

ESSENTIAL TEACHING PRINCIPLES YOU (MIGHT) HAVE FORGOTTEN

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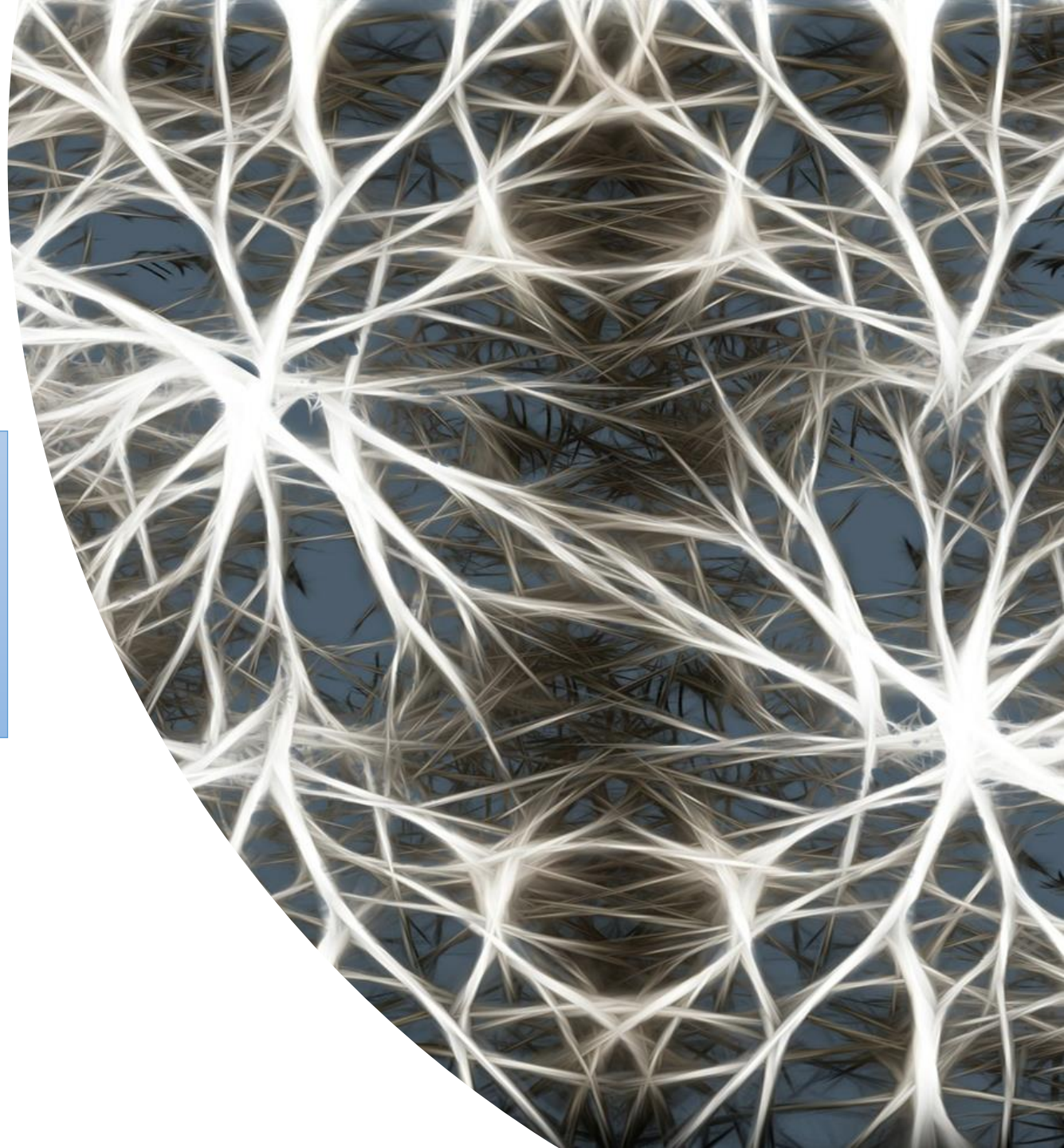




1. WHAT IS WORDSTOCK?
2. ELICITATION
3. LONG-TERM RETENTION OF VOCABULARY
4. INTRODUCING GRAMMAR THROUGH PICTURES –
BOOMERANG-TYPE LESSON
5. USING VIDEO FOR TEACHING GRAMMAR
6. SHRINKING PREPARATION TIME

WHAT IS MENTAL LEXICON?

- Words in human memory are not stored randomly or in the form of a list but in a **highly organized and interconnected fashion.**





Like in a house – things for washing are in the bathroom, things for cooking are in the kitchen, things for gardening are in the shed.



EXPERIMENT

Which of these questions can be easier and quicker answered:

A) Name a fruit that begins with „p“.

B) Name a word that begins with „p“ that is a fruit.

ELICITATION

1) Building on existing knowledge = building a house on a solid concrete foundation



ELICITATION

2) See how well students use the language forms in question before deciding whether we need to introduce those form as new.



ELICITATION

3) Students do the teacher's job - may be assigned as pair/group work

Grammar: Defining relative clauses
Vocabulary: Work

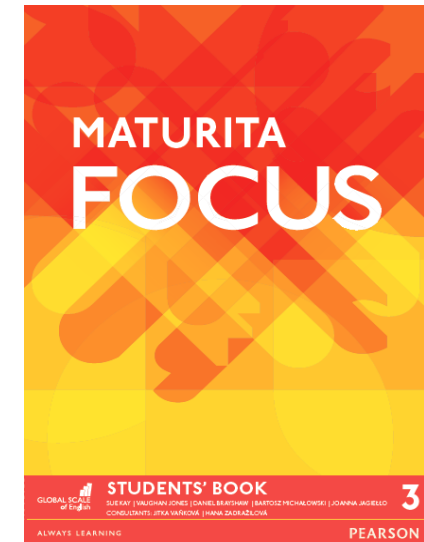
SHOW WHAT YOU KNOW

1 In pairs, list all the jobs you can think of in sixty seconds.

doctor, ...

2 Put the words from your list in Exercise 1 in groups 1–5. Some words can go in more than one group.

- 1 jobs that pay a high salary: *doctor,*
- 2 jobs which involve long hours: *doctor,*
- 3 jobs where you can do overtime: *doctor,*
- 4 jobs for people who are creative:
- 5 jobs which you would like to do:



ELICITATION

4) Compensating for mixed abilities – not just single correct answer

0.2 National dishes

Grammar: Quantifiers

Vocabulary: Food and drink

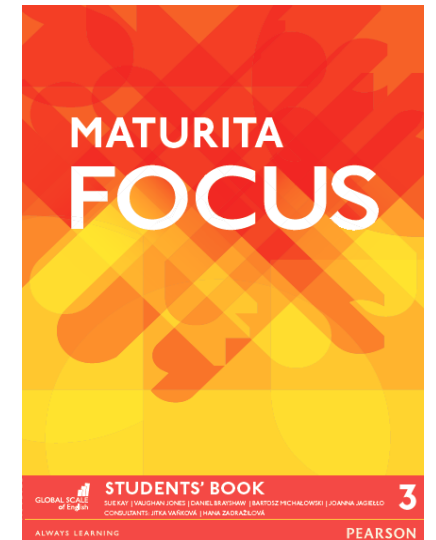
SHOW WHAT YOU KNOW

- 1 In pairs, write a type of food or drink for each letter of the alphabet. How many can you write in sixty seconds?

apple bread carrot

- 2 Complete the table with your words from Exercise 1 and write the plural form of the countable nouns. Then tick the food or drink you like most and compare with a partner.

Countable nouns	Uncountable nouns
<i>apple – apples</i> <i>carrot – carrots</i>	<i>bread</i>



ELICITATION

5) Elicited lists - EASIER PERSONALISATION - the students' own asset with which they start the lesson/topic

4.1 Vocabulary

Food • Flavours and textures

I can describe food that I like and don't like.

SHOW WHAT YOU KNOW

1 Add the words in the box to the lists. Then add four more words to each category.

[banana carrots chicken jam rice]

1 meat or fish: chicken,

2 vegetables: _____

3 fruit: _____

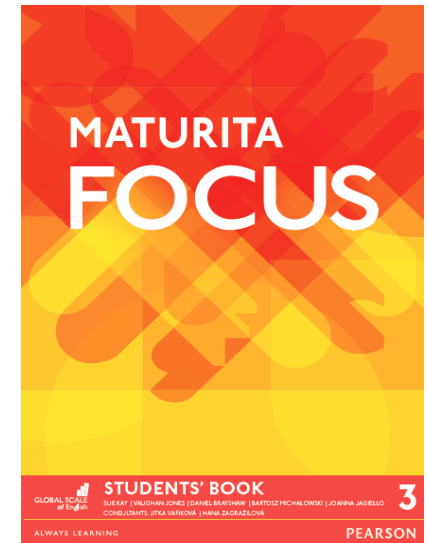
4 food bought in packets: _____

5 food bought in jars or tins: _____

2 In pairs, discuss the questions.

1 Who is the best cook in your family?

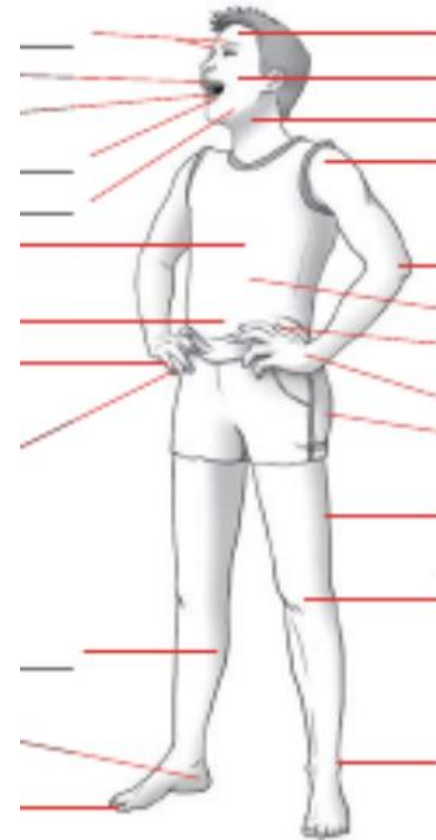
2 What dishes can you cook?



ELICITATION

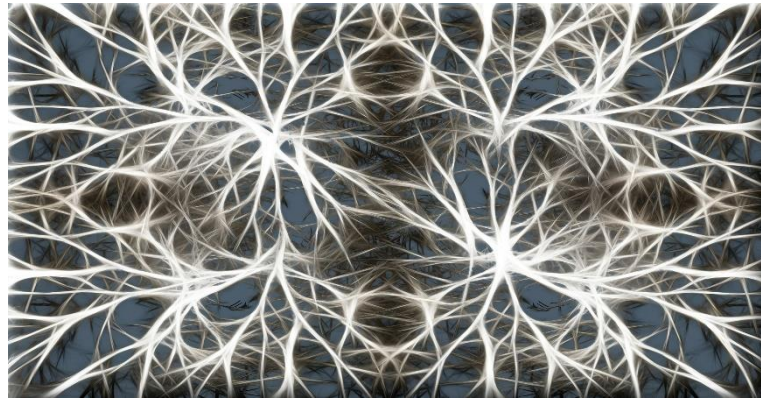
6) You can set time limit – reduce time, easier to access, you may reward students, make them work faster

List as many parts of the body as you can in 60 seconds.



LONG-TERM RETENTION OF VOCABULARY

Simply repeating newly learned words is no guarantee that they will move from the short-term memory into permanent memory

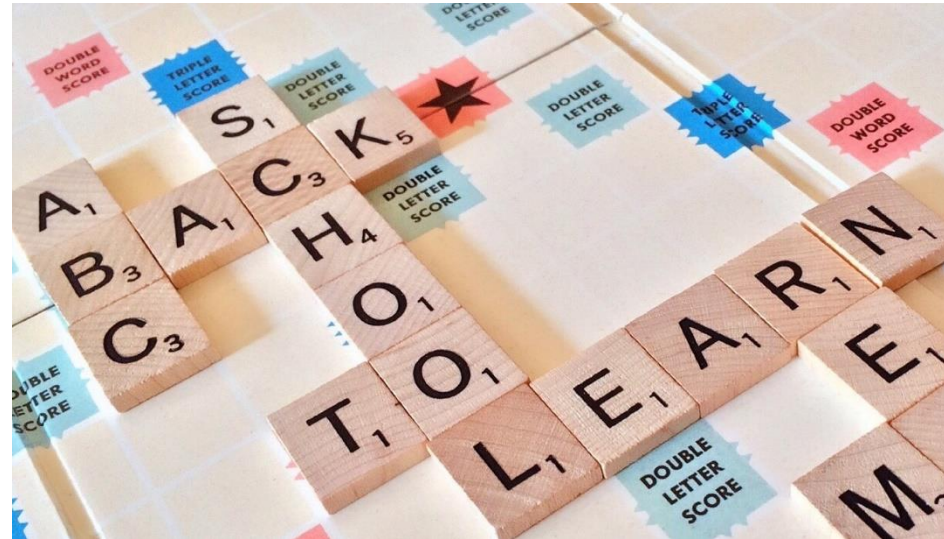


Integrating new words into learner's **mental lexicon** requires making a lot of „deep“ decisions about the word. In other words – vocabulary needs to be „put to work“.

DECISION-MAKING TASKS

RANKING AND SEQUENCING

IDENTIFYING



MATCHING

SORTING

SELECTING

IDENTIFYING

2 Look at the photos of six celebrities and read the text. In which photos can you see the parts of the body in the box?

ankle calf eyebrows jaw knee lips thigh thumb



How much are they worth?

...money for their talent and looks. But what would happen if their appearance changed? Football players, film studios and advertisers would lose a lot of money. So celebrities often insure parts of their body!

TOP FOOTBALL PLAYERS

RISKS: Football injuries are common and can end a career. Most common injuries are sprained ankle, thigh, knee and calf injuries, broken bones and head injuries.



Who? Cristiano Ronaldo, football player
What is insured? \$ _____
How much? \$144 million



Who? Troy Polamalu, American football player
What is insured? \$ _____
How much? \$1 million

...because acting is not dangerous in itself (except when the actor insists on doing their own stunts). But for some film and television roles, the star's looks are important.



Who? Daniel Craig, actor
What is insured? \$ _____
How much? \$9.5 million



Who? Julia Roberts, actor
What is insured? \$ _____
How much? \$30 million

SINGERS AND MUSICIANS

RISKS: Imagine a singer who loses her voice or her attractive image, or a guitarist who can't use his hands. Their career would be over.



Who? Rihanna, singer
What is insured? \$ _____
How much? \$1 million



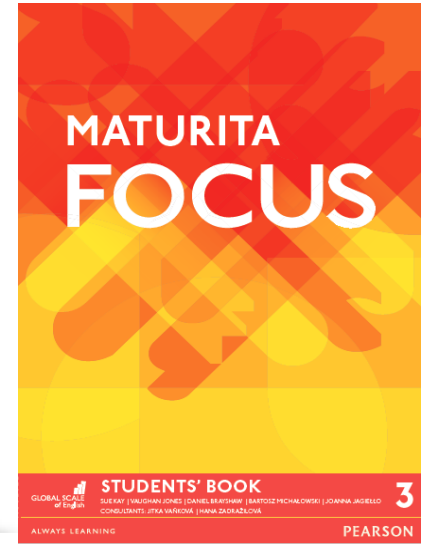
Who? Keith Richards, guitarist
What is insured? \$ _____
How much? \$1 million

SELECTING

9 Read the questions and cross out the injury that is impossible or very unlikely.

Have you ever:

- 1 broken your *leg / chest / toe?*
- 2 burnt your *tongue / fingers / ribs?*
- 3 cut your *teeth / lip / heel?*
- 4 dislocated your *shoulder / eyebrows / thumb?*
- 5 scratched your *knees / neck / hair?*
- 6 sprained your *lips / ankle / wrist?*



MATCHING

WORD STORE 6D

Compound nouns – health issues

[bee black ~~first~~ hay]
heart nose sun

- 1 first _____ aid
- 2 _____ attack
- 3 _____ bleed
- 4 _____ burn
- 5 _____ eye
- 6 _____ fever
- 7 _____ sting



GRAMMAR



When I was a kid, my
English teacher looked
my way and said,
“Name two pronouns.”
I said, **“Who, me?”**



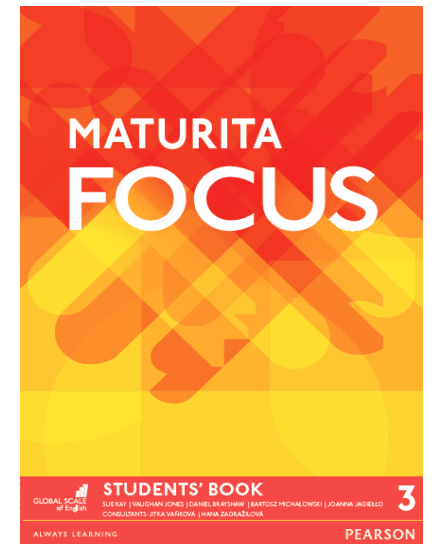
Grammarly



1 In pairs, look at the different versions of the *Mona Lisa* and answer the questions.

1 Which version do you like best? Why?

2 What do you know about the original painting?



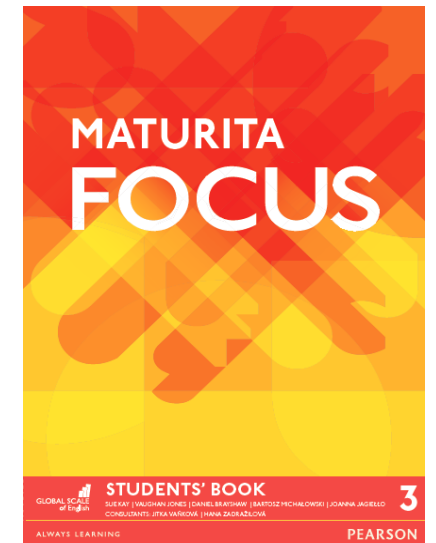
2 Read about the real *Mona Lisa*. Why does the curator think that the *Mona Lisa* is smiling?

STOP ASKING SILLY QUESTIONS!



My name is Henri Dubois. I've been working at the Louvre Museum in Paris for twenty-one years and I've been looking after the *Mona Lisa* for nearly ten. So, for the past ten years I've been watching people's faces when they first see the *Mona Lisa*. There's something very special about that painting. I've also been answering the same questions over and over again. They ask me, 'How long has she been hanging in the Louvre?' I always say the *Mona Lisa* has been in the Louvre since 1804. But it isn't quite true. The *Mona Lisa* hasn't been hanging in the Louvre since then because someone stole it in 1911. Fortunately, the painting was returned two years later.

The other questions are impossible to answer. They ask me, 'Who was she? What is she thinking? Why is she smiling?' Why is the *Mona Lisa* smiling? Because she's been listening to people's silly questions for over 200 years! Stop asking questions and look at the painting – it's beautiful!



3 Read the GRAMMAR FOCUS. Then find six more examples of the Present Perfect Continuous in the text in Exercise 2.

GRAMMAR FOCUS

Present Perfect Continuous

You use the Present Perfect Continuous to talk about unfinished actions that started in the past and continue in time 'up-to-now'. Use *for* or *since* to say how long.

I've been working at the Louvre museum in Paris for twenty-one years.

Present Perfect Continuous: *has/have + been + -ing*

+ *I v e been working.*

– *He hasn't been working .*

? *Have you been working . . . ?*

Yes, I have ./N o, I haven't.

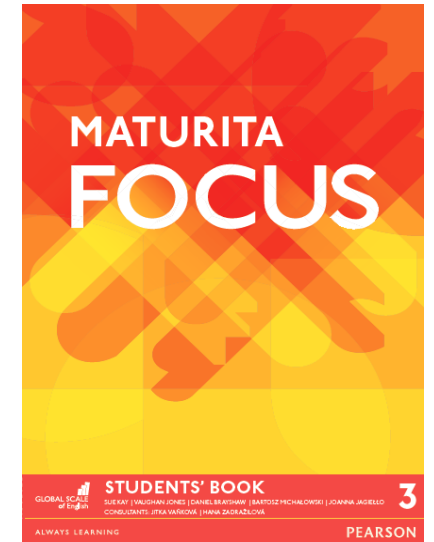
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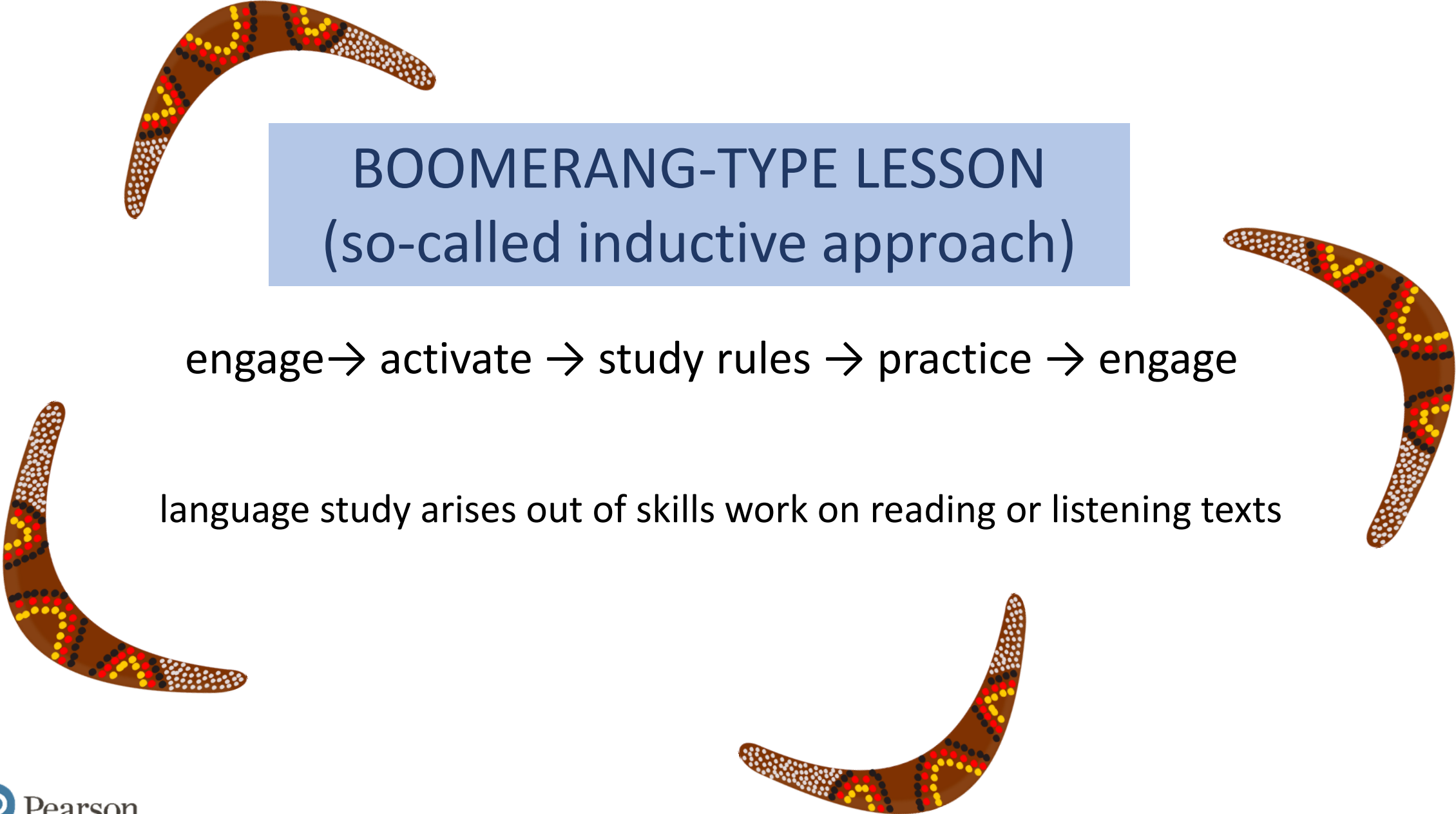
State verbs (*be, have, know, etc.*) do not take the continuous form.

The Mona Lisa has been in the Louvre since 1804.

(NOT *has been being*)

Read about the real *Mona Lisa*. Why does the curator think that the *Mona Lisa* is smiling?





BOOMERANG-TYPE LESSON (so-called inductive approach)

engage → activate → study rules → practice → engage

language study arises out of skills work on reading or listening texts

Why have they been waiting in the queue?



GRAMMAR ANIMATIONS



Sarah: Good morning everybody. Yesterday we went to Your Fashion Talent auditions and interviewed people in the queue.

Sarah: Hi, I'm Sarah from London TV. What's your name?

Make-up artist: I'm Amy. I'm a . And this is Jessica. We're here together.

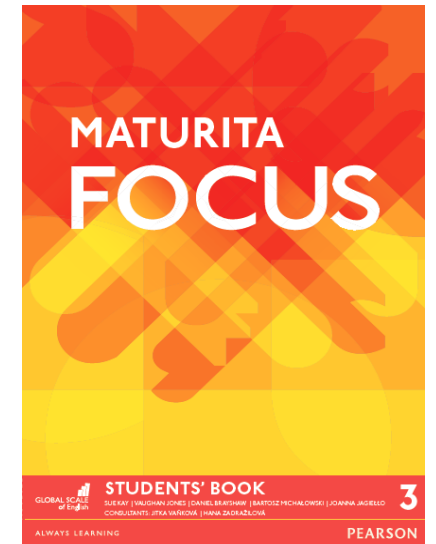


Sarah: Haha, everybody here is hoping for some success. Lots of people have turned up today. How long have you been waiting in the queue?
Make-up artist: **We've been waiting for five hours.** Jessica has had the make-up on for almost eight hours so I hope they will see us soon because all this waiting is no good for the make-up.
Sarah: Good luck to you then! I hope the judges will love it as much as I do.

USING VIDEO FOR TEACHING GRAMMAR

- ✓ Understanding grammar in **authentic, digital and „distracting“ context**
- ✓ Allows for **more follow-up practice** using scripts, subtitles, screenshots, ...
- ✓ Gives teachers some **„time-off“ in the lesson**

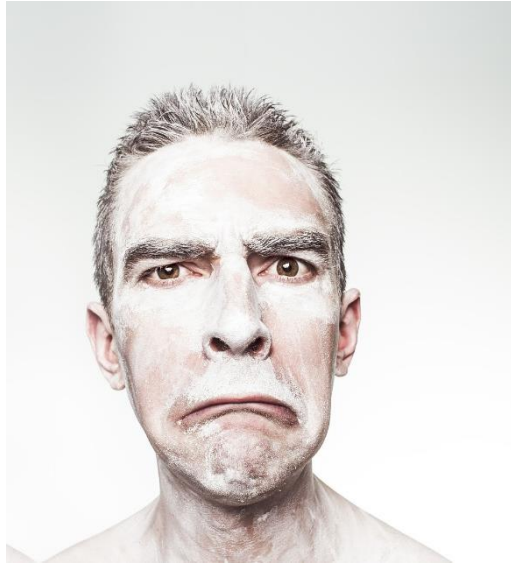
USING SCREENSHOTS



SHRINKING PREPARATION TIME

MY PERSONAL TIPS in other words: „What pays off“

- ✓ If possible, choose the coursebook you like – VERY IMPORTANT!
- ✓ Familiarize yourself with the „language“ of the book (unit structure – both Student´s Book as well as Workbook, unit follow-up materials – vocabulary lists, grammar summaries, listening scripts, answer keys, ...)
- ✓ Our worstock is like a house – don´t forget to clean up regularly!
- ✓ Elicitation saves your time and energy!
- ✓ Let students „put words in action“!
- ✓ Remember the „boomerang lesson“
- ✓ Take advantage of technologies
- ✓ Recycle! – photocopiable materials, audio scripts, even exercises



SUMMARY



- ✓ Our worstock is like a house – don't forget to clean up regularly!
- ✓ Elicitation saves your time and energy!
- ✓ Let students „put words in action“!
- ✓ Remember the „boomerang lesson“

For more information on Maturita Focus coursebook go to: www.pearsonelt.com/focus

or contact: metodik@venturesbooks.com



Pictures: Pearson, www.pixabay.com, www.pinterest.com

Sources: Maturita Focus Pearson

Harmer, J.: How to teach English, Pearson 2007

Thornbury, S.: How to teach vocabulary, Pearson 2015



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