Contents

	knowledgements roduction	viii
PA	RT ONE: BASIC LANGUAGE TEACHING SKILLS	
1	Presenting and practising vocabulary	5
	The importance of vocabulary teaching; modes of presentation (ostensive means, verbal definition, audio presentation, running context); choosing which vocabulary to present (developing guesswork strategies); a step by step presentation procedure (sound and the meaning, repetition, written form, illustrative sentence, practice, the illustrative context); the importance of review; student exercise books; dictionaries	
2	Presenting and practising structures	16
	Teaching useful structures (the presentation of a structure, a step by step procedure, making practice meaningful); functions (creating a context or situation, identifying the structure)	
3	Presenting and practising grammar points	26
	What is grammar? (the difference between grammar and structure lessons); methods of teaching grammar (the deductive method, the inductive method, the eclectic way); examples of grammar teaching (introducing tenses, practising tenses, examples of grammar practice activities)	
4	Conducting meaningful drills	40
	Using drills; the principles of a drill (the repetition drill); chaining (forward chaining, back chaining); other kinds of drill (the substitution drill, the ripple drill, chinese whispers, incremental drill, the transformation drill, variational drills)	
5	Using pair and group work	49
	Organising pair work (the teacher's role during pair work, introducing pair work, steps in using pair work, suitable activities for pair work); organising group work (the role of the teacher in group work, suitable group work tasks)	

6 Oral work: elicitation techniques

59

Encouraging students to talk; the range of question forms and prompts (short-answer elicits, using short-answer elicits with beginners, longer-answer elicits, getting students to question each other); managing the class during question time (good nomination strategies); coping with mixed abilities (keeping them all involved); errors and mistakes (the nature of errors, the nature of mistakes); dealing with mistakes and errors; mistakes during practice (indicating the mistake, obtaining corrections, avoiding practice mistakes); errors and mistakes during a free expression phase (monitoring errors, correcting mistakes)

PART TWO: STANDARD LESSON TYPES

7 Exploiting the text

77

The need for variety; evaluating a text (linguistic complexity, length, interest level, aims); selecting language for formal presentation (the value of the language, the linguistic context); reading and listening in the foreign language (reading aloud, listening with a purpose); dealing with a text (introduction and task setting, reading and listening, exploiting the text further); demonstration exploitation (text: military life, presentation and guiding questions, listening, exploitation, summary of the three stage lesson); teacher's reading aloud (guidelines to observe)

8 Exploiting dialogues

92

The nature of dialogues; determining an approach (possible approaches); demonstration lessons (the comprehension approach, the rote learning approach, the creative approach, expanding dialogues); creating your own dialogues; procedure for directing an improvised dialogue); the audience

9 Using the blackboard

101

The importance of blackboard work; using the blackboard properly (some golden rules, laying out grammar structures, evaluating blackboard models, language practice tables); simple blackboard sketches (faces, age and sex, stick figures, actions, buildings, objects); building up pictures (movement, the teacher's talk'n chalk, using composite pictures for review)

10 Making and using simple teaching aids

119

Enlivening learning; aids requiring little preparation (flashcards, a clock face, the digital clock, wordcards, letter cards, number cards, magazine pictures, moving pictures, figure puppets, realia); aids

requiring some preparation (the magnet board, the felt board, wall posters, the portable blackboard, the whiteboard, worksheets)

11 Planning lessons

138

The benefits of planning; planning the lesson (decide the aim of the lesson, select the key language, choose your approach); a 3-stage lesson (the three p's, the lesson as a unit); the shape of a lesson plan; some sample lesson plans (the skeleton plan, a completed lesson plan for a listening lesson, a completed plan for a dialogue-based lesson, a completed plan for an oral lesson)

PART THREE: INTRODUCING VARIETY INTO TEACHING AND LEARNING

12 Language learning games

153

The value of play; number and letter games (bingo, secret messages, prices, count again); word games (word sets, word building, card scrabble, my shopping basket, anything to declare?, sound chains, letter chains, word associations, the grammar focus game); speaking games (what's my line?, animal, vegetable or mineral?, chain story)

13 Songs and rhymes

164

The benefits of music and rhyme (pop songs and poems); ways of teaching songs and rhymes (the ostensive way, translation, cloze texts, focus questions, true-false statements, private study, jigsaw listening, disappearing texts, dictation, mixed modes of presentation); demonstration procedures (selected songs and rhymes); the words of other popular songs; the words of other popular rhymes

14 Revision and homework

allow ambies products value 180

Reactivation processes; the place of revision; revising grammar points (choosing a grammar point for revision, ways of revising grammar points); revising vocabulary (ways of revising vocabulary); setting and marking homework (kinds of assignment, using worksheets)

15 Classroom testing and the days dive

191

Testing and teaching (testing and learning); testing the four skills (objectively versus subjectively marked tests); testing reading comprehension, testing listening comprehension, speaking tests); marking schemes for speaking and writing tests (marking written tests, marking grids for speech); analysing results (central scores)

16	Improving pronunciation: sounds and spellings	210
	Phonetics for teachers (the spoken model, phonetics and the classroom); the vowels of English (pure vowels, dipthongs, some specific vowel features); the consonants of English (familiar IPA symbols for consonant sounds, new consonant symbols, consonant clusters); improving the perception and pronunciation of sounds (teaching techniques); diagnosing problems of aural discrimination (the procedure, worked example)	
17	Improving pronunciation: the music of English	224
	The suprasegmentals; stress (vowel reduction, teaching stress and rhythm patterns); pulse and rhythm, intonation (intonation moves, questions with falling intonation, questions with rising intonation, techniques for focusing on intonation)	
	ART FOUR: DEVELOPING RECEPTIVE AND COMMUNICAT	IVE
18	Encouraging creative language use	235
	Genuine speech (features of natural communication, language for socialising, management language, natural language forms); reading aloud in a speech like way (text, teacher's spoken version); the teacher's speech role at different stages of the lesson (presentation and practice, the production stage)	
19	Developing listening skills	244
	Listening and language acquisition; listening activities (listening games, passage length listening activities); external aids (class visitors, types of recorded materials, guidelines for making recordings)	
20	Developing reading skills	255
	Reading and language teaching (attributes of real reading, classroom approximations to real reading); using authentic texts (availability and sources, copying texts economically, contriving semi-authentic texts, using textbook passages); class reading tasks (scanning tasks, skimming tasks, intensive reading tasks, extensive reading tasks); conducting reading lessons with authentic materials (preparing the text, conducting the lesson, possible extension activities)	
21	Developing writing skills	268
	Writing and language teaching (ways of correcting written work, global marking); controlled writing (examples of controlled writing	

tasks); guided writing (examples of guided writing tasks); writing from maps, graphs and statistical data, pen friends

22 Developing oral skills

282

Language, communication and meaning; discussions and debate (organising discussion groups, using discussion cues, project presentations, topic talks); drama activities (role adoption, prescribed role play, free role play from a text); the communicative approach and the information gap (the nature of information gap materials, adapting the communicative approach for large classes, information gap activities)

Keep reading

296