Contents

Introduction 6
Essential Teacher Knowledge and the TKT 8

A LANGUAGE 11

Grammar

- 1 What's in a sentence? 12
 Parts of speech Sentence elements Getting things in the right order Teaching ideas: word order
- 2 How we use clauses 14

 Main clauses and subordinate clauses Clause functions and meanings Relative clauses Conditional clauses Teaching ideas: conditional clauses
- 3 Asking questions 16
 Saying yes, saying no Different types of questions •
 Learning English by telephone and Skype
- 4 Introducing verbs 18

 Types of verb How verbs are made Verbs in combination Total physical response
- 5 Verb tenses (form and meaning) 20 How verbs show time • One form, many meanings • One meaning, many forms • The homework issue
- 6 Aspect 22
 What is aspect? Simple and continuous Perfect verbs Burnout
- 7 Teaching verbs (and adverbs) 24
 Teaching ideas Teaching the present continuous and present simple Teaching the present perfect Teaching the future Teaching the past simple Teaching the past continuous and the past simple Teaching the past perfect Teaching used to Teaching the passive Teaching adverbs
- Auxiliaries and modals 26
 Auxiliaries and modal auxiliaries What modal auxiliaries mean How modal verbs behave •
 Modal verbs and modality Using the students' language their L1 Teaching ideas: modal verbs
- 9 Multi-word and phrasal verbs 28 What are multi-word verbs? • Four types of phrasal verb • Teaching ideas: phrasal verbs • When war breaks out!
- Verb + verb Reporting what people say Other ways of reporting conversations Substitution can be fun
- 11 Introducing adverbs 32
 What is an adverb? How to make one-word adverbs Where we put adverbs Teaching ideas: adverbs Using drama in the classroom
- 12 Introducing nouns 34
 Different kinds of noun Pronouns The pronoun
 gender problem

- What are articles? Using the indefinite article Using the definite article No article / zero article Native speaker or non-native speaker?
- 14 Quantifiers 38
 What are quantifiers? Quantifiers, nouns, sentences and questions Quantifiers plus! Praise, medals and rewards
- 15 Introducing adjectives 40
 What are adjectives? Making adjectives •
 How adjectives work Do you like being corrected?
- 16 What comes after nouns? 42
 Before and after Describing nouns Participles (and gerunds) Technophile or technophobe? Teaching ideas: post-modification
- **17** Teaching the noun phrase 44
 Elements of the noun phrase Making noun phrases

Lexis and vocabulary

- What words mean 46
 What does head mean? How head is related to other words Teaching ideas: word meaning
- 19 How words are formed 48
 Making words from different bits and pieces •
 Teaching ideas: word formation American and British
 English Bullying
- 20 Collocation and lexical phrases 50
 Words alone, words together Lexical phrases, lexical chunks Why collocations and chunks matter •
 Being observed
- 21 Metaphor, idiom, proverb and cliché 52
 Describing one thing as something else More about metaphors Teaching ideas: idiom and metaphor
- 22 Meeting and remembering words 54
 How do students *remember* words? Examples of word-remembering activities

Pronunciation

- 23 The phonemic alphabet 56
 Sounds and spelling The phonemic alphabet •
 Using phonemic symbols in teaching Should students learn the phonemic alphabet?
- 24 Where sounds are made 58

 Making consonants What vocal cords are for Making vowels Making diphthongs Show, explain or listen?
- 25 Sounds in combination 60
 Sounds alone, sounds together Do students have to learn sounds together? Teaching ideas: contractions
- 26 Stress 62
 All words have a stressed syllable All phrases have a main stressed syllable We can change where and how we place stress in a phrase Showing stress Giving presentations

- 27 Intonation 64
 What is intonation? What do pitch and intonation mean? Showing intonation
- 28 Teaching sounds 66
 Distinguishing between sounds
- 29 Teaching stress and intonation 68
 Hearing stress and intonation patterns

Text and discourse

- What we say and what we mean Language and language functions Teaching language functions Teaching ideas: functional dialogues
- 31 Written and spoken English 72
 Speaking or writing? Differences between speaking and writing Punctuation
- 32 Genre 74
 What is genre? How do we know about genre? Teaching ideas: genre
- 33 Register 76
 What is register? What do u think? R txt msgs gr8
 or not?
- 34 Cohesion and coherence 78
 What is cohesion? What is coherence? Teaching ideas: cohesion and coherence Going to conferences

B BACKGROUND TO LANGUAGE TEACHING METHODOLOGY 8

- 35 How people learn languages 1 82
 Acquisition and learning Why does the difference between acquisition and learning matter? Which way is best? How Fernando learnt English
- **36** How people learn languages 2 84
 Four methods How people learn; how people teach Adrian's story Pavlov's dogs
- 37 Students make mistakes 86
 We all make mistakes Why do learners make mistakes? What kind of mistakes do learners make? What do mistakes look like? Do mistakes matter?
- 38 Learning at different ages 88

 Young learners Adult and older learners •

 Adolescents Tips for teaching young learners •

 Tips for teaching adults Tips for teaching teenagers
- 39 Student-centred teaching 90

 The right priorities Personalisation, agency and learner training Talking about adults Talking about teenagers
- 40 Learner characteristics 92
 Getting to know our students The good learner •
 Talking about differences What to do about student differences
- **41** Different contexts, different levels 94
 Different kinds of English learning Language levels
- **42** Large and mixed-ability classes 96
 Teaching large classes Teaching mixed-ability classes

43 Motivation 98

The importance of motivation • Where motivation comes from • Sustaining motivation

C TEACHING LANGUAGE AND LANGUAGE SKILLS 101

- 44 Introducing new language 1 102
 A popular way of introducing new language •
 An example of PPP in action Teaching ideas: showing language construction
- **45** Introducing new language 2 104
 Ways of introducing new language Alternatives to introducing new language
- 46 Researching new language 106
 Making discoveries Puzzling it out Looking for information (research) Mining texts Accidental meetings Teaching ideas: research Teaching ideas: mining a text
- 47 Repetition and drilling 108
 Repetition: choral and individual Drills and drilling •
 How much repetition and drilling is the right amount? •
 An example of choral repetition An example of a cue–response drill An example of a question and answer cue–response drill Have a good mumble!
- **48** Practising new language 1 110
 Controlled practice Sentence activities Dictation Dictogloss Matching activities
- **49** Practising new language 2 112
 Practice of specific language items Story chains Interviewing each other Quizzes Games
- **50** Practising new language 3 114 Information-gap activities
- **51** Teaching speaking 1 116

 The reasons for speaking activities Building the speaking habit Interview Turning on the inner voice
- **52** Teaching speaking 2 118
 Discussions Reaching a consensus The teacher's role in speaking activities Turn-taking
- **53** Teaching speaking 3 120
 Telling stories Making oral presentations Simulation and roleplay
- **54** Teaching reading 1 122
 The need for reading Extensive reading Intensive reading
- What texts should we give students for intensive reading? What to do before students read a text Reading activities
- **56** Teaching reading 3 126
 Responding to a text More comprehension •
 Language questions Follow-up tasks
- Teaching writing 1 128

 The importance of accuracy Teaching the 'nuts and bolts' of writing The process of writing

58 Teaching writing 2 130 Encouraging writing • Spontaneous writing • Students writing together • Pictures and writing • Music and writing

- Producing a finished product Preparing for writing From analysis to production Portfolio writing Writing journals Blogs, wikis and contacts
- Teaching listening 1 134
 The importance of listening Types of listening •
 Audio devices and who uses them How often should students listen?
- **61** Teaching listening 2 136
 Prediction Before listening Listening tasks
- **62** Teaching listening 3 138
 Listening again Listening again: language matters Extensive listening Using video
- 63 Using poetry 140
 Choosing the right poems Predicting poetry •
 Poetry and language Poetry and meaning •
 Writing poems
- **64** Using music and drama 142
 Using songs and music Talking about music and songs Being careful with music Using drama

D MANAGING LEARNING AND TEACHING 145

- 65 Teacher roles 146
 A variety of roles The teacher's role, the teacher's place What scaffolding means
- 66 Teachers and students 148
 Establishing rapport The teacher in the classroom Celebrating success Respecting students
- Where students sit 150
 What classrooms look like Working alone, working together Putting students into pairs and groups
- 68 Teacher language 152
 Who does the talking in class? The teacher's voice Giving instructions Teaching ideas: demonstrating a Find someone who ... activity
- Giving instructions, checking meaning 154
 Giving instructions Checking instructions •
 Checking meaning An example of instruction giving
- 70 Classroom moments 156

 How to start a lesson When students are late •

 When the class needs to be quiet Finishing the lesson
- 71 Discipline 158
 Reasons for discipline problems Preventing discipline problems But when there *are* discipline problems, what then?
- 72 Giving feedback 160

 Teacher feedback Acknowledgement and evaluation Going further Which kind of feedback Giving feedback on written work

73 Correcting speaking 1 162

Different kinds of correction • Students correct themselves • Students correct each other • Reformulation • From correction to (re)teaching • The Silent Way

74 Correcting speaking 2 164

When should we correct? • Correcting while the activity is taking place • Making a record of what is being said • Correcting after the event • Correcting for the future

- 75 Correcting writing 166

 How much to correct What to correct Using correction symbols Other kinds of correction
- 76 Homework 168

 The magic of homework What kind of homework? •
 Using mobile devices for homework Making homework 'work' for students Making homework 'work' for teachers
- 77 Using the L1 170
 L1 in the classroom Some background facts •
 Arguments against using the students' L1 in the classroom Arguments in favour of using the students' L1 in the classroom An L1 'policy' Translation activities Teaching ideas: translating a poem
- 78 Teacher development 172
 Continuous professional development Burnout just around the corner? Doing it ourselves Doing it with others

E PLANNING, RESOURCES AND ASSESSMENT 175

79 Planning lessons 176

Different attitudes to planning • To plan or not to plan? • What are lessons like? • What goes into a plan?

- 80 Planning sequences 178
 Lesson shapes, stages and sequence Planning a sequence of lessons ESA Syllabus, curriculum, course
- 81 Using coursebooks 180

 The coursebook issue Thinking about the next coursebook How to choose a coursebook Using coursebooks
- **82** Using dictionaries 182
 Different kinds of dictionary What students can find in good learners' dictionaries Using dictionaries with students
- 83 Supplementary materials and activities 184
 Why use supplementary materials and activities? •
 What supplementary materials can teachers use? •
 Deciding what materials and activities to take
 into class Deciding on games
- **84** Teaching without materials 186

 Teaching unplugged Why teaching without materials is a good idea Why teaching without materials may not be a good idea What the teacher needs to do when teaching without materials Examples of materials-light teaching

Classroom technology 1 188

Teaching with technology • Deciding what technology to use • Using boards and other 'showing' technology

S Classroom technology 2 190

Using pictures, cards and strips of paper • Using realia and other devices • Mobile learning

Classroom technology 3 192

Software in the classroom • Researching online (and on mobile devices) • Making recordings • Presenting online • Using internet programs for learning and social interaction • Using virtual learning environments and learning platforms • Blended learning

Assessment and testing 194

Assessing students • Types of assessment • Designing and making tests

For Test items and how to teach them 196

Types of test item • Direct test items • Indirect test items • How to prepare students for tests

Marking and grading tests 198

After the test • The trouble with marking and how to deal with it • Using assessment scales • Involving the students

F TEACHING YOUNG LEARNERS 201

91 Describing young learners 202

Theories of learning and child development • How young are young learners? • Instructional scaffolding • Children aged five to seven • Children aged ten and above

92 In the language classroom 204

Creating the right conditions for language learning • The classroom as a learning environment • Some examples of useful classroom English

93 Movement, games and special friends 206

Movement • Special friends • Games

94 Chants, rhymes and songs 208

- Chants and rhymes · Songs and singing
- 25 Language teaching with young learners 210
 Teaching language to children Some examples of language teaching sequences
- 96 Young learner listening 212

The importance of listening • Listen and do • Listen for information • Stories

97 Young learner speaking 214

Creating confident speakers • Speaking activities • Storytelling • Using drama and playacting

98 Young learner reading 216

Encouraging reading • Learning sounds, learning words • A few things that young learners can do with reading • Reading aloud • Let students read!

99 Young learner writing 218

The value of writing • Copying activities • Dictation • Portfolio writing (and other writing tasks)

100 Topics and themes 220

Planning around a subject • Thinking about topics and themes • Themes, topics and activities

101 Assessing young learners 222

Why we test young learners • Continuous assessment • Students assess themselves • Types of test items

G CONTENT AND LANGUAGE INTEGRATED LEARNING 225

102 Introducing CLIL 226

What is CLIL? • CLIL methodology • How is CLIL offered around the world (and who teaches it)? • How to make CLIL successful

103 The language of CLIL 228

Types of language • Grammar and CLIL • Language for a purpose

104 Genre in CLIL 230

Language functions and tasks • Genre and CLIL • Helping students to understand and produce genre features

105 Using visual organisers 232

Presenting information in a visual way • Why visual organisers matter • Types of visual organiser

106 Materials and resources for CLIL 234

Differences between materials for CLIL and general English · Adapting materials for CLIL · CLIL resources

107 Teaching CLIL 236

The teacher's responsibilities • How teachers can help students with language • How teachers can help students with cognitive skills • How CLIL teachers encourage good learning

108 CLIL activities 238

Balancing activities • Cats and dogs • Rivers • Music, anyone? • Life on the edge

109 Planning CLIL 240

Planning CLIL lessons • Outcomes and demands • Lesson shapes • What goes into a CLIL lesson plan

110 Assessing CLIL 242

Types of assessment • What is special about assessing CLIL? • Supporting students in CLIL assessment • Some CLIL test types • Students assessing themselves and each other

Appendix A: Going further 244

Appendix B: Language for managing classrooms 247

Appendix C: Lesson planning 250

Glossdex 257