or does group 2 want it?
   3. Expanded form: Does group 1 want this topic or does group 2 want it?
   4. Wh-form: Which group wants this topic, group 1 or group 2?
Exercises and activities

1 Vocabulary and structure


2 Prepositions

<table>
<thead>
<tr>
<th>at</th>
<th>in</th>
<th>to</th>
</tr>
</thead>
<tbody>
<tr>
<td>at the top/bottom at the beginning/end at the back/front open... at page to look at page 3 in an exercise book in the textbook in ink/ballpoint in the middle in the margin in the (top) corner in your own words in English in pairs in detail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on page 20 on a sheet on page 15 on the left/right questions on a text spend time on this on the board on the Internet on the screen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>turn to page 3 refer to the list listen to a story an answer to a question go on to the next page get down to work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Use the list above to revise the use of at, in, on, and to. Then complete the following text, using these four prepositions.

Let’s start, then. Group 11 want you to open your books... (1) page 29. Have you found it? Now... (2) the left you can see three pictures. Look at the picture with the detective. The picture... (3) the trip of the page, not the one... (4) the middle. Everybody got it? Right. Now turn... (5) page 67. OK!... (6) the top right-hand corner you can see another picture with a detective in it. I want you to compare these two pictures... (7) detail. How are they the same, how are they different? Work... (8) pairs and please try to speak... (9) English. You’ll find some ideas... (10) your workbooks... (11) page 43. It might also be a good idea to refer... (12) the wordlist... (13) the back... (14) page 176. Look... (15) the words... (16) the margin.

Just before you begin, could you turn for a moment... (17) Chapter 9? Do you remember all those useful adjectives we practised last time? Perhaps you could keep one finger... (18) this section, and then you can refer back... (19) if you want some more ideas. When you finally get down to writing your comparison, write it... (20) your exercise books, please, and... (21) ink, not pencil. You can spend twenty minutes... (22) this.

And now, Group 2. Take out your readers and open them... (23) page 15. First of all, finish off the work from last time. Remember? Harry arrives at Hogwarts School. Then go on... (24) Chapter 7. The Sorting Hat! First read the text and make a summary... (25) your own words. Then try the exercise I’ve written... (26) the blackboard. Try to find answers... (27) all these questions. Write them out... (28) the sheet of paper I’m going to give you, and this time please remember to write your name... (29) it!

Right, everybody. Are there any questions? OK, let’s get down... (30) work!

3 Moving around in the textbook

Revise the phrases in sections A–D of this unit. Work in pairs or small groups. Make sure everyone in the group has a copy of the same textbook (or use this one). Take it in turns to act as the teacher. Give a series of five instructions to do with the textbook, for example, distributing, taking out, opening at a certain page, turning over, referring to another unit, closing, handing in. All the time check that everyone is following.
4 Finding a word

Work in pairs or small groups. Revise the phrases in Unit A. Each person then underlines five separate words, one on five different pages of this book. Now take it in turns to give instructions to help your partner find the words you have underlined. For example: Open your books at page 23. Have a look at section 5. My word is on the third line, six words from the beginning.

5 Working with a text

Find a passage of some 15-20 lines from a textbook, newspaper, or magazine. Make enough copies for your fellow students. Then:

1. Go through the text and pick out five words that you would like to pre-teach. Think of appropriate ways of presenting the words.
2. Think of five general questions related to the topic of the text that you would ask students beforehand in order to orientate them to the text and arouse interest in it.
3. Think of three general questions that you could use after reading the text to check that students have understood the main points of the text.
4. Think of an additional five Wh-questions that would check whether students have understood specific sentences and ideas. Try to use some do you know? and do you think? questions.
5. Pick out and talk about five words or structures that you would like students to notice, perhaps underline, and think about.

6 Explaining vocabulary

For this exercise, work with a partner. You and your partner have different lists of some everyday and some more unusual words in English. One of you will use the list below and the other will use the list on page 157. Don’t look at each other’s lists in advance! You may want to check the meaning of some of the words in a dictionary.

Without actually using the word, take it in turns to explain, define or talk about one of the words on your list until your partner is able to say the word, or its translation.

Student A
Nouns: stop, flag, key, ring, eagle, paper clip, library, peace, bully, etiquette, mirror.
Adjectives: enormous, guilty, innocent, calm.
Verbs: to prevent, to stumble, to hiccup.

7 Classroom scenario

Passages A–B below describe different situations of an English lesson. At the places numbered, try to think what the teacher could say in the situation. You are free to invent other information where necessary. Remember to use different forms of commands and requests in your instructions (you can revise them in the Classroom essentials section of Units 1 and 3). If you are working in a group, try to think of several alternative phrases for each situation.

A You plan to get through a lot of work in this lesson. The first task is on page 65 in the textbook. You ask the students to find the place. Some of them look rather puzzled, so you check whether they have their books with them (1). You’re not too pleased that some of them have left their books at home again (3). Håkan and Sine only have one book between them. You suggest a solution (4). You’re looking at a text on British pop music in the 1960s. You introduce the text (5) and then let them read it through (6). You check their general understanding (7) and ask for a summary (8). There seem to be a few tricky points in the text so you decide to deal with them (9). You make sure they all have the right place (10), which is three paragraphs down (11), and the second to last word on line 14, 12. Innovative! You explain the word in English (13) and then check by asking for a translation (14). You go through the other difficulties and then ask everybody to read some lines of the text, one after another (15).

B After this you decide to take a look at the new grammar in the textbook. The students’ job is to make notes and write down the examples (16). It’s been some time since you checked these notebooks, so you ask Håning to collect them up and bring them to your desk (17). The next task is in the workbook, on page 76 (18). Before they begin, you explain what you want them to do (19). They have to do the first half of exercise 10b (20). There’s no need to do question 3, which is too difficult (21). When everybody seems to have more or less finished (22) you ask them to step (23) and go through the exercise (24). You ask Sig to answer the first question (25). Sig’s answer is not wrong, but you ask for other suggestions (26). Leif comes up with an idea you didn’t expect (27). You give the last question to Marie. Her answer’s good, but not perfect (28). You ask for help correcting it (29). You give the students one more exercise. You plan to go through the exercise orally first (30), but you are short of time so you ask the students to write out their answers in their notebooks at home (31).
Audio practice

1 Classroom intonation

4.1 Make or questions using the following clues. Then listen and repeat.
1 This idea—a success or a failure?
2 Tom arriving—23rd, 24th, or 25th?
3 Marianne’s opinion—agree or disagree?
4 Stop last time—page 56 or 57?
5 Prefer working—on your own or in groups?
6 Correct form—depend on or depend from?
7 Found the reference—in a dictionary or on the Web?
8 Go first—group 1, group 2, or group 3?

4.2 In the following sentences, the teacher is trying to prompt the students. This is signalled by the rising intonation at the end. Read out the sentences and then listen and repeat.
1 Where did they meet? Well, did they meet at the station or at the cinema or …?
2 Why did they stop? Was it because of money or something?
3 OK, they agreed to postpone the talks. And?
4 Who would you say this to? I mean, would you say it to a friend or a stranger, or …?
5 What were his motives? What do you think? Was he looking for revenge or something?
6 OK, you say that they failed to agree. So?

4.3 Listen to each sentence on the CD and then react to it by reading out the question. Decide whether it is an echo question (you are surprised or didn’t hear correctly) or a normal WH-question. Then listen and repeat.
1 What was the name of the film you saw?
2 What size is the screen?
3 When was she born?
4 How many times has he been absent?
5 What was the name of the film you saw?
6 What size is the screen?
7 When was she born?
8 How many times has he been absent?

2 Key sounds

4.4 The sentences below contain examples of the sounds /e/, /i:, and /u/. Identify the sounds and read the sentences aloud. Then listen and repeat.
1 You all read very well.
2 Turn over and find five verbs.
3 What I want is for everyone to work individually.
4 Refer forward to the vocabulary list on page 74.
5 Every one of these words starts with a vowel.
6 On the way out would everyone please leave their workbook on my desk.

3 Word stress

4.5 Say the following words aloud and mark the stressed syllable. There are three types:
1 words stressed on the first syllable, for example, ‘schedule’;
2 words stressed on the second syllable, for example, ‘relax’;
3 words stressed on the third syllable, for example, ‘electricity’.

Use the recording to listen and repeat.
1 effort 11 describe
2 dictionary 12 scientific
3 diagram 13 omit
4 academic 14 error
5 appendix 15 alternative
6 reference 16 correspond
7 detail 17 refer
8 equivalent 18 satisfactory
9 illegible 19 familiar
10 predict 20 variety

4 Live lessons

You will hear some short extracts from different classroom situations. Listen to each extract and then answer the questions. Transcripts can be found on page 171.

4.6 Using the textbook
1 How does the teacher solve the problem with the textbook?
2 What does she warn the student not to do?
3 The students have their textbooks open. Are they allowed to look at them?
4 Why do you think the teacher chooses to work like this?

4.7 Checking understanding
1 What three words or expressions does the teacher check by asking for a translation?
2 What were the other two new words or phrases? How does the teacher make them clear to her students?
3 Even though the explanation is clear, why does she ask for a translation?
4 Why does the teacher say ‘That is nice’?

4.8 Practising a structure. The class are using the textbook page shown overleaf.
1 What structures is the teacher practising?
2 Fill in the missing four words:
   Imagine—_________—_________
   Imagine that you are waiting for a friend.
   What does this probably refer to?
3 How does the teacher contextualize the structures in a memorable way?
4 How would you describe the dialogue between the teacher and students?

4.9 Checking an exercise
1 What do you think the instruction for this exercise was?
2 Why is the teacher going to use the mother tongue in the lesson?
The teacher says: We already know which necklace it is. How does this reinforce the correct use of articles in English?
How many times does the teacher use please?

**Guess what?**

**Reading**

0 Read the episode. What did Shin find?

**Lars:** Are you feeling better?

**Lars:** Yes, I think so.

**Lars:** What did you expect?

**Lars:** I expected some strawberries. They’re always present.

**Lars:** They’re always present.

**Lars:** Yes, but the shape is unusual, too. This one has a round part and then a straight part. It might be a crown from a skull... but this shape is quite unusual... I don’t really know but I think it might be a crown.

**Lars:** Where did you find them?

**Lars:** In the east.

**Lars:** They might be too damaged.

**Lars:** Can’t we cut them, you were too tired!

Language in use:

3 What word forms do we use when we are not sure?

- It’s a crown, it might be a crown.
- It’s not a crown, it might be a crown.

- They aren’t damaged, they might be damaged.
- They aren’t damaged, they might be damaged.

- Listen to the sounds and make guesses. It might be a crown.

**4.10 Giving corrective feedback**

1 What structure is the teacher practising?

2 What pronunciation mistake does the teacher correct?

3 How does the teacher try to make the exercise more communicative?

4 What grammatical error does the student make?

5 How does the teacher draw the student’s attention to the mistake? Can the student correct it?

6 One small detail gets changed in the question. What was it?
SECTION A

Displaying information

Points to think and talk about
1. What are the advantages and disadvantages of using visual displays to present information? Do visuals have a different role at different stages of a lesson?
2. How can you use visuals to capture the interest and imagination of students? Consider the use of traditional pictures, overhead transparencies, and slides as well as modern equipment.
3. Alongside the overhead projector, the board is probably the most used presentation tool in teaching. What advantages and disadvantages does the board have? Can you remember any situations where the board has been used very effectively?
4. Research suggests that the board has three functions: 1) to show ‘permanent’ information that is referred to at different stages of the lesson; 2) to record the contents and progress of the lesson; and 3) to serve as a notepad. How do you use the board? Can you think of any other uses? Do your students also use the board?
5. What is your attitude towards teaching technology? What plans do you have for developing your own technical skills?
6. What is the attitude of your students to using technology in the classroom? Do you think they see it only as a benefit and an added bonus?
7. Even a well-prepared teacher is likely to face unforeseen difficulties in using technical equipment. Suggest some possible problems.
8. Do you think it is a good idea to have a display board of students’ work in the classroom?

Language to think about
1. How would you check that all of the students have a clear view of the projector screen?
2. What would you say to a student who is blocking the other students’ view of the board?
3. How would you warn students if you are using a piece of equipment for the first time?
4. How would you get the students to assist you in setting up the piece of equipment?
5. How would you apologize for the poor quality of an old transparency?
6. What is a board monitor?
7. What guidelines would you give to a group of students preparing a transparency to present to the rest of the class?
8. What is a ‘blackout’? Is a sponge, a brush, a cloth?
9. What is the opposite of background?
10. What would you say to your students if the projection equipment you are using suddenly lost power?

Classroom English vocabulary to collect
1. Word connected with using the board. (For example, whiteboard, permanent marker, board rubber)
2. Visual aids and their parts. (For example, projector, lens, in focus)

Using the board
1. Please look at the board. On the board you will find today’s exercise/questions/task.
2. Answer/Read the questions on the board/screen. Let’s all read the content from the board. Follow the instructions/guidelines on the board.
3. Other useful phrases include: Take a piece of coloured chalk. Use a whiteboard marker. Don’t use a permanent pen. Try to write clearly. Keep your writing straight. Make sure your writing is big enough so that everyone can read it.
4. The following phrases might also be useful, but be careful of the common errors: You’ve already seen it over here. You haven’t been on the board. You’ve already had a turn. You were already. Whose turn is it to write the sentence up?
5. Notice the prepositions:
   to write on
   on the board
   to write in
   to write in the book

A1

UNIT 5 Using technology

Section A Displaying information
Managing the board

1. Would someone clean the board, please? Is there someone with a dry cloth to clean it?
2. The board eraser is here. You’ll find it on the right hand side of the board.
3. You’ll need a dry cloth to clean the board.
4. You’ll need a whiteboard marker.

Preparations and problems

1. I’ll just plug the projector in.
2. The projector is on the back wall. You’ll find it on the extension lead.
3. The screen is on the right hand side of the room.

Don’t forget to switch on the screen.

Notice: Don’t sit too close to the screen. It’s not good for your eyes to sit too close.

One common problem is when the screen is foggy/unclear. Make sure that the front of the screen is clean.

I’ll move the projector.

I’ll adjust the focus and turn off the lights.

I’ll try to sharpen the picture.

Perhaps I’ll move the projector forwards/backwards.

I’ll move the projector.

I’ll adjust the focus and turn off the lights.

I’ll try to sharpen the picture.

Perhaps I’ll move the projector forwards/backwards.

I’ll move the projector.

I’ll adjust the focus and turn off the lights.

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Presenting with projected visuals

1. To begin with, there'll be a short presentation.
   We'll start with an introduction to the subject.
   Let's begin with a PowerPoint presentation.

2. It's important that you follow carefully.
   There are some important points to highlight today.
   Pay particular attention to the highlighted points.
   Try to concentrate on the key points.
   Watch carefully.

3. You don't need to take down notes.
   There's no need to copy down the information today.
   Just watch and listen now.
   You don't need to bother making your own notes for this.

4. I'll give you copies later.
   There'll be printed notes passed round in a minute.
   You can collect copies at the end of the lesson.
   I'll talk you through the information and then I'll distribute the notes.
   I'll send the notes to you by email/in electronic format.

Discussing visuals

1. I have a poster here.
   I have something to show you today.
   This is a photograph of a famous place.
   Here is a picture/illustration/diagram/chart/table.

2. I'll reveal it slowly.
   I'm going to unravel it slowly.
   I'll reveal it gradually/bit by bit.
   I won't give you the complete picture at once.
   It's out of focus, but do you know what it could be?
   I'll zoom in on the people drinking coffee.
   I'll show you one picture/card at a time.

3. What can you see in the picture?
   What is happening in the picture?
   What different things/objects/people can you see?
   Describe some of the people in the picture.
   What does it remind you of?

4. Any ideas?
   Does anyone have any suggestions?
   Shoot out your ideas.
   Say the first thing that comes into your head.
   Try to guess what this is.
   Are there any other alternatives/interpretations?
   Let's see what more ideas there are.

   1. Introduce the visual with a short comment:
      The first picture/clip I want to show you to look at
      in the first picture you can see
      is a famous castle that was taken in Scotland.
      This picture was taken in Scotland.
      A picture from a castle.
      A picture from this picture.

   2. Help your students to see the details by drawing their attention to particular parts of the picture:
      It's in the foreground/background.
      It's at the edge of the picture.
      It's right at the top.
      It's on the very left.

   3. Visual material provides excellent opportunities for students to see language creatively for example:
      See if you can guess what the correct sequence is.
      What would be the correct order of events in this procedure?
      When was this picture taken?
      How can you tell?
      Can you tell me the story behind the picture?
      Do you notice anything unusual/unusual/unusual about this picture?
      Now give your own commentary on the film sequence/clip.
      You'll have thirty seconds to look at this picture.
      How are you going to describe the picture?
      Can you remember anything about the picture?
      What was happening in the picture?

   4. Visuals are also useful for introducing background cultural information:
      What is interesting about this picture is...
      Of particular interest to your interest in this picture is...
      Take note of the costumes.
      Does anybody know what this thing/person is called?

   5. Visuals provide a handy transition to conversational questions drawing on the students' own experiences:
      Looking at mountains, how many of you have been climbing?
      While we're on the subject of music, which is your favourite rock group?
Working in the language laboratory

Points to think and talk about
1. In what ways do your students come into contact with modern spoken English outside school? How can you make use of this?
2. Think about the classroom environment you usually work in. What teaching equipment is permanently available?
3. What other teaching aids can be brought into the classroom? How demanding is it to set up and use the equipment?
4. Do you have any personal experience of working in a language laboratory, either as a teacher or student? Share your experiences with others in the group.
5. What additional dimensions can the use of a language laboratory bring to language learning?
6. How can you ensure that each student benefits from this experience?
7. What kinds of exercises and activities work best in a language laboratory?
8. What kinds of technological developments do you predict in the field of language teaching?

Language to think about
1. What words for the audio equipment in a language lab do you already know?
2. Can you name the parts of a DVD player? A CD player? A language laboratory cassette player?
3. How would you apologize for a delay in getting the lesson started?
4. You have set up all the equipment before the lesson, but when the class arrives the video player doesn’t work. What would you say to the students?
5. What would you say to encourage the students to become familiar with the equipment in the language lab?
6. What would you say if you wanted to do a trial run before starting an actual listening exercise?
7. Think of classroom phrases using the following verbs: monitor, to recap, to rewind, to fast forward.
8. What possible technical problems could you have in a language lab?
9. How could you enlist the expertise of the students when dealing with technical problems?
10. What would you say to ensure the students leave the language lab tidy and with the equipment properly turned off?

Classroom English vocabulary to collect
The technical equipment found in a language lab. (For example, headset, control panel)

Getting to know the equipment
1. Today we will use the language laboratory. For this lesson we can make use of the facilities in the language lab.
2. Today you will be able to use the video camera in the language lab.
3. This lesson we have the chance to use the recording equipment.

1. Check that your equipment is working.

- Make sure your equipment is in working order.
- Make certain you have headphones/a headset.
- Please check your headset is plugged in and working.
- Ensure that there are no loose leads/tables.
- Double-check that the monitor/console/TV is switched on.
- I’ll just do a voice check. Testing. One, two. Can everyone hear?
- I’ll increase the volume/tone if you need to.
- Turn up the volume up/down on the teacher’s track.
- I’ll increase the volume on top/turn down the volume.
- Set the counter to zero.

2. Look at the control panel in front of you.

- Have a good look at the control panel.
- Take a careful look at the screen in front of you.
- Familiarize yourself with the layout of the console/display panel.
- Take a few minutes to become familiar with the control buttons.

3. There are a number of buttons.

- You’ll see a number of icons/symbols.
- There should be a selection of buttons in front of you.
- It should remind you of a video/CD player.
- It’s almost like very similar to a cassette recorder.

4. Use the buttons to move through the recording.

- The buttons are used to move through the recording.
- Use the buttons to navigate through the text.
- To listen to the extract again, press/select the repeat/replay button.
- Fast forward the tape until you find the point you want.
- It is possible to skip forwards and backwards through the tape.

5. Press the ‘call teacher’ button if you need help.

- Press the ‘call teacher’ button if you need help.
- You can call me/get my attention by pressing the call teacher button.
- Carry on working and I’ll contact you as soon as I can.

6. Please remember to rewind your tape.

- Do remember to rewind the recording at the end of the class.
- Make sure the tape is rewound at the end of the lesson.
- Hang up your headset properly.
Working independently

1. Today we have a short dialogue to listen to. You will listen to a job interview/audio programme/news bulletin.
   This is an extract from an interview with the president.

2. I’ll record the dialogue onto your machines. You’ll find a copy/recording of the dialogue on your machine.
The interview/audio programme will be copied/recorded onto your own machine.
You can listen to/view the interview through your own console/control panel.

3. You’ll be able to work independently. You’ll be able to go over the dialogue by yourself/ on your own.
   It’ll be possible to repeat/recap the dialogue independently.
   You can re-listen to the dialogue/story/review at your own pace/speed.
   You’ll be able to go over the text in your own time.
   You can listen to the recording/interview in short sections.
   Listen to it as many times as you like.

4. Then there’ll be a task to complete.
   You’ll then participate in a role-play/imaginative information sharing activity.
   We’ll have a negotiation/discussion task to do.
   This should give you the chance to work in small groups.
   This will help you to focus on listening/speaking/pronunciation skills.

5. I’ll be monitoring you as you work.
   I’ll be able to follow your progress from my console.
   I’ll see how you’re getting on from my console.
   Don’t be surprised to hear me speak to you over the intercom.

Modern computer-controlled language labs allow several different types of practice activities.
Pair and group discussions, I’ll pair you up and give you a task to work on.
Listening and note-taking or transcription, I listen and transcribe the dialogue.
Simultaneous translation, listen and translate.
Voice recordings, watch the video clip and record your own commentary.
Pronunciation exercises, repeat and compare your version with the model.
Video recording, let’s film the dialogue and then analyse it.

The language lab offers an often rare opportunity for you to give private and personal feedback.
Try to use this opportunity to motivate and encourage.

I may have pressed the wrong button.

Technical problems (1)

1. Is there a problem? Are you having difficulties? What seems to be the trouble/matter/problem?
   We seem to have run into a problem. There’s something wrong with the equipment.
   It isn’t working properly.
   I can’t make it get it to work.

2. Please be patient. This’ll take a few moments, I’m afraid.
   This hopefully won’t take very long. Thank you for your patience.
   Do/Try to bear with me.

3. Maybe I could try this.
   I’ll just try pressing this button/adjusting the settings.
   Let’s try changing the new tape.
   Check that everything is plugged in (properly). What about swapping/switching the tape? This has got me puzzled/confused.
   Does anyone have any suggestions? Do you have any knowledge about camcorders?

4. Is that any better? Has that made any difference? How about now? Is that an improvement?

5. Good, everything’s working now.
   OK, we can carry on/continue now.
   All solved? That’s fixed it. Problem over.
   There are (at last), it’s OK again. Thank goodness (for that).
   That’s a relief.
   I’m glad that’s fixed/sorted out.
   Well, that was a bit of a mystery.

Notice snap, hitch, and glitch.
We seem to have hit/struck into a snag.
There seems to be a slight (technical) hitch.
There seems to be a glitch in the system.

No matter how advanced or user-friendly the equipment is, problems can still arise, whether through human error or a technical fault. Prepare yourself for the following:

Headsets:
The headphones are missing/unplugged/the wrong way round/broken/damaged.
Buttons:
The button was switched off/in the off position.
The volume was turned down.
The button wasn’t pressed.
I may have pressed the wrong button.

Control panel:
The controls are locked.
The controls have been incorrectly set.
The settings have been changed.
Display:
The monitor is off/blank.
Even older technology is not problem-free.
Cassettes:
The tape is jammed/stuck/nested up/drewed up.
The tape is too thin or thick for the tape player.
The tape is missing.
I’ve brought the wrong tape.
Suitably mild expressions to express your frustration and/or disappointment when equipment doesn’t work:
Oh dear.
Oh, dear.
Dear me.
Slovenly language includes:
Damn (S/F).
Curse it.
Oh well!

3. When it is only a question of finding the right place you can say:
   I just need to find the correct place on the tape/disk.
   Let’s check the tape is in the right place.
   Wait a second. I’ll just rewind the tape.
   Look at the questions while I feed the place.

5. Always apologise when things are not working properly.
   I’m sorry about that/mistakes in the mix-up/there’s the delay.
   I’m sorry this isn’t working.
   Sorry to have disappointed you.
   I’d apologise for this.

6. When the problem cannot be solved you can say:
   It’s a shame we can’t (even try) to fix that now.
   It’s a pity this won’t work now.
   There’s nothing we can do about it.
   There’s nothing to be done.
   That’s life.
   That’s the way it goes.
   We’ll have to do something else.
SECTION C

Using a computer

Points to think and talk about
1. What experiences do you have of using computers, both to deal with everyday tasks and particularly to develop your English skills?
2. Have you ever seen computers being used in language teaching? If so, describe what you saw. If not, imagine how a computer-based lesson might differ from a normal lesson.
3. How does technology in the classroom change the dynamics of the classroom? How does this affect your role as a teacher?
4. How do the reading skills needed for online research differ from those required in a traditional library? What kind of support do students need when doing this kind of reading?
5. Besides editing, saving, and printing, what other useful features do word-processing programs have? How familiar are you with these features? How can word-processing tools be used to support the development of student writing skills, rather than to replace them?
6. The temptation to copy and paste text directly from the Internet can be very difficult to resist. How can students be encouraged not to do this? How can you identify when this has happened? Is plagiarism (copying work without giving credit to the source) considered unacceptable in your educational culture?
7. The Internet is a gateway to a wealth of information, but not all of it is reliable, impartial, or healthy to access. How can you monitor your students as they carry out online research? How do you yourself check the validity of information you find on the Internet?
8. Your students probably use email to communicate amongst themselves and with friends in other classes and schools. How could you make email sessions a regular part of your English lessons? What would be the benefits of this? And the possible problems?

Language to think about
1. Make a list of instructions you would need to give to a class that is using a computer network for the first time.
2. Think of classroom phrases that use the following words: log on, boot up, right-click, drag and drop, toolbar, printout.
3. What would you say to students to stop checking their email and to open a new Word document?
4. What instructions would you give if your students wanted to print out their work?
5. How would you say the following email and internet addresses? bbc.co.uk/education/ and www.bbc.co.uk/webwise/
6. Can you name all the extra ‘keys’ on a keyboard (for example, backspace, shift)?
7. How would you explain a search engine to your students? What instructions would you give to help them use a search engine?
8. Think of four things you could say to your class if nothing that you’ve tried has managed to get the printer to work.

Classroom English vocabulary to collect
1. Computing terms connected with writing. (For example, printer, scroll bar, cursor)
2. The world of the Internet. (For example, password, download, browser)

Getting up and running
1. Please turn your computer on.
2. Please turn on your computer monitor or printer.
3. All of the computers should already be on.
4. Press any key to reactivate the computer.
5. Wait for it to boot up.
6. Let the computer boot up.
7. Don’t press/do anything while the computer boots up.
8. Wait for the operating system/Linux/Windows to load.
9. Enter your username and password.
10. Type in your username and password.
11. Log on to the computer/network.
12. Log on with your username and password/your user ID.
13. Enter New from the File menu.
14. Click OK.
15. Press Hit return/Enter.
16. The desktop will now come up on screen.
17. The desktop is in front of you/on screen.

Basic word processing
1. Open the word-processing application.
3. Right-click on the Word icon and choose ‘Open’ from the pop-up menu.
4. Left-click on the Word icon and then press return.
5. Open a new document.
6. To create a new document, select ‘New’ from the File menu.
7. Get familiar with the screen and keyboard.
8. Take a look at the different features on the screen. Take a few minutes to explore the screen.
9. What buttons can you identify on the toolbar? What menus can you find?
10. Use the mouse to navigate around the screen. Use the mouse to move up and down through the document.
11. Use the keyboard shortcuts as well as the mouse.
12. Use the mouse to navigate through the text/around the screen.

Set the spellchecker.
13. Open the Tools menu and set the language. Please select British or American English to help you with your spelling. Remember to spell check what you write.
14. Run the spellchecker before you print out your work.

Remember to save your work.
15. Press Control-S to save your work.
16. Left-click on the save icon on the toolbar to save your work.
17. Select ‘Save’ from the drop-down menu to save your work.
18. Make sure you save your work regularly.
19. Save your files onto the hard disk.
20. Back everything up on a disk/USB/drive/memory stick.
21. Make a back-up (copy) of your work (on your diskette).
22. Save it as a Word file/text file.

Print out your work.
23. Make a printout of what you’ve written. Don’t forget to make a hard copy of your work. Print it double-sided and save paper.

24. These instructions apply to most computer programs.
25. Other useful language support tools include:
27. Use the online dictionary.
28. DCarry out a word count.
29. Students can very often check their grammar and usage by entering phrases into Google’s grammar checker.

Check your grammar by doing a Google search. See which phrase gets most hits in Google.
Going online

1. You can check your email first. /I'll give you a few minutes to read your email.

2. We'll be using the Internet today.
Let's browse the Web/Net/Internet.
You have the opportunity today to do some research using the Internet.
We need to access the Internet.
Today we're going to research Edinburgh on the Internet.
Let's see what the BBC/Guardian website has on/says about Nepal.
Open Explorer Navigator/Firefox/Opera/your Internet browser.
See what Wikipedia has to say on the topic.
Let's have a go at doing a webquest.
I want you to collect information on threatened species.

3. Enter a search engine address into the address bar.
Prefix: write the following address in the address bar.
Type www.google.com into the address bar.
Click the down arrow at the end of the address bar.
Select an address from the drop-down menu.
Use your list of bookmarks/favourites.

4. Type an appropriate keyword into the search field.
Add a suitable search word in the search field.
Enter one or two key subject-related terms into the search engine.
Do a keyword search.
Do a search on national parks.

5. Select one of the titles in the list.
Click on the address provided by the search engine.
Choose the closest match from the given list.
Decide which link seems to be the best promising.
It's just lucky/pot luck if you find a really useful site.
If none of the titles seem appropriate, enter a new search word.
You can refine your search.
Bookmark the address.
This is a password-protected site.

This assumes they have email access:
Do you have email?
Do you have an email address?
Can you contact me via email?
Are you contactable/reachable by email?
Do you have access to the Net?
Do you have a broadband connection from home?

Some email functions have been taken over by mobile phones
[All: cellphone, cellular phone]
I'll send you a test message on SMS about this.
Remember to text SMS if you have a problem.

Sending and receiving short email messages is more like casual conversation.
Students enjoy this kind of communication in English and, more importantly, it increases their confidence to use the language.
Time set aside for emailing or regular email sessions is not wasted.

2. Prepositions.
On the Internet, on screen, on a disk, on a USB.

3. Pronunciation.
WWW = /dublev/ . dublev/ . dublev/.

Guided or structured search exercises are often more effective than random web-surfing. It can be a valuable exercise for students to brainstorm search criteria together in a group. It encourages them to find subject-related vocabulary before they begin their search.
The search itself is then more effective as the students have a clearer idea of what kind of information they are looking for. This type of exercise helps students to become autonomous learners.

The following phrases are useful if students want to download information:
Download the file to the Temporarily/ directory.
Save it to your personal directory.
Delete the file at the end of the session.
Don't download anything onto your computer if the virus protection isn't switched.
Make sure you scan the file for viruses.

Technical problems (2)

1. Oh dear, the document won't print.
Oh no, there's no paper in the printer.
The ink cartridge is empty.

2. Let's check the connection.
Have you checked the connection?
Is the connection tight?

3. Everything looks OK.
Everything seems to be fine/correct as it should be.
It's on/plugged in.
There's no loose connection.
The button was definitely clicked.

4. I'm not really sure what the problem is.
I'm not entirely clear what/where the problem is.
I can't really see/try what the problem is.
It isn't very clear/obvious what's wrong.
It's difficult to say/identify what the fault is.

5. Let's ask the technician.
We'll have to ask someone who knows.
We need an expert to help us.
I'll ask for some technical help.

6. It can be frustrating, but not entirely unpredictable when equipment may not work as we expect. If catastrophe strikes, the following list of phrases may prove useful.

Central processing unit (CPU).
The computer has frozen/switched off.
The screens have gone dark.
The system keeps crashing.
Try turning off and re-booting.

The printer isn't plugged in.
The leads are connected incorrectly.
There seems to be a loose connection/missing lead.

Disk:
The disk is stuck.
The disk needs formatting.
The disk isn't recognized.

Screen:
There's no picture.
The screen has frozen/kept flickering.

Mouse:
The mouse isn't responding.

Printer:
The printer won't print/stop printing.
The printer has run out of ink.
The printer/paper is jammed.
The printer's out of paper.

It could be anything.

I'll ask for some technical help.
Classroom essentials

GIVING INSTRUCTIONS (3)

Suggestions and advice

The teacher holds a position of authority in the classroom. For this reason, all of the instructions given, whether commands, requests, or suggestions, will carry the force of a command. In normal social situations, though, if we suggest something, it means that we are offering the other person an opportunity to accept or reject it, or at least to talk about it. Suggestions are an essential part of a discussing and democratic community.

Even though suggestions in the classroom do not carry all of the implications of real suggestions, they are nevertheless a stimulus and encouragement to communication. This is one reason for giving some of your instructions in the form of suggestions. Another reason is simply to enrich classroom language and expose your students to the many forms of suggestions in English. The following section introduces some different ways of making suggestions and giving advice.

1. Suggesting

Let’s

• This is a very common way of expressing a suggestion.
  Let’s go through the words. Let’s visit the technician.
  Let’s finish this next time. Let’s listen to it once again.
  Notice that the formal let us is seldom used in everyday speech. Let’s also exists in a negative form, let’s not. There is an alternative form, don’t let’s, sometimes used in BE.
  Let’s not spend too long on this. Don’t let’s waste any more time.

The question tag shall we? is often added to suggestions beginning with let’s and let’s not. In both cases the tag is the same. OK? Yes? and Alright? function in the same way.
  Let’s finish off what we’re doing, shall we?
  Let’s settle down to work, OK?
  Let’s not take too long over this, shall we?
  Let’s not bother with number 6, alright?

See 5.3.1

about

• You can also make suggestions with how about and what about, followed by a noun or an -ing form. Once again, OK? Yes? and Alright? are often added.
  How about trying to use the spellchecker?
  What about saving it under a new name? OK?
  How about another song? Yes?
  What about a printout?

• Notice how you can refer to a specific student or group.
  How about Sam operating the projector?
  What about this group starting? OK?

With "What about", you always use a question form, e.g. What about... ? With "How about", you can use any form, whether it’s a question or not, e.g. How about... ?

How about and What about are also useful when you want to nominate and involve students: How about you, Laura? Any ideas? What about the last one, then? Sergio?

See 5.2

What if

• A similar expression is What if followed by a verb phrase, usually in the present tense: What if we speed things up a little bit? What if we try a Google search?

• Notice that What if followed by a negative is not a suggestion, but a real question: What if we can’t open the file? What if we don’t have enough seats?

• Notice that in colloquial speech you will hear What if How about if: How about if you work in pairs? What about if you try rebooting the machine?

Why not

• Questions using Why not, Why don’t we, and Why don’t you are very common in making suggestions: Why not put your poster here? Why don’t we look at some overheads? Why don’t you come and sit here?

• Why can’t you try copying and pasting the text?

Typical mistakes: Why not to try again? Why to bother? suggest

• There are also phrases that use the verb suggest and the noun suggestion. Notice the various forms of complementation -ing form, that + verb, and to + infinitive:
  I suggest
  I’d suggest
  I would suggest
  Can I suggest

• You make a printout of your work.
  You keep in touch by email.
  You make a back-up copy.
  You work two to each computer.

• An informal way of introducing a suggestion is to say: If I can make a small suggestion, why don’t you... ?

• Typical mistakes: I suggest to make a copy. I suggest you to make a copy.
  Can you suggest me a good dictionary?
2 Advising
- Advising somebody is very similar to making a suggestion, but usually you add a reason or justification. Advice can seem more acceptable when it is expressed as a suggestion only. Similarly, a command or piece of advice can be softened by using 'I think don’t you think’ and perhaps.
  I think everyone should copy these sentences down.
The headsets could be put back in their places, don’t you think?
You can return to your own seat now, perhaps.

idea
- Phrases using the word idea are often used to give advice. Note the different forms of complementation.

<table>
<thead>
<tr>
<th>might</th>
<th>would</th>
<th>wouldn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>an idea</td>
<td>a good idea</td>
<td>a bad idea</td>
</tr>
<tr>
<td>for</td>
<td>everyone</td>
<td>you</td>
</tr>
<tr>
<td>to work alone</td>
<td>to save your work</td>
<td>to read the instructions</td>
</tr>
</tbody>
</table>

You can also use an if clause with the past tense.

<table>
<thead>
<tr>
<th>might</th>
<th>would</th>
<th>wouldn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>an idea</td>
<td>a good idea</td>
<td>a bad idea</td>
</tr>
<tr>
<td>you</td>
<td>everyone</td>
<td>this group</td>
</tr>
<tr>
<td>worked alone</td>
<td>saved your work</td>
<td>looked it up</td>
</tr>
<tr>
<td>to read the instructions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

— as well
- Notice the following sets of phrases that use the modal auxiliaries can, could, may, might, and would, followed by as well or just as well:

<table>
<thead>
<tr>
<th>You can</th>
<th>just as well</th>
</tr>
</thead>
<tbody>
<tr>
<td>delete the file</td>
<td>leave this word out</td>
</tr>
<tr>
<td>wait until everyone is quiet</td>
<td>read and try again</td>
</tr>
<tr>
<td>You might</td>
<td>just as well</td>
</tr>
<tr>
<td>to save your work every few minutes</td>
<td>to check it’s a water soluble pen</td>
</tr>
</tbody>
</table>

Second conditional
- Advice used to persuade often takes the form of a second conditional:

<table>
<thead>
<tr>
<th>It would be</th>
<th>better</th>
<th>quicker</th>
<th>more effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>if you worked in small groups</td>
<td>if you underlined just the new words</td>
<td>if you left number 6 out</td>
<td></td>
</tr>
</tbody>
</table>

- Notice the following:
  if I was you, I would try Control + Alt + Del.
  if I were you, I’d make a note of the address.

had better
- Be careful with this useful structure. A typical mistake is to include to:
  *You had better be stop.*
  *You’d better concentrate now.*
  *You had better stop now.*
  *Well it better start, hadn’t we?*
  *We had better listen to it again.*

would rather
- This basically means the same as I would prefer. Notice the past tense:
  I would rather (that) you tried.
  I’d rather (that) you didn’t print it all out.

Advice
- More formally, the verb advise and the noun advice can be used:
  I advise you to make detailed notes.
  My advice (to you) is to rewrite it.
  You would be well advised to make a backup.

Notice also the more informal:
  Take my advice and save your work.
  Let me give you a word of advice.

Practice
§ 1 In each pair of sentences below, the second one has some of its words mixed up. Rearrange the words to complete the second sentence so that it means more or less the same as the first one.

EXAMPLE:
Let’s check the connection.
It might be ... connected to idea see properly if it’s an
It might be an idea to see if it’s connected properly.

1. Turn to me and look at the TV
   I suggest ... facing screen turning way this and the
2. Can we go faster?
   What if we ... try speed up to hit things a ?
3. I think you should write these words down.
   You might as ... down words in notebooks well these copy your
4. I’ll give you five minutes for this and no more.
   I’d rather you ... minutes spend more this didn’t than five on
5. You should get your files organized.
   Take my ... organize advice files and your.
6. Why not use the dictionary and make sure?
   It wouldn’t be ... check a bad to this in dictionary idea the
7. We’ve spent long enough on this.
   You had better ... spend on any this not time more
8. Come out here and show everybody else.
   What about ... the others out front and the to coming showing?
9. How about working in threes or fours?
   My suggestion ... four that you of is work three in groups or
10. I think you should write it in capitals.
    If I were ... capital use letters I’d you for
Exercises and activities

1 Prepositions and vocabulary
See the OUP website http://www.oup.com/elt/teacher/pce.

2 Situations
In each of the following situations, you can read the teacher’s thoughts. What did the teacher actually say in English in each situation?
1 I think I’ll ask Heidi to come and show us where Los Angeles is on the map.
2 Wow, that’s the third time Kim has volunteered today. Better try someone else, though.
3 Kris is standing right in front of what he’s written. How can the rest see it?
4 I wonder if any of them have noticed Ken’s spelling mistake in sentence 4 on the board.
5 I think it’s about time I had the board cleaned.
6 It’s probably worth keeping this exercise up on the board for the next class.
7 Oh dear, the marker pen has dried up! I suppose there might be one next door.
8 No wonder they can’t read the OHP, it’s terribly unclear.
9 Of course this is the classroom with only one socket. And this is the projector with the short lead.
10 I suppose I’d better find someone to operate the projector.
11 Ah, so that’s what the Eiffel Tower looks like upside down!
12 This is the wrong video I must have put it in the wrong box.
13 I like this part of the DVD. This is the way imagine Scottish scenery to be.
14 This book has some nice pictures of castles. I’ll let them all see it.
15 Silly me! Of course the CD player won’t work if it’s not plugged in.
16 Was the song before this unit or after it? Ah well, keep hunting!
17 Better safe than sorry! I’ll just use a short extract to check everything’s working.
18 Phew! I thought I’d never sort out that problem. Now we can get on.
19 I mean, the spellchecker would find most of her spelling mistakes!
20 I wonder how much they’ll find on the Web about butterflies.
21 I’d better remind them about saving their work and making back-ups.
22 Panic! I’ve tried everything! I’ve absolutely no idea what to do!
23 There’s a good idea. Why don’t I ask them to send me their work via email?

3 Using pictures

**RECORD** Work in small groups. Each member needs a visual, such as a picture from a magazine, a poster. Take it in turns to introduce your visual. You have two aims: firstly, to get the other members of the group to interact with the visual and each other as much as possible, and secondly, to generate as much vocabulary based on the visual as possible. Finally, try to work out a story that makes use of all the pictures in the group.

4 Using a video recording or presentation

**RECORD** Find a five-minute clip from a film or TV programme. Prepare a short lesson based on the clip. Present it to the rest of the group. Alternatively, you might want to produce some PowerPoint slides as part of a presentation.
5 Equipment
Label the different parts of the following diagrams and try to explain their function. What could go wrong with each piece of equipment? How would you explain the problem?

6 Future visions
Begin by designing and drawing your vision of either 1) the ultimate all-in-one classroom teaching aid for the 21st century, with all the necessary buttons, leads, displays, and so on; or 2) the ideal language teaching classroom, with furniture, equipment, and so on. Then work in pairs or small groups. Without showing the others your drawing or plan, describe your invention or classroom so that they can draw it and label it. At the end you can compare your drawings and develop an even better teaching aid or classroom.

7 Browsing the Web
Either search for ten good websites offering useful English teaching and learning resources. Or you and a partner should each make a list of ten rather difficult general knowledge questions, for example, the longest place name in the world. Exchange lists and browse the Web for the answers. Afterwards explain your search strategies to each other.

Audio practice

1 Classroom intonation

5.1 Use the following clue sentences to practise making suggestions beginning with let’s or let’s not. At the end add the tag shall we? or another suitable question word, for example, OK? Alright? Yes?
Notice the rising intonation on the tag or final word. Listen and check.
1 I want you to concentrate on the key ideas.
2 Rewind your tape and try again.
3 We’re standing in the way and blocking everybody’s view.
4 There’s no need to bother with the last task.
5 Why don’t we close the blinds?
6 Don’t spend more than five minutes on this.
7 Close your eyes and listen to the music.
8 We won’t print it out until it’s finished.

5.2 Practise asking particular students to answer or contribute. Use how about? or what about? and remember the rising intonation in the second part of the question. Then listen and repeat.

Examples:
Question 6 – Markus
How about question 6? Markus?
Salman? – any opinion?
What about you, Salman? Any opinion?
1 The first one – Giulia?
2 Beatriz – any idea?
3 Number 2 – Raf?
4 Miguel – any suggestions?
5 The meaning of the first sentence – Carmen?
6 Jeanne – Anything to add?

2 Key sounds

5.3 English pronunciation problems are often caused by the irregular correspondences between spelling and sound. There may be silent letters (for example, com), unexpected sound changes (south — southern) and deceptive spellings (cello). Personal and place names seem to cause particular difficulty. Have a try at pronouncing the following names. Then listen and repeat.

1 Brussels 11 The Danube
2 Cologne 12 Geoffrey
3 Cyprus 13 Graham
4 Edinburgh 14 Hugh
5 Egypt 15 Ian
6 The Mediterranean 16 Keith
7 Prague 17 Leonard
8 Warsaw 18 Nigel
9 The Rhine 19 Roger
10 The Thames 20 Sean
3 Word stress

4.4 The majority of compound nouns in English have the main stress on the first word (for example, tape recorder, photocopier), but there are exceptions (apple pie, electric train). Notice also that abbreviations are stressed on the final syllable (BBC, UN). Go through the following list of words and decide where the main stress is located. Then listen and check.

1. a video camera
2. a fax machine
3. a DVD player
4. a data projector
5. a digital camera
6. a satellite dish
7. a keyboard
8. a USB connection
9. a plastic bag
10. a mouse button
11. a remote control
12. an extension cable
13. a headset
14. a web browser
15. an overhead transparency
16. a CD player
17. an ink cartridge
18. an operating system

4.5 Very many compounds in English consist of a noun or verb, and a particle (for example, worn out, outbreak). There are some simple—but not watertight—rules to remember where to put the main stress:

- If the compound is a noun, the main stress is on the first word: an outbreak, comeback.
- If the compound is a verb, the stress is on the verb: to overlook, to underestimate.
- If the compound is an adjective, the stress is on the first word: a worn-out engine, an uphill struggle.
- If the verb is a phrasal verb (verb + particle), the stress is on the particle: to log on, to break down.

Try and apply these rules to the following sentences. Then listen and repeat.

1. You’ll find the command in one of the pull-down menus.
2. This online dictionary is really handy.
3. Don’t forget to make a back-up.
4. Have you installed the latest updates?
5. Don’t forget to log off when you’ve finished.
6. It has two built-in speakers.
7. Let’s go online and link up with the other class.
8. This is a phrase that you’ll have to look up.
9. We should buy the upgrade as soon as possible.
10. I’ve forgotten my log-on name.

4.6 Using a recording

1. Is this the first time the students have listened to the recording?
2. Why does the teacher say ‘Keep your books closed’?
3. What is the phrase the teacher uses when she starts the recording?

5.7 Using an overhead

1. The student Philip mispronounces a word. What is it?
2. The name of a former Communist country is also mispronounced. What is it?
3. What was the grammatical mistake in the student’s last question about the Warsaw Pact?
4. The teacher corrects none of the above mistakes, but she does correct another. What is it and why do you think she corrects it?

5.8 Doing an oral drill

1. The teacher is doing a substitution drill based on a recording. Why does she explain it in Japanese?
2. What does the teacher do while her students are repeating?
3. What problem is the teacher having with the substitution drill?

5.9 Comparing pictures

This is a continuation of the lesson on political ideologies that you heard part of in Unit 3. The teacher refers to the illustrations above.

1. The class is going to look at and talk about two statues. Why?
2. How do you think the activity will actually take place?
3. Why does the teacher ask what the students already know about the statues?
4. What is the piece of information that the students seem to disagree on?
5. The teacher stumbles on the word ‘anniversary’. What word did she confuse it with?
6. The teacher’s next words at the end of this extract were ‘Now this. What does this probably refer to?’
Developing skills
Working with the spoken language

Points to think and talk about
1. In what situations outside school do you imagine that your students listen to and speak English? What sort of English do they listen to? What do they think they enjoy talking about in their own language?
2. What differences are there between listening in a multiple-choice comprehension test and normal listening in an everyday situation outside school?
3. How many different listening activities can you think of? Do you have some favourites?
4. Language teaching experts talk about recycling language in the classroom. What do you think this means? Why do you think it is important?
5. What do you think of repetition as a form of pronunciation practice? How does it usually take place in the classroom? How can it be made more effective?
6. Is it important that students can read phonemic symbols? What about actually using them? How can you help them to learn them and use them?
7. Why do you think information gap or communication exercises (where students have different sets of information which they have to communicate) are motivating and rewarding?
8. How can you be sure that all the students are active in a discussion activity? Is it important that everybody says something? What is your role during a group discussion?
9. How do you react to language errors made during an informal class discussion? Would it be useful to keep a written record of frequent errors? How?
10. Do you ever ask your students for their comments on a particular text or exercise that they have done, even in their native language? Is this a good idea? Would it work in your school system?

Language to think about
1. What would you say to a student who is speaking too softly?
2. What do listen here and look here mean?
3. Can you describe the position of your mouth when you say the ‘/v/’ in valley and the ‘/ʃ/’ in shape?
4. Is there any difference between these two questions: How did you like the book? And What did you like about the book?
5. Can you think of other ways of saying Copy me?
6. In a conversation, when can you say See? What other phrases carry the same meaning?
7. Do you know any other phrases that mean the same as by the way...
8. Can you explain the words gist, paraphrase, and summarise?
9. Do these questions have the same meaning? Was that fun! And Was that funny?
10. Use the following words in classroom phrases: expand, sidetracked, whispered.

English classroom vocabulary to collect
1. Verbs for oral communication skills (for example, to explain, to describe)
2. A list of different types of comprehension activities (for example, multiple choice, gap-fill)

At listen to the recording
1. Now we’ll do a listening exercise. I want you to listen to (a) part of a conversation. Now we’ll listen to an extract from a news bullet on your job is to listen to a section of a dialogue.
2. Before you listen...
3. Now listen again and this time...
4. Now listen again and fill in the missing words.
5. Listen and take notes.

Listening activities
1. You can do a listening exercise.
2. You can listen to a part of a conversation.
3. Now you can listen to an extract from a news bulletin.
4. Now you can listen to a section of a dialogue.
5. Fill in the missing words.
6. Make a list of all the words to do with colour.
7. Decide which of the sentences are the most suitable answer.

Before listening, read through the questions. Familiarise yourself with the questions before you start. Listen, and at the same time, answer the questions. As you listen, do not remember any of the questions. Fill in the missing words while you listen. After listening, you will be asked a question. Why is the conversation interesting? Why should it be interesting? Is it something you would enjoy? Why or why not?
UNIT 6 Developing skills

Listening and repeating

1 Let's listen to the conversation. Now you'll hear the conversation. You will hear the sentences on the recording.

2 Listen and repeat. All together, repeat after the CD. Everyone/everybody, say it after me. Say/Repeat after me: 'Nice to meet you.'

3 Listen again and say it after me. Listen to/how the way I say it. Listen carefully and then try it.

4 Listen all together, please. Let's say it all together. All of you.

The whole class, please. Not just this now.

Everybody join in. Join in with the rest of us, Yoshio. You, too, Rem.

5 Again, please. One more time. (And) once more/again, please. Say it again/once more. Let's try it again.

Loudener, please. Speak up. Say it louder/in a loud voice. Say it a bit louder, please. Once again, louder. Say it so that everybody can hear you. I can't hear you.

6 Now just this group. Let's begin with the girls. Now just only the boys/this row/group. The boys/girls on their own.

This row on its own. (The) next group. (The) back row.

Recording is a general word for the great range of audio media in use (for example, tape, cassette, CD, minidisc, MP3, podcast). See also 'audio'.

It's a good idea to have a final readiness check. Are you ready? Right. Here goes. Okay. We go. Here it comes.

6.2 Listen to the conversation. X Whenever the verb 'listen' is followed by an object, the proposition follows it.

Listening

Listen

Listen carefully

Listen again.

Listen, listen carefully, listen again, but listen to the recording. Listen to the recording. Listen carefully.

Listen to John saying it again. Listen now to how I say it.

Helping with pronunciation

1 How do you say the next word? How do you say this part/bit of the word? How do you pronounce these letters?

What sound does this word start with?

These two words are spelt the same, but pronounced differently. This word rhymes with 'age'.

Don't mix up this word with 'cheer'.

Don't get 'cheer' and 'jeer' confused/muddled/mixed up.

Can you hear any/the difference?

2 Let's check your pronunciation. Again, please, but watch your pronunciation.

It wasn't pronounced correctly. Be careful with the 'sh' sound.

Pay attention to the word stress/accents.

3 If you ask your students to read aloud, it is a good idea to practice the difficult words in advance or at least to remind them of the problems.

Everybody let's repeat the following words before you start reading. Be careful with the word 'language' on line 5.

Where appropriate, refer to the phonetic spelling. Use the phonetic symbols.

The phonetic symbols are there to help you. Check the correct pronunciation whenever you look up a word. These marks show you where to stress the word.

4 Precise guidance can often help students improve their pronunciation. Do not offer more help than they need.

Watch me using this one.

Watch me using this one. I'll demonstrate.

Try to do it exactly the same way as I did.

Do like this.

5 Typical teacher-led whole-class oral activities often begin with listening and repeating back. Other activity types include:

- Chain questions and answers.
- Asking your neighbour the same thing. I'll start and then you'll continue round the class.
- Ask questions first, and then use the cue/pointer word to the question, using the pattern on the blackboard. Keep to the same pattern.

Depending on your question, answer either in the past tense or the present perfect.

So, what would you do? Begin if 'wan a million euros...'

Introducing speaking activities
Moving towards free conversation

1. Let’s talk about this picture. Who is this man? Where do you think he’s going? What’s he thinking about at the moment? Why does he look so happy? What will happen to him?

2. Can you explain how it works? Tell me where you live. Explain (to me) how to get there/ use it/ do it. Show me what to do. Tell me what I have to do.

3. Did you enjoy that activity? Did you like that exercise/activity/lesson/story? Was that fun/interesting? Did you find that challenging/boring? Was it worth doing?

4. Which activity did you like best? Which activity type do you prefer/like most/like best? Which exercise did you enjoy most of all? Do you prefer this book to the old one? Which one (of these) would you choose? Who is your favourite singer? Arrange them in order of preference/importance.

5. Pictures are excellent stimuli for your students to use their imagination. See also Unit 6A.

6. Oral activities involving descriptions, explanations, and instructions can help students to produce longer sections of continuous speech. This helps them to develop their free conversation skills. Remember that these activities need careful preparation and frequent practice. A good place to start is with questions like: Did you have a good weekend/holiday? Can you tell me about it? What was it like? How did it go? What happened?

7. Get your students used to being asked for their opinions. This shows that you value what they say and creates a more positive cooperative atmosphere in the class. It also underlines the fact that the classroom is a real social context for using language. A typical mistake: It was rather exciting. That wasn’t enjoyable (i.e., enjoyable) is not the same as that was funny. It made me laugh.

8. Allowing your students to make a choice and to express that choice even in connection with classroom working methods, is an important steping stone to freedom in speaking.

Running a class discussion

1. Let’s talk about the problem of... Today we’re going to have a discussion. The topic is... There are four questions I want you to concentrate/focus on. I want you to discuss these questions in groups. Please talk/about your ideas. Make a list of the pros and the cons.

2. What do you think? What do you think about this question? What do you think of the film? How do you feel about this issue/problem? What’s your opinion on/about this subject/topic? What opinions do you have on this topic? Do you have anything to say on this?

3. Why? Why do you think so? How (exactly)? In what way? What reasons do you have for saying that? Can you support what you say? Is there any evidence to support what you say?

4. Do you really think so? Is that your honest opinion? Is that what you honestly think? You’re convinced of this, aren’t you?

5. I’m not sure what you mean. I’m not sure what you are getting at. Could you explain what you mean (by ‘too much’)? What exactly are you trying to say? What do you mean exactly? Be a little more precise. Could you rephrase the question? Could you give me an example? Could you go into more detail? Could you expand on that a little?

6. Has anybody else anything to say on this? Have you got anything to add? (To what Eli said) Who agrees/disagrees with Eli? What did Eli say? Hands up if you agree with Eli. Does anybody share Eli’s opinion/views? Have you got any input on this? Any other contributions?

7. Let’s discuss this. Let’s discuss this. It is often useful to carry out a small opinion survey on the topic (for example, a questionnaire) before beginning a classroom discussion.

8. Discussion often involves taking sides. Are you in favour of raising the age limit or against it? Do you support the idea of private schools or oppose it?

9. What did you like about that? What did you like about the film/article/story?
Working with the written language

Points to think and talk about
1. What sort of things do you read and write outside school? What sort of things do your students read in English outside school? What will they probably read in the future?
2. What sort of writing do they do outside school? And in the future?
3. Which skill in English will be more useful to your students, reading or writing? Why? Which do they find easier?
4. How does your school leaving examination affect the teaching of reading and writing?
5. Do your students have any particular writing problems in English? Think about spelling. What are the letter combinations and spelling conventions that your learners have difficulty with?
6. How many different types of writing activity can you think of? Do you have a favourite? What type of activity seems to motivate your students most?
7. Are you familiar with the idea of process writing? Process writing emphasizes the importance of pre-writing. What do you think this means?
8. What, in your opinion, is the best way to collect and learn vocabulary? What is the best way of testing that your students have learned vocabulary?
9. Do you think it is a good idea to spell out words using the English names for the letters?
10. Do you give your written instructions in English? What are the advantages and disadvantages of doing this?
11. Project work, where students deal with a particular topic in depth, offers a lot of benefits in terms of cooperative learning. What other benefits can you think of?
12. What do you understand by the term mind-mapping?

Language to think about
1. Can you explain the instructions for the following types of exercise clearly and logically? a) multiple choice, b) fill in the blanks, c) true/false, d) match the two halves.
2. Can you spell fluently?
3. Can you orally correct the spelling mistakes in this sentence?
4. Can you correctly use the words which, who, whom, to correspond, to refer, and to derive?
5. Can you correctly use the words companion, equivalent, and synonym?
6. What sort of language is colloquial, figurative, slang, or a four-letter word?
7. Do you know the names of these punctuation marks in English? i, j, i', j', i''
8. Can you think of synonyms for omit, insert, and jumble?

Classroom English vocabulary to collect
The names of the letters and punctuation marks in English. (For example, full stop, colon, bracket, letter)

Revisiting the basic text
1. Go through the text and underline the adverbs. Highlight all the connectors in the text. How many idiomatic expressions can you find? How many references to colour are there?
2. What does the word mean in this context? What does this word mean here? What does it refer to here? In what sense is the word (being) used here? In what meaning does the writer use the word?
3. Find a word meaning ‘tired’.
   Find a phrase that means ‘he was angry’. Find a sentence which tells/shows you that ... Pick out the words that describe the countryside. Which two words make it clear that ...
4. What’s the corresponding noun? What is a synonym for ‘false’? What is the opposite of ‘tail’? What adjective is derived from ‘nation’? What noun comes from ‘electric’? Do you know the noun corresponding to the verb ‘organize’? Give me the adjective that corresponds to ‘persuade’.
5. How do you understand this comment? What is the author referring to when she/he says ... What is this a reference to? What could the author mean when she/he says ...
6. When a word is used in an unfamiliar or special way, you can say the word has several meanings. The word is (being) used with a special meaning in this context. This is a (rather) special/unusual/vague use of the word.
7. What isn’t the word in its everyday meaning?
8. When exploring vocabulary, you may find the following useful. What’s the equivalent in British/American English? What do they say in American English? What’s a person who works for a company called? What do you call someone who moves to another country? What do you say when someone sneezes? What’s the word for when you feel that your head is spinning? What’s the difference between a bit, a clip, and a racket?
9. Advanced students can usefully learn to reproduce the different parts of a word (for example, prefixes, suffixes, and tenses) and their meanings. This will help them approach new vocabulary. What is the meaning of the prefix un-? What is the function of the suffix ed? What are the abbreviations of the word now? What do you usually associate this word with?
10. You could also encourage advanced students to identify the style of a word. This is a very formal/informal/colloquial word. Only use this word if you’re talking to friends. Never use this unless you know the person very well. This is a slang expression. This word is being used figuratively. This is a swear word/four-letter word. This is impolite/rude. That’s what they use in American English. This is typically American usage.

Reading activities
1. Answer the questions. Read Chapter 3 and answer these questions. Find answers to the following questions. Answer the questions with reference to the text.
2. Let’s look at the questions you prepared on this text. You had the job/task of preparing two questions each on this unit. Who is going to ask the questions about this chapter? What answers did you find to your questions? In the text? Ask your partner three questions based on the text. Summarize the text that you had to read for your partner. Agree with your partner on the three main ideas presented in the text.
3. Fill in the blanks. Fill in the right word for each blank. Fill each blank with a suitable word. Complete the sentences with an appropriate word. Complete the passage on page 6. Every seventh word has been left out/labeled. Complete the gaps/supplement the missing words.
4. Match the questions and answers. Find a picture to match each word. Match the sentences/words with/to the pictures. Find the sentences that refer to this picture. Which picture goes with this sentence?
5. Rearrange the text. Arrange the lines of text so that the story makes sense. Arrange the jumbled sentences/paragraphs. Put the conversation in the correct order. Number the sentences in the story. Arrange the sentences into a (sensible) paragraph. Match the jumbled halves of the sentences. Classify the words into groups/families/sets.
6. Use the text to complete the crossword. Arrange the lines of text so that the story makes sense. Arrange the jumbled/dismubked/sentences/paragraphs. Put the conversation in the correct order. Number the sentences in the story. Arrange the sentences into a (sensible) paragraph. Match the jumbled halves of the sentences. Classify the words into groups/families/sets.

Section B  Developing skills

UNIT 6 Developing skills
Basic writing activities

1 Have you got all something to write with?
For this next exercise you’ll need your pens (out).
You’ll need something to write and with.
Has anybody got a spare pencil?
Could you lend trick something to write on?
2 Now we’ll do a writing exercise.
Join the sentences together.
Copy out the true sentences.
Follow the example.
Use the pictures to tell the story.
3 See Unit A.3 for other basic writing phrases.
4 Where Roman script is strange to students, there will be huge
problems, both in handwriting and in developing keyboard skills.
Trace the letters.
Use the right stroke order.
Place the letters correctly on the line.
Part of the letter extends below the line.
Writing exercises are usually of four types. The following list
gives some typical examples.
a. Combining and changing
Rewrite the story with the correct punctuation.
Write out the sentences to form a paragraph.
Put the sentences in order and build the story.
Connect these sentences using a relative pronoun.
Use linking words/ connectors to join/combine the sentences.
b. Matching and copying
Write a sentence to match each picture.
Write true sentences, using the information given.
Use the table to write true sentences.
Match the questions and answers, and then write out the
conversation in full.
Look at the pictures. Then copy out the true sentences and
correct the false ones.
c. Writing from a model
Write three sentences about yourself using the same pattern.
Look at this table of information and make up five sentences
about Helmut.
Write about your typical weekend. Follow the example.
Use the information below and the model sentences to write
about your hometown.
Write your own For Sale advertisement, following the model.
Write a paragraph about winter sports, using suitable words from
the list below.
d. Using a stimulus
As you listen, take notes.
Fill in the information on the back of what you hear.
Expand the notes into a full sentence.
Here is the first paragraph. Now write the rest of the essay.
Summarize the article in your own words.
Give me a brief summary of the contents.
Write a 50-word summary of the passage.

Advanced writing

1 Write an essay on one of the following topics. Carefully read through the essay title to see what you are being asked to do.
Your task is to write a report on a recent item in the news.
Would you like to write a cover letter to your CV?
2 First of all, let’s brainstorm this topic.
The first step is to decide what to include in your writing.
Use a pre-writing method to brainstorm the possible content
of your writing.
We have to generate as many ideas as possible.
You should have a mind map diagram.
Read this first. It will give you some ideas for your own essay.
You should research the subject before you start writing.
3 Think about who is going to be reading your work.
Who is the intended reader?
What will the reader expect to see in your work?
4 Try to make an outline.
Have you got a skeleton plan/outline? Make a list of all things you want to mention.
Group ideas together.
Arrange/Organize your main points into paragraphs.
Put them in order for your points.
Arrange the points in the most effective order.
5 Begin by drafting your essay.
Make a first draft.
Develop ideas in each paragraph.
Go into more detail on this topic.
Say a bit more about this problem.
What other illustrations/ examples can you include?
6 Take time to review what you’ve written.
Is your argument clear/logical?
Is the structure of your essay clear?
Does this make sense?
Have you got an introduction and conclusion?
What other comments can you give to support your argument?
Is there any unnecessary/ irrelevant information?
Is the style appropriate?
7 Check your spelling/punctuation/grammer.
Remember to proofread your essay (for spelling mistakes).
Use a spellchecker.
Give yourself time to read/checklook through your work.
Be careful with tenses/subject-verb agreement/word order.
Try and correct your own mistakes.
Try to think of a good title.
Don’t forget the layout.
Begin a new paragraph with an indent.
8 This essay will be graded.
I shall mark this essay.
It will count towards your final grade/mark.
Spelling, punctuation, and grammar

1. How do you spell giraffe? Who knows how to spell it?
2. How is it spelled?
3. What is the correct/normal spelling of this word?
4. The word is spelt/speeled: c-a-s-u-a-l.

2. Spell it in English.
Use the English names for the letters.
Do you know how to say the alphabet in English?

3. Have you spelled it right?
How do you spell it with this theory?
Before you begin:
You’re wearing a shirt.

4. You need a comma here.
Check it before you use it.

5. What’s wrong with this sentence?
Can you see anything wrong with this?

5. Why do you spell it c-a-s-a-

6. Spelling mistakes typically involve:
- Missing letters.
  - What letter is missing?
- There’s a ‘Y’ missing.
- It’s spelt with ‘Y’.
- It’s spelt with a double ‘Y’.
- You need an additional extra letter here. Add another ‘e’.
- Extra letters.
  - There’s one letter too many.
  - You only need one ‘a’.
  - You should only have one ‘a’.
  - You’ve got an extra letter.
- Thickly spelling.
  - Spell it with ‘Y’ and then an ‘e’.
  - There should be an ‘o’ instead of a ‘Y’.
  - It begins with a ‘y’.
- Two letters are the wrong way round.
- Writing conventions.
  - Write it with a capital ‘Y’.
  - Use a capital letter for names of languages.
  - Write it with small letters.
  - Write it with one word.
  - You can’t divide the word here.

1. One letter is too much.
2. You’ve got one letter too many.

4. Notice the different ways of referring to a full stop.
Sentence... the end... a full stop (.) period (.)
Decimals: 5.2... five point two.
Two websites: abc.com... = = dot com.

5. In good intermediate and advanced classes, you can ask students to discuss how they think about punctuation and writing.

6. How would you classify the different types of punctuation?

1. Describing, classifying, and comparing:
How would you describe ‘national identity’?
How would you classify the different viewpoints?
What’s the difference? How do they compare?

2. Defining and exemplifying:
How would you define ‘identity’?
What is a good example of a pollutant?

3. Describing processes and effects:
What happens first?
What are the results of this?

4. Using statistics:
How many students?
What changes have taken place?
What can we conclude?

5. Explaining and hypothesizing:
Why does this happen?
What’s your hypothesis?
What if...

6. Thinking critically (i):
What does the text say?
How did you react?
What does the writer think?
Do you agree?

7. Thinking critically (ii):
What other opinions are there?
What is the solution to this problem?
What’s wrong with this story?
How does this change your opinion?
What more do you need to know?

DEVELOPING ACADEMIC AND THINKING SKILLS

1. Language to think about:
Are you familiar with some common ways of giving a definition?
Try to define psychology and linguistics.

2. The words: classify, categorize, and assign are all do to with grouping ideas.
Can you use these words correctly?

3. Can you make sentences to show the correct usage of the words consist, comprise, and compare?

4. Can you describe a simple process clearly and logically?
Try, for example, to explain how rain is formed.

5. Can you read out numerical information, including years, decimals, fractions and percentages, fluently?
Try these: 7936, 12305, 185, 625, 2004, 517, 69, 15/3.

6. How else can you use the number of accidents that has fallen?

7. Can you explain the following words associated with critical thinking: generalization, inference, premise, conclusion, bias, correlation, counter example?

8. Can you use the words effect and effect correctly?

9. The words result, amount, and total are also verbs, how are they used?

10. Correct these sentences: What mark of car do you drive? He has a 29-years-old son.

CLASSROOM ENGLISH VOCABULARY TO COLLECT
Words related to presenting evidence and reaching conclusions.
For example, refer, justify.
Describing, classifying, and comparing

1. How would you describe national identity? Who can describe the landscape of Britain? What adjectives best describe the Finnish climate? What adjectives/nouns/ideas come to mind when you hear the word ‘predilection’? What are the typical features/characteristics of a reality TV programme? What does this remind you of?

2. How would you classify the different viewpoints? How can we categorize the various alternatives? Is it possible to group these ideas under two or three headings? Which group/category would you assign this example to? Which heading would you place this piece of writing under? Can we subdivide our examples into two groups? What class/group does this idea belong to? What different categories/subgroups exist when we talk about wetlands?

3. What’s the difference? What are the differences/similarities between Spanish and Portuguese? What are the points of difference/similarity between Australia and New Zealand? How does Art Deco differ from Art Nouveau? In what way is this different from her earlier novels? To what extent is this similar to his other films?

4. How do they compare? How do these two things/ideas compare? How does this compare/contrast with the earlier example? Are there these two things comparable? What can you compare this with to?

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Defining and exemplifying

1. How would you define identity? Who can define a botanist? Please define the word ‘zoology’ for us. Can anyone provide/give me a scientific/precise definition of ‘intelligence’?

2. What is a good example of a pollutant? Who can provide us with an example of a Celtic language? What further examples of climate change are there? How could this point be illustrated? What (example) do you have to illustrate what you are saying?

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Describing processes and effects

1. What happens first? What is the first step/stage in this process? What would be the next step? How does this develop? What steps follow on from this point? What stages are involved in this process? In what order does this happen/occur? What is the chronological order for these changes?

2. What was the result of this? What happened as a result? What were the consequences of this? What effect did this have?

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UNIT 6 Developing skills
Using statistics

1. How many per cent?
   What per cent/proportion of the population agreed?
   What was the total amount?
   Can you express that as a percentage?

2. What changes have taken place?
   Has the number of cases risen or fallen?
   Has there been a rise or fall in the number of cases?
   Has there been a steady increase?
   What trend can you see?

3. What can we conclude?
   What can we infer/identify from the table/figures/data/information?
   What can you say on the basis of these results?
   1. Be careful with per cent. Notice the singular and plural verb: 65% of Indians is covered by forest.
      30% of the applicants were interviewed.
   2. Typical mistakes: Twenty five per cent, X; twenty five pro cent, X.
   3. If you can’t remember the exact figures, you can always approximate. Approximately/Somewhat/About/Roughly/About fifty thousand people were these.
   Nearly/Almost/Close to/More than/Well over half of them were Liverpool supporters.
   Some five or six/Between five and six Hundred were arrested.
   4. Notice the different patterns for expressing a total.
   5. Money spent on cinema tickets/total/d/amounted to £60 million.
   6. Mobile phone exports made up account for 45% of foreign trade.

2. Remind yourself of how to say numbers and years:
   Decimals: 2.3 = two point three; 36.8 = thirty six point three six.
   Fractions: 1/5 = one fifth; 3/4 = three quarters.
   Years: 1984 = nineteen eighty four; 2003 = two thousand and three.

3. If you want to do calculations about numbers:
   Remember: 19 + 33 = 52; Nineteen plus/added to thirty three equals/fifty two.
   96 - 42 = fifty six; Fifty six minus/take away/five/less sixty four.
   8 x 4 = thirty two; Eight times/multiplied by four.
   12 x 2 = twenty four; A hundred and twenty eight divided by forty.

Explaining and hypothesizing

1. Why does this happen?
   Can you explain the reason(s) for this?
   How can this be explained?
   What is the explanation for this?
   What would be a reasonable explanation?

2. What’s your hypothesis?
   Have you got a theory to explain/about this reaction?
   How can we test/prove/confirm this hypothesis?

3. What if …?
   What if there is/was a pandemic? What then?
   Consider this possibility/scenario/hypothetical case.
   Suppose we look at the problem from a different perspective.
   Suppose the situation changes, how would you respond/react?
   Let’s suppose there is no cure. How will that affect things? What arguments is the author trying to make?

Do you agree?
What do you think of the author’s analysis?
Do you agree/disagree with this?
Do you share the writer’s view?
Can you defend/counter the views presented?
How does the problem affect you personally?
To what extent can you relate to this issue?
How does this relate to your own experience/background/observations?
In what ways can you relate to the opinions expressed here?

Consider a hypothetical situation

1. In 2006 there was a tenfold increase in tears.

Thinking critically (1)

1. What does the text say?
   What factual information are you given?
   What are/are not the most important points?
   What arguments are presented/put forward?

2. How did you react?
   What surprised/shocked/confused you in the text/extract?
   How did this extract present the issue in a new light?
   How balanced/fair were the opinions presented here?
   What new points were raised for you?

3. What does the writer think?
   Where does the writer stand?
   What is the writer’s stance/position on this issue?
   What opinion is the writer presenting?
   Is the writer impartial/biased?
   How does the author try to persuade us that she is telling the truth?
   What arguments is the author trying to make?
   What is the author attempting to prove?
Thinking critically (2)

1. What other opinions are there? What alternative/opposing views exist on this subject? What other ways are there of looking at this problem? What are the arguments for and against? What are the pros and cons?

2. What is the solution to this problem? How can we solve this problem? What other solutions are there to solving this problem? What options do we have to solve this problem? What kind of solution are we looking for?

3. What’s wrong with this theory? What is the main problem with this approach/theory/idea? What problems can you see with this approach? Can anyone identify any problems/difficulties with this idea? Where do the main problems/difficulties lie? What are the strengths and weaknesses of this idea? What are the merits and shortcomings of this proposal? Is this a sensible/reasonable approach?

4. How does this change your opinion? To what extent does this affect/influence your opinion? Does this confirm or challenge your own thinking on this topic? Has this changed the way you think about your opinion? Have you re-examined or altered your thinking on this issue?

5. What more do you need to know? Do you have all the necessary/relevant facts? Do you need to find out more about this issue? Are you taking all of the details into consideration? Have you examined all of the possible perspectives? Have you considered all the available data? Have you overlooked any important facts?

6. Are you certain that you’ve taken all of the details into account? Have you looked at both sides in a balanced and fair way? Have you critically assessed all the alternatives? What are the criteria for assessing this? Is there conclusive evidence for this? Can you make a reasoned judgement?

3. For commenting on problems: The main problems/difficulties to address are... One problem may appear to be... It might be impossible to understand the problematic... Sometimes a compromise can be reached. If we put these two ideas/approaches/opinions together, what will be the result? How can we combine/reconcile these two views/opinions/ options?

4. To change one’s opinion takes courage. The following phrases might be useful for students to structure their thoughts and comments: I had understood that... but now I think that maybe... Earlier I thought... but maybe... Maybe this issue isn’t as clean-cut/simple as I thought. I hadn’t seen this point of view before. I realize now that... I under/overestimated the importance of this.

5. Group work allows deeper discussion of a topic. Students can use their own knowledge and experience to exchange ideas and views. They can then look at their own views. It is important to create a safe and judgemental environment where students feel encouraged to examine different opinions and move to change their minds.

There are five tools of thinking which students need to develop:
- background knowledge (gathering the information about a topic that they need for thoughtful reflection);
- criteria for judgement (having a basis for deciding which alternative is/are the most sensible or appropriate);
- critical thinking vocabulary (having the concepts related to presenting viewpoints and arguments);
- thinking strategies (using decision-making procedures and modes); and
- habits of mind (acquiring certain values and attitudes, such as being open-minded and critical).

See Useful reading and resources, page 171.

Classroom essentials

ASKING QUESTIONS (3)

More about Wh-questions
In Unit 4, we looked at Wh-questions and focused mainly on problems with word order, especially in indirect questions, for example, Can you tell me where he went? In this unit we will be concerned with more precise Wh-questions, the types of questions you ask your students when dealing with a topic in detail.

e) What else?

- Notice how else and other are used to ask for additional information: What else have you found out? What have you found out, too?
- What other reasons might there be? Which other proposition can you use? Which other reason might there be, too? Which other proposition can you use, too?

- If you have a precise number of possible answers in mind, you can ask, for example: What three reasons does he give? What are the other three reasons that are mentioned in the text? Which other four reasons are mentioned?
- Which other four reasons are given as examples?

What else? and anything else are also useful as ways of asking students to add to a list. OK, firstly they forgot that they had a meeting the following day. What else? So they had bread, butter, tomatoes, anything else?

What ... like?

- For a general description it is useful to ask: How and What ... like?
- What’s her/likoni/like — It’s a busy modern city.
- What was your holiday like? — It was fantastic!
- What’s the weather like? — Freezing!
- How was your trip? — Very exhausting.

- In longer What ... like? questions (for example, containing a relative clause), like usually comes after the noun it is associated with, but it also often occurs in sentence final position:

What was the film you went to see last weekend?

- What was the film you went to see last weekend?

- What ... like? is also used with verbs of sensation. Notice the alternative form with how:

<table>
<thead>
<tr>
<th>What did it</th>
<th>feel?</th>
<th>look?</th>
<th>smell?</th>
<th>sound?</th>
<th>taste?</th>
</tr>
</thead>
</table>
• Replies can use an adjective, like and a noun, or as if and a verb phrase:
  felt
  looked
  smelled
  sounded
  tasted
  nice/like winter/ as if I could fly.
  cool/like gold/ as if it would rain.
  horrible/like fish/ as if there had been a fire.
  strange/like Mozart/ as if they were arguing.
  stale/like peach/ as if it had gone off.

• A typical mistake is to use how and like together:
  How did it look like? X

much and many

• Remember to include an additional of when asking precise questions with much or many:
  What have they too much of?—They had too much freedom.
  What haven’t they got many of?—They haven’t got many power stations.

• The same is needed in all questions that use expressions of quantity and numbers (for example, a lot of, some of, any of, enough of, ten of):
  What did they buy three of?—They bought three books.
  What wasn’t there enough of?—There wasn’t enough water.

Time and place

• Many Wh- questions related to time and place are formed using prepositions, especially at, in, on, and to. Modern English usage tends to place the preposition at the end of the question, but in several cases no preposition is needed at all.
  In which year was Shakespeare born?
  Which year was Shakespeare born in?
  Which year was Shakespeare born?

• Check the following list of examples. If there are brackets around both prepositions, then use of the preposition is optional.

<table>
<thead>
<tr>
<th>(in)</th>
<th>(on)</th>
<th>(At)</th>
<th>(for)</th>
<th>(for)</th>
<th>(At)</th>
</tr>
</thead>
<tbody>
<tr>
<td>which month did war break out</td>
<td>which day will you leave</td>
<td>what date is it</td>
<td>how long did it last</td>
<td>how many years did they wait</td>
<td>what age can you vote</td>
</tr>
<tr>
<td>(in)?</td>
<td>(on)?</td>
<td>(on)?</td>
<td>(for)?</td>
<td>(for)?</td>
<td>(At)?</td>
</tr>
</tbody>
</table>

• Notice that in phrases like in what way, in what sense, in what respect, the preposition cannot be placed at the end of the sentence:
  In what way does this change the situation? in what respect is this case different?

Size and weight

• There are three ways of asking questions about size and dimensions:
  How big is the package? or Is the size of the package?
  How large is the park? or What size is the area of the park?
  How tall is the building? or What height is the building?
  How high is Mount Everest? or What is the height of Mount Everest?
  How long is the Panama Canal? or What is the length of the Panama Canal?

• Questions of the following type often cause problems:

<table>
<thead>
<tr>
<th>(in)</th>
<th>(on)</th>
<th>(At)</th>
<th>(for)</th>
<th>(for)</th>
<th>(At)</th>
</tr>
</thead>
<tbody>
<tr>
<td>big</td>
<td>large</td>
<td>tall</td>
<td>high</td>
<td>low</td>
<td>long</td>
</tr>
<tr>
<td>a package</td>
<td>an area</td>
<td>a building</td>
<td>a mountain</td>
<td>a canal</td>
<td></td>
</tr>
<tr>
<td>is it?</td>
<td>is it?</td>
<td>is it?</td>
<td>is it?</td>
<td>is it?</td>
<td></td>
</tr>
</tbody>
</table>

• The other adjective and noun pairs are:
  deep—depth, thick—thickness, wide—width, broad—breadth.

You can ask about weight in a number of ways:

How heavy is the bridge?
What weight is the bridge?
What/How much does the bridge weigh?

• Notice the pronunciation: height (haɪt), but weight (weɪt).

• Replies to these questions also use nominal and adjectival forms:
  It is two metres long.
  It has a length of 2 metres.
  It is 2 metres long.
  It has a length of 20 cm.
  It is 20 cm in width.
  It has a width of 20 cm.
  It is 20 cm wide.
  It has a width of 20 cm.

Shape, colour, and age

• Questions about shape and colour are:
  What shape is the box? What colour is the box?
  What shape is the box? What shape is it?
  What colour does she have? They’re blue in colour.
  What colour does she have? It’s round in shape.

• In connection with questions about age, notice:

   How old is Maya?
   What age is Maya?
   She is 29 years old.
   She is 29 years of age.

   She is 29 years old.
   She is 29 years of age.

   Maya is a 29-year-old woman.
   Not a 29-year-old woman X
Make and type

- When asking about types and makes, notice the use of "of:"
  - What make of car do you drive?
- Not: "What mark of car?"
- What brand of washing powder do you use?
- What kind of books do you read?
- What sort of man is he?
- What type of films do you like?

Miscellaneous

- The following sentences are examples of other useful question types:
  - What time train did they catch?
  - What price holidays are you interested in?
  - What number bus should I take?
  - What percentage of the students passed?
  - How many euros' worth of bananas did you buy?
  - Whereabouts in London does he live?
  - What temperature is it?

Prompting

You probably like to prompt your students, in other words help them to answer by giving them the frame for the correct answer, or by saying the first few words. With Wh-questions this kind of prompting takes two forms.

1. A change in word order, with the Wh-question word or phrase at the end:
   - And this city here is called ... what? Does anybody know?
   - The library closes at ... what time? Anyone?

2. A normal Wh-question, followed by the beginning of the answer:
   - Which year did he leave? He left in ... ? anybody?
   - What is this fool called? Yes, it's called a ... ? Marco, please.

Notice that very often the last word of the prompt phrase is lengthened and a rising intonation is used.

See 2.6.1

Practice

1. Ask Wh-questions that will produce the complete answers given below. Ask about the words in italics.

   Example:
   - Mr Evans left at three o'clock. — What time did Mr Evans leave?
   1. Mrs Jones started her new job in June.
   2. The first settlers landed in 1730.
   3. Our friends came on the 4 o'clock train.
   4. The tsunami disaster happened two years ago.
   5. We were hoping we wouldn't be late, for the concert.
   6. They decided to spend the evening with some friends.
   7. To get into town you'll have to take a number 8 bus.
   8. David is interested in Mercedes and Aston Martin cars.
   9. Julie is fond of fashion magazines.
   10. Jamie prefers White-Out toothpaste to all the others.
   11. The room should have been 6 metres in length.
   12. The sculpture had a height of 12 metres.
   13. He was looking for a blue pullover.
   14. These new student buildings are round in shape.
   15. It was wonderful, just lying in the sun.

16. The village resembled something straight out of a tourist brochure.
17. His voice sounded like a crowing cock.
18. The car was heading north.
19. She works in Fleet Street, to be precise.
20. He bought as much petrol as he could for the $20 he had on him.

In the following situations, you are thinking aloud. Find an appropriate question beginning with the word given in brackets that you might ask next.

Example:
- The tourists visited three cities. The students have found two of them. Where?

   - Where else did the tourists visit?
   1. The text refers to five reasons for climate change. They've only mentioned three so far. (What)
   2. Good! They at least remembered the name of the painter. But is that all they know about this painting? (What)
   3. Let's see if they noticed that almost 25% of the people interviewed were under the age of 18. (What)
   4. I know that quite a few of them went to a rock concert. I wonder how it was? (What)
   5. OK! The war affected his health. Good answer, but did it change him in any other way? (How)
   6. The brothers in the story had only £25, but it wasn't enough. They were short of £50. (What)
   7. Finland has more than 60,000 ... what? Aah, lakes. Let's see if they know that. (What)
   8. Did they notice in the text that wearing a cycle helmet became compulsory in 1999? (Since)
   9. The incident had a huge effect on the peace talks, but do they see how? (In)
   10. Right, they've told me it was a French car the woman was driving, but can't they be more precise? (What)
Exercises and activities

1 Prepositions, articles, and vocabulary
See the OUP website http://www.oup.com/elt/teacher/pce.

2 Reading aloud
**RECORD** Choose a passage of some 25–30 lines and duplicate enough copies for the rest of the group. Prepare the passage carefully: for example, think about pauses, intonation, problem words, any possible voice characterizations. Your task is then to have the members of the group read the text aloud. You will use it to practise pronunciation, especially problem sounds, word stress, rhythm, and intonation, by repeating and imitating. You will have to act as the model. Be prepared to deal with any pronunciation problems the group may have suddenly developed.

3 Using a recording
**RECORD** Work in small groups. For this task you will need a short recorded dialogue suitable for the age group that you teach. It could be from an authentic radio programme or a recording accompanying a textbook. Listen to the dialogue together and then discuss:
1 how to prepare your students for the listening task;
2 what the aim of listening to this particular text is;
3 any possible difficulties;
4 how to break up the text into sections;
5 any possible follow-up tasks.

When the group has come up with a good lesson plan, take turns introducing the task to the other groups.

4 Detailed working with a text
**RECORD** Find a passage of some 15–20 lines from a newspaper or magazine. The idea is to take a close look at some of the structural and lexical features of the text. The phrases in section 6, Bn will help you get ideas. Then:
1 Go through the text and pick out five structures that you would like to bring to the attention of your students, either by explaining or through question-and-answer;
2 Pick out five words that are used in a special way or which have useful related forms, synonyms, or antonyms;
3 Think of two questions that ask the students to explain a reference in the text or to give their own understanding of the text;
4 Try out your text and questions on your fellow students. If several groups work on the same text, you can compare your choice of words and questions.

5 Spelling and punctuation

For this exercise, work with a partner. Student A should look at the questions on this page, while Student B should look at page 158. Take it in turns to read out your sequences of letters and punctuation. Without looking, your partner should try to write down the sequence as quickly and as accurately as possible. Notice that the letter sequences are all anagrams of English words. Once you have solved the anagram together, try to explain its meaning. Alternatively, you can choose your own words to spell out as anagrams.

6 Running a discussion
**RECORD** Prepare and run a five-minute teacher-led discussion session with fellow students on one of the following topics. Make sure you involve everybody and bring the discussion to a conclusion.
1 Buying presents is a waste of time and money.
2 Everyone should have a three-day weekend.
3 Family reunions do more harm than good.
4 Mobile phones — a curse or a blessing?
5 Do we have healthier lives than our parents?
6 There is nothing we can do to reverse global warming.

7 Correcting errors

Comment on and correct any errors in the following sentences. Your comments and questions should help to guide students to seeing their own mistakes. Sentences 1–5 contain spelling and punctuation errors; sentences 6–10 grammatical and lexical errors, and sentences 11–20 pronunciation errors.
1 The boy doped the beer bottle on the flor.
2 Do you thikk swedish is a useful language.
3 Hello he said. This foot ball is for you my friens.
4 Santa claus is also called fatbre chrismas.
5 I know, that the children's parents are japanese.
6 The sun raises in every morning.
7 I am going to the bus.
8 I become interested about fishing for ten years ago.
9 Shakespeare is born year 1564 in Stratford-upon-Aven.
10 Many people are liking about the pancake.
11 There is one question that we need to think.
12 Look the record's name from the etiquette.
13 He has made all his homeworks on Wednesday.
14 Everyone of the boys was wearing white skirt and tie.
15 Listen my three first sentences before you will decide.
16 Do you want /versi/ some chewing /'ju:m/ gum?
18 There /'keim:/. ice cream /girmaz/ for dessert. /dez/. 
18 Roger /'rōgə/ stayed in a hotel /hætl/ in Edinburgh /'dʒɪd(NO)nd/. 
19 The scissors /'skaɪs/ were hidden under the junk /daɪsk/. 
20 They did an analysis /'æn(a)lɪsɪs/ of six fruit juices /frut /jʌts/. 

8 Critical thinking

In groups, work out five good questions that would make your students think critically about the following questions. Suggest strategies for finding answers to the questions. Then try your questions out on your fellow students.
1 How do we stop the 'good old days'?
2 How difficult is it to learn English?
3 What do national heroes have in common?
Audio practice

1 Classroom intonation

6.1 Practise asking prompting questions based on the underlined words in the sentences below. Remember to lengthen the final word of the question and use a rising intonation. Add Anybody? or Any suggestions? or Does anybody know? at the end.

Example
The same day she bought a new computer. And the same day she bought...what? Any suggestions?
1. They arrived home at half past nine.
2. After calling in at her office she went home.
3. The French for town is ville.
4. One coat was red and the other was green.
5. There are three official languages in Switzerland.

6.2 Now use the other form of prompting with the following sentences.

Example
The same day she bought a new computer.
What did she buy the same day? She bought a...? Anybody?
1. She left on Wednesday.
2. This building was designed by Alvar Aalto.
3. This area is called the Lake District.
5. The Finnish word for strawberry is mansikka.

2 Key sounds

6.3 In the following sentences identify examples of the sounds /v/; /b/; and /h/. Then read the sentences aloud. Notice that there are some examples of a linking /v/ sound and missing /b/.

1. You have half an hour to hand in your homework.
2. Listen carefully and then write a summary of the lecture.
3. Familiarize yourselves with the correct version.
4. Perhaps you can try to behave properly.
5. I'm very sorry. I'll try and remember it for Friday.
6. Please read the rest of the lesson at home.
7. I asked him how he had heard about it.
8. If I'm honest, the whole exhibition was rather boring.
10. Please collect in the labels or any original diagrams.

6.4 The following words are often mispronounced. Try reading the list aloud. If necessary, use a dictionary to check the meaning. Then listen and repeat.

1. biscuit broad bruise
2. busy chaos choir
3. doubt height irony
4. recipe sword yacht
5. queue salmon receipt
6. chemistry humour miniature
7. stomach scheme nuisance
8. soup flour tough
9. muscle spiral brochure
10. opera ache exaggerate

3 Word stress

6.5 This exercise can be done individually or in pairs. The following table contains 72 words in English that are often stressed incorrectly. Choose a column or a row at random and practise reading it aloud in both directions until you are fluent. Then move on to a new row or column. It may be easier to listen to the correct version first or to begin with the table written in phonetic transcription on page 165.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>academ</td>
<td>adjective</td>
<td>adverb</td>
<td>alternative</td>
<td>analyse</td>
</tr>
<tr>
<td>2</td>
<td>apostrophe</td>
<td>balloon</td>
<td>biology</td>
<td>canal</td>
<td>canary</td>
</tr>
<tr>
<td>3</td>
<td>cassette</td>
<td>catastrophe</td>
<td>cathedral</td>
<td>Catholic</td>
<td>character</td>
</tr>
<tr>
<td>4</td>
<td>compete</td>
<td>concerto</td>
<td>cricium</td>
<td>crested</td>
<td>consumer</td>
</tr>
<tr>
<td>5</td>
<td>develop</td>
<td>development</td>
<td>diameter</td>
<td>economy</td>
<td>effort</td>
</tr>
<tr>
<td>6</td>
<td>executive</td>
<td>geography</td>
<td>guitar</td>
<td>horizon</td>
<td>hotel</td>
</tr>
<tr>
<td>7</td>
<td>injury</td>
<td>laboratory</td>
<td>machine</td>
<td>medicine</td>
<td>motive</td>
</tr>
<tr>
<td>8</td>
<td>naked</td>
<td>opponent</td>
<td>orchestra</td>
<td>ordinary</td>
<td>origin</td>
</tr>
<tr>
<td>9</td>
<td>personnel</td>
<td>philosophy</td>
<td>photograph</td>
<td>photographer</td>
<td>photography</td>
</tr>
<tr>
<td>10</td>
<td>prejudice</td>
<td>process</td>
<td>product</td>
<td>pronoun</td>
<td>psychology</td>
</tr>
<tr>
<td>11</td>
<td>recipe</td>
<td>referee</td>
<td>refugee</td>
<td>salad</td>
<td>technique</td>
</tr>
<tr>
<td>12</td>
<td>theology</td>
<td>vehicle</td>
<td>violin</td>
<td>violinist</td>
<td>voluntary</td>
</tr>
</tbody>
</table>

4 Live lessons

You will hear some short extracts from different classroom situations. Listen to each extract and then answer the questions.

Live lesson transcripts can be found on page 166.

6.6 Asking for an opinion

1. What language problem does the teacher deal with at the beginning of the extract?
2. What was probably the original question that the teacher asked the student?
3. Who are told to be quiet?
4. The teacher corrects a small prepositional slip. What is it?
5. The student tries to explain why the programme is special. Write down exactly what he says.
6. What grammatical slip does the teacher himself make and then correct?

Vocabulary list for exercise 6, page 100:

Student B
Nouns: belt, stamp, wallet, eraser, coward, hospital, woodpecker, lens, economy, honesty
Adjectives: narrow, fascinating, boring, violent
Verbs: to ache, to employ, to snore
Running a discussion
1. The students have been working in groups and discussing the pros and cons of cosmetic surgery for teenagers. Which of the following arguments are NOT put forward by the students?
   a. There are always medical risks.
   b. Cosmetic surgery is expensive.
   c. Plastic surgery will not change your basic personality.
   d. The long-term effects on a growing body aren’t clear.
   e. You cannot reverse cosmetic surgery.
   f. It is a sign that you have a weak self-image.

2. What does the teacher write on the board while the students are presenting their ideas? Why?

3. The teacher says, “That’s it for now.” What does she mean?

Interpreting a political cartoon. The teacher is using the cartoon below, which appeared in a newspaper in 1943.
1. What event in European history is this group studying?
2. The activity involving the cartoon has two parts. What are they?
3. Why does the teacher introduce the word swastika right at the beginning of the activity?
4. How many of the people in the statue does the student identify correctly?
5. Do the students seem to understand the idea expressed in the cartoon?
6. How does Anna solve the problem of not knowing the English for the German word machtlos (= powerless)? How does the teacher react? What does the student then do?

THE ROCK

From the Daily Herald, 13 February 1943

Anagrams for exercise 5, page 154:

Student B
8 equirustin
9 lecaedomiri
10 oocutapin
11 g...|,...!

Student C
12 [],...!
13 eehypoxio
14 utjleaoernsis

Unit 1

Exercises and activities
2 Classroom scenario
1. Good morning, Simon. How are you today?
2. Put your tennis racket in your locker.
3. Maya, hang your anorak up on the coat rack.
4. Let’s go in,shall we? I’ll go in and take your seats.
5. Come on in, Will.
6. Close the door behind you.
7. Good morning, everybody.
8. I hope you all had a good weekend and are feeling fit.
9. How are you today, Sonya?
10. And how are you getting on, Mike?
11. Let me introduce myself. My name is Mr/Mrs/Miss…
12. I’ve got three lessons a week with you: on Mondays, Tuesdays and Thursdays.
13. I’m looking forward to working with you.
14. Let’s see if everyone is here.
15. Has anybody seen Lena this morning?
16. Who wasn’t here last time?
17. It’s nice to see you again, Marie.
18. Ask your friend to tell you what we’ve been doing.
19. All right. It’s time to start.
20. I’m waiting for you to be quiet.
21. Close your desk, Maya.
22. Put your chemistry books away, Joe.
23. Why are you late, Tom?
24. I see. Well, sit down and we can start.
25. I’ll have to report you if you’re late again.

Audio practice
1.2 The tonic syllables are underlined.
1. How are you today, Paolo?
2. Have you all understood?
3. Who hasn’t finished?
4. Does anybody know where Liya is?
5. Who was busy last Friday?
6. And how are you, Bright?
7. And have you all understood the idea?
8. Who hasn’t done number 3?
9. Does anybody know why Tim’s late?
10. Who wasn’t there last time?

1.6 Notice that when can be pronounced with either /æ/ or /ə/.
1. That’s the third time this week.
2. That will do for this time, thank you.
3. I’ll go through this with you next Thursday.
4. I think you need more than three minutes on this exercise.
5. Do you think there is something the matter with Kathy?

Answer key

Unit 2

Classroom essentials
1. Suggested answers
   1. Have you all understood?
   2. Don’t you have a pencil?
   3. Are you having problems?
   4. Have you finished?
   5. Has anybody done question 3?
   6. Is there anybody who hasn’t finished?
   7. Do you have any questions?
   8. Is there anybody who doesn’t know the answer?
   9. Would you do the next one, Anders?
   10. Haven’t you got a book?
   11. Is this difficult?
   12. Aren’t you listening?
Exercises and activities

2 Rephrasing. Suggested answers
1. We have no other choice.
2. I'd like to divide yourselves into two teams.
3. I must have overlooked it.
4. In your own time.
5. It makes no difference which group you join.
6. You didn't have a single mistake.
7. Is there anybody who hasn't had a turn?
8. Could I just squeeze past, please?
9. Keep it up!
10. That's more like it!
11. This one gives you a lot of trouble.
12. Come and sit at the front if you can hear.
14. Let's take it in turns to read, starting with Lena.
15. You made a good job of that.
16. Carry on with your work while I'm away.
17. Today's date is 5th July.
18. You have to spend some more time practising this.
19. No damage done.
20. Any volunteers to clean the board?

3 Classroom scenario. Suggested answers
1. I'm afraid I'm not feeling too well today. I have a headache.
2. Bless you!
3. I hope you're not catching the flu.
4. Best of luck with your own.
6. First of all we shall watch a video.
7. I'm so sorry, Margarete.
8. Can you see?
9. Can you hear all right?
10. Come and sit at the front if you can't see.
11. Not altogether please. Don't do it.
12. I want you to work in pairs for five minutes.
13. Tell me something about your winter hobbies, Susanna.
14. Sorry, I didn't catch what you said, Minna.
15. You have already had a turn, Pia. Someone else.
16. Is there anybody who didn't have a turn?

Audio practice

1. Anyone volunteers to clean the board?
2. Thank you for your help.
3. I want you to work in groups of four, please.
4. I'll leave it up to you to decide.
5. One of you is the customer, the other is the salesperson.
6. Now you can change round.
7. Your pronunciation is very good, I think.
8. Don't give up. You can do it!
9. I was very pleased with your work today.
10. Enjoy your winter holiday!

Unit 3

Classroom essentials

1. Suggested answers
a. Would you like to come and sit at the front, Emilia?
b. Could you come and sit at the front, Emilia, please?
c. I want you to read these lines each.
d. If you like to read these lines each, please.
e. Suzanne, could you come out to the front, please?
f. Suzanne, do you mind coming out to the front?
g. Do you think you could help me with the CD player, Amelinda?
h. Would you so kind as to help me with the CD player, Amelinda?
i. Emie, clean the blackboard for me, if you don't mind.
j. Emie, would you be kind enough to clean the blackboard for me, please?
k. I'd like you to work in pairs for today.
l. Do you think you could work in pairs for today?
m. Lori, do you mind not shouting?
O. Stop shouting, could you, please, Lori?
1. Would you be kind as to pass me that dictionary off the shelf, Alex?
m. Do you think you could pass me that dictionary off the shelf, Alex?

2. 1st syllable: misprint, damage, volume, hardout, progress, secretary, overload
2nd syllable: transparency, caseette, arrange, cooperate, mistake, divide, CT, terrific, appreciate
3rd syllable: interrupt, individually, volunteer, independently

Exercises and activities

2 Rephrasing
1. Go and sit down again.
2. Could I have a bit of quiet?
3. Turn round and face the front.
4. Bring your work out here for me to look at.
5. How long have we got till class?
6. How many points did you get altogether?
7. Mind you don't trip over the cable.
8. Return your seats to where they belong.

3 situations

1. How about opening the window?
2. Can I have your attention, please?
3. Perhaps you could step outside for a moment.
4. Please arrange the chairs in a horseshoe shape.
5. Make sure you pick up any rubbish near you and put it in the bin.

4. Could someone give me a hand?
5. Don't disturb your neighbour, please.
6. Let's check to see if the radiator is on.
7. Please put the desks in groups of four.
8. Return to your work place.
9. Remember to straighten the desks and chairs before you go.
10. What's happening on that side of the class?
11. What's going on down there?
12. Can you please pass me something to say?
13. No copying, thank you.
14. Make sure your papers are switched off.
15. Mind the bag!
16. Everyone sit down and stop talking now.

Audio practice

3. 1st syllable: radiator, melody, medicate, reference, furniture, problem, comfortable, mobile
2nd syllable: misprint, display, accomplice, accompaniment, original, certificate, equipment, appliance, distract, guitar, pianist
3rd syllable: definition

4. b.c.e.
5. b.
6. The boys are probably sitting somewhere near the back of the class. They cannot concentrate; they will have to move to the front.
7. She is giving the boys responsibility for how they behave.
The students should not throw the ball all over the classroom.

The students cannot hold the ball long. They will have to think about what they are going to say in advance.

If they catch the ball a second time, they have to say something else. Everybody should get a chance to answer.

A circle. . .

A circle. . .

A circle. . .

A circle. . .

A circle. . .

The students get a slip of paper with a statement on it. They must decide whether the statement represents communist or capitalist ideology and then sit on the appropriate side of the class.

To introduce them in a simple way to some basic principles of capitalism and communism.

She tries to dramatize the situation by asking the students to imagine an iron curtain dividing the classroom as if once divided by Europe.

The students might probably read out their statements and the teacher will check they are sitting in the right side of the class.

1. Suggested answers

Is Mrs Jones a secretary or a research assistant? What is this? A book or a pencil? Is the correct answer A or is the correct answer B?

Would Mrs Jones answer the next one, or would Sally answer the next one?

Which is the correct preposition: at, in, or on?

Was Shakespeare born in the 16th or the 17th century?

Is the capital of Peru Lima or Santiago?

How does Maria spend her summer holidays, travelling round Europe or relaxing at her summer cottage?

Did Clinton win the Nobel prize for his work on DNA or did Best and Kanting win it?

Is Michael 11.2 or 1.3?

2. Suggested answers

Who is the student? Who does the teacher know?

Who handed out the textbooks?

What did the teacher hand out?

Who beat the student in the race? Who did the teacher beat in the race?

Who wanted to see the teacher after class? Who did the student want to see?

Who helped the student check her homework? Who did the teacher help check her homework?

Who saw the teacher arriving late? Who did the student see arriving late?

Who marked the student's test? What did the teacher mark?

Who stood at the student in amazement? Who did the teacher stand at in amazement?

What depended on hard work? What did her success depend on?

What led to several accidents? What did the dangerous road conditions lead to?

Suggested answers

What is the student of Canada? Do you know what the capital of Canada is? What do you think it is? The capital of Canada is Ottawa.

Why do you call it Ottawa? Have you any idea why you can leave it out? Why do you think you can leave it out? What does the word mean in French? Can you tell me what the word means in French? What do you suppose the word means in French?

When can you say yes or no? Do you remember when you can say yes or no? When do you imagine you can say yes or no?

Where does the adverb of time usually come? Does anybody know where the adverb of time usually comes? Where did you tell the adverb of time usually comes?

Who was in the room discovered? By what anybody any idea who was in the room discovered? By who do you think was in the room discovered?

How is the word pronounced? Do you remember how the word is pronounced? How do you suppose the word is pronounced?

Where must you put the stress? Do you know where you must put the stress? Where would you say you must put the stress?

What did the student spend the whole night thinking about? Do you know what the student spent the whole night thinking about?

What happened last night? Have you heard what happened last night? What do you reckon happened last night?

Exercises and activities

Propositions

1. a in 6 on 13 in 16 in 21 in 26 on
2. on in 7 to 12 to 17 to 22 to 27 to
3. at in 3 at 13 at 23 at 28 at
4. in in 9 in 14 in 24 to 29 to
5. to in 10 in 15 in 20 at 25 in 30

Suggested answers

Take out your textbooks, please, and open them at page 6.

Is there anybody who didn’t remember their textbook?

Don’t forget it next time.

Hahaha, you will have to share with Stone this time.

Today’s text is about British pop music in the 1990s.

Would you like to meet the student on your text, please?

Was everything clear?

Can you give me the gist of the passage?

Let’s start by looking at some difficult parts of the text.

Have you all found the place?

It’s the third paragraph from the top.

The fourth line, and the second last word.

It means the same as new or full of new ideas.

How would you translate it?

Let’s read the text aloud, in turns, please.

Copy this down in your notebooks, please.

Hmmm, could you collect the notebooks in, please, and put them on my desk.

For the next thing, take out your workbooks and turn to page 76.

Before you begin, let me tell you what I want you to do.

I want you to do the first half of exercise 30B.

You can leave number 3 out.

I think you have had enough on this.

All right, everybody stop what you are doing, please.

Let’s go through the exercise list, please.

Still, what have you put for the first one?

Does anybody have any alternative suggestions for November 1st?

Good idea! I hadn’t thought of that.

There was just one little slip in what you said.

What’s the matter with it?

Let’s try the exercise orally before you write it down.

I’ll like you to write your answers aloud in your notebook.

Suggested answers

Of course, the photographer will be here. I had forgotten about all that.

That’s a good point. They wanted to throw it out and get rid of them.

Yes, you’re right. Nobody knows how many died in the crash and how many survived.

Yes, even nowadays raising sheep and cattle is an important part of the island.

Glasgow was very important, and ships really could sail up the river as far as the city.

Yes, it’s in the west of Scotland where the language still survives.

Well, in some ways it’s the same as the first one, but maybe not so much.

Of course he did. He wanted his friends to come and celebrate with him.

Audio practice

4.1 Listen to the following sentences.

The normal Wh-questions were sentences 1, 3, 4, and 6 the right.

4.2 Suggested answers

I suggest turning this way and facing the screen. What if I try to speed things up a bit?

You might as well copy these words down in your notebooks.

I’d rather you didn’t spend more than five minutes on this.

Take my advice and organize your files.

It wouldn’t be a bad idea to check this in the dictionary.

You had better not vary any more time on this.

What about coming out to front and showing the others?

My suggestion is that you work in groups of three or four.

If I were you, I’d use capital letters for this.

Exercises and activities

2. Suggested answers

Come out and point to San Agustín on the map. Heidi, OK.

Kim, you’ve already been out to the board twice. Let’s give someone else a turn.

How is the weather today? How is the temperature today? How is the weather?

Can anyone correct the spelling mistake in sentence 4? I’d like someone to check my spelling for me, please.

Wauden, I need you to wipe that exercise off.

Could you please give me a maker pen? I’ll adjust the focus. Is that better?

We need an extension lead. Could someone give you another lead and fix it?

Who would like to operate the projector today?

I’m sorry, I seem to have put the picture in upside down on the screen.

Is this the next one?

The next part of the DVD shows some typical Scottish scenes.

I’ll pass this book round for you all to see.

Sorry! I’ll put the CD player in.

Just wait until you find the place.

Before we begin, we’ll do a test run to check that everything’s working.

That’s a relief. We can carry on now.

Don’t forget to use the speaker; it will help you.

Let’s see what you can find about butterflies on the internet.

Don’t forget to save your work regularly and make a back-up.

This hot pot I’ve eaten. I’m afraid we need to make a new one.

Could I please send me your work as an email attachment?

The students can explain their choices. In this way the teacher can make sure the students have really understood the rules for using the definite and indefinite articles.

It illustrates when to use the definite article.

The “E” is silent.

He asks the student to direct the question to another student in the class.

What were you doing?

He draws their attention to the verb and asks which form, was or were, follows you.

The student successfully corrects the mistake.

4.2 The “E” is silent.

4.3 To stay and prove things up a bit?

4.4 He asks the student to direct the question to another student in the class.

4.5 I suggest turning this way and facing the screen.

4.6 If I were you, I’d use capital letters for this.
Audio exercises

5.4 The stressed syllables are in italics.
1. a video camera
2. a fax machine
3. a DVD player
4. a data projector
5. a digital camera
6. a satellite dish
7. a keyboard
8. a USB connection
9. a plastic bag
10. a mouse button
11. a remote control
12. an extension cable
13. a headset
14. a web browser
15. an overhead projector
16. a CD player
17. a ink cartridge
18. an operating system

5.5 The stressed syllables are in italics.
1. You'll find the command in one of the pull-down menus.
2. This online dictionary is really handy.
3. Don't forget to make a back up.
4. Have you installed the latest updates?
5. Don't forget to log off when you're finished.
6. It has two built-in speakers.
7. Let's go online and link up with the other class.
8. This is a phrase that you'll have to look up.
9. We should buy the upgrade as soon as possible.
10. I've forgotten to say goodbye.

5.6 No.
1. She wants the students to concentrate on listening and understanding.
2. Here goes.

5.7 NATO. He uses the German pronunciation.
1. Albania.
2. Word order. "Why didn't they take part...?"
3. The difference between the noun 'socialism' and the adjective 'socialist.' This is an important difference that the students should know in order to be able to discuss history and international relations. The other mistakes do not interfere with intelligibility.

5.8 It may be the first time the students have worked in this way and the teacher wants to make the method absolutely clear.
2. She repeats with them, trying to maintain rhythm and fluency.
3. It isn't always clear which part of the sentence is to be substituted. In this example some students say "He's looking at his girlfriend" and others say "His girlfriend's looking at the poster."

5.9 The statutes express the main message of capitalism and communism.
1. The students who are on the 'capitalist' side of the class will work with one state (The State of Liberty) and the 'communists' with the other one.
2. She says it to avoid boring them with superfluous information, but her real reason is to involve them in the discussion.

Unit 6

Classroom essentials

1. Suggested answers
1. Which month did Mrs Jones start her new job? (in)
2. N (which year did the first settlers land?)
3. What time will our friends come on?
4. How long did the tsunami disaster happen for?
5. What were we hoping we wouldn't be late for?
6. Who did they decide to spend the evening with?
7. What number bus will I have to take to get into town?
8. What makes of car is David interested in?
9. What kind of magazines is Julie fond of?
10. What brand of toothpaste does Jamie prefer to all the others?
11. How (many metres) long? What length should the room have been?
12. What height was the sculpture?
13. What colour pullover was he looking for?
14. What shape are these new student buildings?
15. What was it like, just living in the sun?
16. What did the village look like?
17. What did his voice sound like?
18. Which direction was the car heading (in)?
19. Whereabouts in London does she work?
20. How many dollars worth of petrol did he buy?

2. Suggested answers
1. What other two reasons for climate change are mentioned in the text?
2. What else do you say about this painting?
3. What percentage of the people interviewed were under the age of 18?
4. What was the rock concert like?
5. How else did the war affect him?
6. What didn't the brothers in the story have enough of?
7. What does Finland have more than 60,000 of?
8. Since when has wearing a cycle helmet been compulsory?
9. In what way did the incident have a significant effect on the peace talks?
10. What make of French car was the woman driving?

Exercises and activities

1. The anagrams.
1. Jaguar (+ a number of the cat family)
2. Ecology (+ the study of rocks)
3. Sandwich (+ a snack)
4. Rehearse (+ to practice a play)
5. Philosophy (+ the meaning of life)
6. University (+ place of learning)
7. University (+ not to exceed)
8. Quote (+ to be or not to be)
9. Xylophone (+ a musical instrument)
10. Questionnaire (+ a paper used for carrying out research)

Errors are in bold print.
1. The boy dropped the beer bottle on the floor.
2. Do you think Swedish is a useful language?
3. 'Hello,' he said, 'This football is for you, my friend.'
4. Santa Claus is often called Father Christmas.
5. I know that the children's parents speak Japanese.
6. The sun rises every morning.
7. I often go on the bus.
8. I became interested in fishing for ten years ago.
9. Shakespeare was born in Stratford-upon-Avon in 1564.
10. Many people like about the pancakes.
11. There is one question that I need to think about.
12. Look for the name of the record on the label.
13. He did all his homework on Wednesday.
14. Every boy was wearing a white shirt and tie.
15. Listen to my first three sentences before you start to answer.
16. Do you want wine with some cherry (or) gin?
17. There is a cheap ice cream joint for dessert (or) dessert.
18. Roger spent a stay in a hotel (or) hotel (or) in Edinburgh.
19. The sissies/pussies were hidden under the junk (or) junk.
20. They did an analysis of 25 types of fruit juice (or) fruit juice.

Audio exercises

6.1 Cases of silent 'h' and linking 'y' are marked.
1. You have half an hour to hand in your homework.
2. I'm very sorry I'll try and remember for Friday.
3. If I'm honest, the whole exhibition was rather boring.
4. Please collect in the labels or any original diagrams.

6.2 A B C D E F
1. kadas/kado
2. Buz/kobuz
3. kaw/kaw
4. kaw/kaw
5. kaw/kaw
6. kaw/kaw
7. kaw/kaw
8. kaw/kaw
9. kaw/kaw
10. kaw/kaw
11. kaw/kaw
12. kaw/kaw
13. kaw/kaw
14. kaw/kaw
15. kaw/kaw
16. kaw/kaw
17. kaw/kaw
18. kaw/kaw
19. kaw/kaw
20. kaw/kaw

6.3 The student has trouble saying it.
2. What time do you usually go to bed?
3. Sugar and the group of people around him (Sugar and company).
4. The student says in Channel 4. The teacher corrects it to on.
5. Makes difficult, he resolved difficult case. The student probably means he solves difficult cases. The teacher understands what is meant but makes no correction since he is encouraging the student to communicate.
6. How many people do a lot but corrects it immediately to are.
Live lesson transcripts

Unit 1

1.8
1. OK, then, let's get started. We finished our last lesson on say February 9th, right, so you haven't been studying English for a whole month. Or maybe you have been studying at home, very elegantly right? OK, anyway, and we will have the next lesson on April 13th, so we are in the middle of the winter vacation. I think it's good to have a lecture special lecture today so that you will not forget your English, right? OK. I think you need to warm up your English a little bit, because you know, I haven't seen you for a whole month. So let me tell you about my trip to Vietnam and Cambodia, OK, and I will ask you some questions after that OK.

1.9
1. Right, good morning. Stand up. Let's stand up. OK, good morning, boys. Good morning, girls.

1.10
1. OK, let's try it again. Good morning, boys. Good morning, girls.

1.11
1. Good morning, teacher.

1.12
1. Yes. How are you today?

1.13
1. Terrible.

1.14
1. Terrible. Why?

1.15
1. I don't know.

1.16
1. Why do you feel terrible?

1.17
1. I don't know.

1.18
1. I don't know.

1.19
1. Do you have a test today?

1.20
1. I don't know.

1.21
1. Do you have your text?

1.22
1. No. It's on the test, is it?

1.23
1. Is it that easy test? Do you only have the Chinese test? or do you have another test as well? Chinese! Just the Chinese, OK. Right. OK, boys and girls, let's sit down and take our Get Together books. Let me ask you a few questions, and then ask you a few free review questions. Let me see how you do. Let's open our books at page 11, page 11, OK? I want you to do this page. Page 11.

1.24
1.10 I'm telling you all at once. I don't want to say things. I don't want to say things fifteen times. I want to speak when you all are ready to speak. OK, are you ready to start?

1.25
1. Yes.

1.26
1. OK. Good morning, everyone.

1.27
1. Good morning, boys.

1.28
1. How are you today?

1.29
1. Fine. How are you?

1.30
1. OK. OK, today we do two things. One, we talk about the test that we had last week, this week on Monday. I'm going to give you back your tests, yes. Not at the very beginning but in the middle of the lesson. OK? And number 2, we are going to talk about Halloween a little bit. Yeah.

Unit 2

2.11
2.1 OK, for the next seven minutes about, we are going to play a little game. In groups of four. So you need to find a group of four people. Are we missing some people, so we are going to have one group of three... so we are going to have two groups... of five, no. Eight. Eight it works better if we have you. You have a group of four here, you have a group of four here. Next, you move over here so it's a group of five, and I'm going to see if we are going to play in a group of three. Is that OK? Right, maybe we ask the young teacher to come here as well to play with us.

2.12
2.1 Cosmetic surgery and teenagers. It is responsible to subject teenagers to cosmetic surgery? There are probably pros and cons, and there are probably cons, counter arguments, so I would like you to work in pairs on groups of three of you; two you and three - I don't know how many. When you are done whatever you are saying to each other and later we will agree on aspects together and we will have a nice list of pros and cons and then we think we can talk about the situation because there's also a text here that gives that gives some quotations about plastic surgeons or cosmetic surgeons and about teenagers, parents, too, and maybe they come down to the same results the day, OK, so press on. Let's say it's 1 to 10 minutes. If you are you are more or less finished. You work in pairs. You try to note down what are your pros and cons towards the subject of cosmetic surgery on teens or in teens. OK. The theme of you are working together here? I need one writer per group. Are you four working together? Have you started? We want to concentrate on your discussion, first in little groups and then the whole class.

2.13
2.1 We can work in these?

2.14
2. Yes, that's the idea. Exactly, if it is possible, try to talk in English to each other.

2.15
2. Have you finished?

2.16
2. Have you – have you all finished your work?

2.17
2. Yes.

2.18
2. Nilina, we are doing this box now, OK? So, Hugo, Hugo wants to start.

2.19
2. Colin's grandmother was old and rich.

2.20
2. Exactly. So Colin's grandmother was old and rich. Perfect. Alan, the second one.

2.21
2. She is in a house called the Grange.

2.22
2. She lived in a house called the Grange. Perfect. Super. Next one.

2.23
2. She only has three relations.

2.24
2. Yes, super, she only had three relations. Fiona, Peter and Colin. And the last one, who wants to do the last one? Not always this table in turn of me.

2.25
2. Well done! That's good! Exactly! This is a red apple. Just like you said. Why? Why? It's an apple anyway. Why? Why? Taiska? Taiska? Why? Although, it's the same apple. See? Let your mind be mobile away now or I will have to confiscate it. I don't want to see it here in the lesson at all. Perfect.

2.26
2. Se 'a waxa komanshela (Finnish: 'Red begins with a consonant')

2.27
2. Yes, it's the next word that tells you. Mää sanoojo (Finnish: 'Red begins with a vowel')

2.28
2. Hmm. Good job, yes, but that's what Roosa said as well. Excellent job.

2.29
2. OK. good. Well, OK.

2.30
2. This one is very outwardish for me.

2.31
2. Linn, outwardish.

2.32
2. Outwardish for me.

2.33
2. Outwardish for me. Good. Perfect. Good. OK. Good. I'm very happy because your sentences are passed. OK, by a native speaker. Your sentences are so natural. OK. Next. No more! You're done! That's your trademark. Your meanings you didn't do your homework? OK, who didn't raise your hand? OK, why didn't you say your sentences? Ah, yes, we have to

Unit 3

3.6
3.1 OK, are you ready to start? Are you going ready to start?

3.7
3. Yes. Have you got everyone in the class? No? Hey boys, I would like you to sit in the row. Why don't you. Matthias, please move your desk. Alan as you are over there. Amy, you are over there. And then, Mattias move your desk so that you are sitting behind Henka. And I warn you boys if you cannot concentrate at all when you are sitting over there. There are nice empty seats here in front. So do that. I'm going to ask you to move up front if you cannot work well there where you are. Is that clear? That's far, isn't it? Now I have warned you.

3.8
3.1 Alright. So, let us look at our schedule today. I promised to play a game with you – Living Memory – we will do that at the end of the lesson. Now, you can – who has a gift? A who can tell at 35, 8, 5.

3.9
3. OK.

3.10
3. Then you can tell me when it is time, time for our game. Good. We will also start with a short game, with a short game, a word game. These are a few words we had yesterday and there are a few new words. OK? There are a few new words. OK? There are a few new words and there are the English words, and these are in German. Now, look at the words, at the English words, and see whether you can find pairs. OK. These are the English words and these are the German. Annemel, no, maid, poison, rothe, officer, business, grind, and worthy. Who can find a pair here? Here are these German words.

3.11
3. Our, since we had a holiday last week, it's play a little game. It's a holiday game, and next and we are heading towards, after the test, we are bringing back our heads to how to talk in the past tense, that's what happened. I'm for example, during the holiday you played What happened? What happened do you last holiday? We practised that happened test? Alright. So that is it ready and just want to wake it up in your heads. OK? Now, you are there in the lesson at all. Enough.

3.12
3. Se 'a waxa komanshela (Finnish: 'Red begins with a consonant')

3.13
3. Yes, it's the next word that tells you. Mää sanoojo (Finnish: 'Red begins with a vowel')

3.14
3. Hmm. Good job, yes, but that's what Roosa said as well. Excellent job.
4.30

5.10

4.8

4.10

1.9

5

Unit 5

Unit 4

4.6.1

4.6.2

4.7

4.8

5.6

5.7

5.8

6.6

6.8

6.9

5.9

3.10

3.9

3.8

2.9

2.8

2.7

2.6

2.5

2.4

2.3

2.2

2.1

1.9

1.8

1.7

1.6

1.5

1.4

1.3

1.2

1.1

1.0

0.9

0.8

0.7

0.6

0.5

0.4

0.3

0.2

0.1

0.0

Live Lesson Transcripts

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Useful reading and resources

Books

Language learning

Teaching English

Using English in the classroom

Language skills

Music and songs

Drama

Games and activities


Using visual media

Computers and the Internet
Lewis, G. 2004. The Internet and Young Learners. Oxford: OUP.
**Internet resources**

These web links were correct at the time of going to press. Please visit our website at www.oup.com/elt/teacher/pcr for updates, or to report problems or suggestions. Inclusion in this list does not imply that these pages or their content are endorsed by the authors or publisher.

**Learner types and learning styles**

http://www.mrg.ncsu.edu/learningstyles/lsweb.htm


http://www.ncsu.edu/edpubs/IT/page.html

http://www.metamath/lsweb/lucylearn.htm

http://www.bbc.co.uk/keyskills/extra/modules/1shhtml

**Study skills and strategies**

http://www.bbc.co.uk/learning/returning/betterlearner/studyskills/index.shtml

http://www.studyg.net/

http://www.eduplace.com/graphicorganizer/

http://www.coun.uvic.ca/learn/findouts.html

http://www.crex.net

http://www.inspiration.com

http://www.usc.edu/synch/textbookreading.htm

**Teaching software**

Hot Potatoes authoring programs: http://hotpot.uvic.ca

Clipart: http://web.uvic.ca/hotpot/clipart/

Creative Technology: http://www.cict.co.uk/

Commercial authoring programs: http://www.wida.co.uk

**Online dictionaries and reference works**

British National Corpus: http://www.natcorp.ox.ac.uk/index.xml


Bilingual dictionaries: http://www.alphadictionary.com/langdir.html

Vocabulary: http://en.wikipedia.org/wiki/Main_Page

**Online newspapers**

World’s Newspapers: http://www.all-links.com/newscentral/

BBC News: http://news.bbc.co.uk

CNN Interactive: http://www.cnn.com

Electronic Telegraph: http://www.telegraph.co.uk

Guardian Unlimited: http://www.guardian.co.uk

The Washington Post: http://www.washingtonpost.com

Toronto Globe and Mail: http://www.globemail.com

Sydney Morning Herald: http://smh.com.au

**Teaching ideas and material**

Dave Sperling’s ESL Cafe: http://www.esiclef.com/


Puzzles, games, anagrams: http://www.manythings.org/

**Language magazines**

http://www.maryglaesowmagazines.com/

http://www.speakeasy-mag.com/