

Teaching English for Short Term Teams

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Listening to evaluate and change/manipulate information

- Writing information received and reviewing it in order to **answer questions** or to solve a problem.
- Evaluating information in order to **make a decision** or **construct a plan of action**.
- Evaluating **arguments** in order to develop a position for or against.
- **Evaluating cause-and-effect information**.
- Projecting from information received and **making predictions**.
- **Summarising** or "gisting" information received.
- **Evaluating and combining information**.
- **Evaluating and condensing information**.
- **Evaluating and elaborating or extending information**.
- **Organising** unordered information received into a pattern of orderly relationships, chronological sequencing, spatial relationships, cause-and-effect, and problem solution.
- **Excursions** designed for students to gather facts; information-gathering tasks for panel presentations or use in a project are very challenging and useful for both intermediate and advanced learners.
- **Debates or discussion assignments** on current local, national, or international issues can make use of a number of kinds of aural and written information evaluation and manipulation.
- **Jigsaw listening** format also falls into this category.

Interactive Listening

This is a combination of listening and speaking to negotiate meaning.

- **conversations**
- **brief presentation** with question and answer times

Running conversation classes

The aim is to help your students improve their conversational English.

Keys for good classes.



- Keep your students talking!
- Create an atmosphere where the students feel comfortable to practice their English while having fun.
- Keep them talking!
- Speak only English
- Speak naturally, using simple, but complete sentences with correct grammar.
- Don't modify your speech by speaking in broken English. Speak moderately slowly, but not too slowly. Maintain natural volume, rhythm, stress and phrasing.
- Encourage your students with specific praise.
- Give clear directions. Keep them simple and short. Model what you want them to do.
- Limit the amount of time you speak. Keep your students talking!!
- Use pair work and small group work a lot. It gets more people talking at one time.
- Know your students by name. Be friendly. SMILE.
- Teach relevant English content. Eg introducing yourself to others (My name is _____); asking for help (Could you please help me? ...) asking for information (Excuse me, what is the time?)
- Choose activities that the students will enjoy. Make it fun.
- Teach a little and use it a lot. Don't be afraid to use repetition. It is better to go over something a lot so the students get mastery than to introduce lots of new material so they feel overwhelmed.

Planning lessons

Pray before planning your lessons. Seek God in detail for what you will teach and how you will teach it.

Goals

What is your goal for the lesson?

List a few objectives that you want your students to accomplish from this lesson. For example:

- Improve pronunciation of // and /r/ or /s/ and /sh/
- Speak fluently for 2 minutes
- Be involved in a conversation of at least 3 exchanges.
- Understand the principle of forgiveness

Icebreaker

Begin with an activity that will help your students focus on the topic or theme for the day. It helps them settle into class when they arrive.

Vocabulary and Idioms

Introduce a few new words they can use today to increase their vocabulary. You may want to include a new idiom.

Communicative activities

Choose activities that will get the students talking a lot.

A lesson plan running sheet could look like this:

- listening to directions, then passing them along to a third party (in order to use the information to carry out a task).
- listening to part of a story and repeating it to others.

Listening to solve problems

Problem solving games and puzzles include:

- **Word games** in which the answers must be derived from verbal clues.
- **Number games and oral story arithmetic problems.**
- Asking questions in order to identify something, as in **Twenty Questions**, animal, vegetable, or mineral.
- Classroom versions of **Celebrity heads**, **Password**, **Jeopardy** and **Twenty Questions** in which careful listening is critical to questions and answers or answers and questions.
- **"Minute Mysteries"** in which a paragraph length mystery story is given by the teacher (or a tape), followed by small group work in which students formulate solutions.
- A **jigsaw mystery** in which each group listens to a tape with some of the clues, then shares information in order to solve the mystery.
- **Riddles, logic puzzles and intellectual problem solving**
- **Real-world problems** such as:
 - Comparison shopping tasks using recorded conversations for practice (a customer asking for prices with several rent-a-car dealers, or several florist shops, or several barber shops, then choosing the best bargain), followed by similar kinds of field trips.
 - Short descriptions of court cases, with listeners asked to make a decision and defend it. Field trips can be assigned in which pairs of students go out to do comparison shopping for products or services, then report back to the entire class. This activity is suitable for both adults and children.

- Identify errors and discuss. Errors are usually grammar errors, pronunciation errors, spelling errors. Use these errors for future teaching sessions.

- **story telling**
- **listening for specifics**

Listening to transfer Information

Transferring information from spoken to written (hearing information and writing it down) e.g.

- **Listening and taking a telephone message** by either transcribing the entire message word-for-word or by writing down notes on the important items (in order to give the message to a third person).
- **Information gap activities** (listening and filling in blanks in a gapped story game).
- **Filling in forms or charts** (to use the information for some further purpose, such as making a decision or solving a problem).
- **Summarizing** what they hear of a short story, report, talk (to be able to share it with a third person).
- Listening to a "how to" talk and **writing an outline** of the steps in the sequence (e.g. how to cook something, how to run a piece of equipment, how to play a game, in order to carry out an action).
- **Note taking** from a talk or lecture and taking notes (to use it later for another purpose).
- **"Jigsaw listening"** (small separate groups of students listen to different parts of a total set of information and write down the important points of their portion. Then they share their information with other groups in order to complete a story or a sequence of actions, or some form of large level outcome such as making a decision or solving a problem).
- **verbal transfer** (i.e. aural to oral) from person to person, or group to group including:

Lesson Plan Outline

Date: _____ Theme or Topic: _____ Teacher: _____

Goals

Students will be able to:

- _____
- _____
- _____

Icebreaker

Vocabulary, Idioms, Grammar Structures

Presentation activity:

Practice activity:

Communicative activities

Lesson Plan Outline Day 1

Date: 6/3/08 Topic: Getting to know you Teacher: Jan W

Goals

Students will be able to:

- Develop relationships in the class
- pronounce /th/ correctly
- use verb "to be" correctly
- understand the value of the individual

Icebreaker

Introductions

Introduce yourself and your teaching partner to the class. Students share their names. (3 mins)

Vocabulary, Idioms, Grammar Structures

Presentation activity:

Show and Tell

Show pictures of your family. Draw your family tree and describe your family to the class. (2 mins)

Practice activity:

Interview

Students draw their family tree to their partner and describe their family. Swap. [10 mins]

Students report back to class about their partner's family. [10 mins]

Communicative activities

Tell me about game

Break class into groups of 4. Students roll the dice and move around the board answering the question they land on. You only need 1 counter as there is no winner. You continue around the board for a set time. [20 mins]

Review (if there is more than 1 group)

What did you learn about the people in your group? [5 mins]

Sentence stems

(b) John (d) Joe

- Logical inference

Students hear: Mary is going to the post office

- a) She has a toothache.
- b) She needs some stamps.
- c) She needs to buy some food.

- Rejoinder (oral)

Directions: Select an appropriate response to the following statement. When are we leaving? It's getting late.

- true/false; correct/incorrect responses
- Ss hear a statement and respond appropriately
- note-taking
- summaries
- verbal responses
- dictation
- cloze dictation
- dictagloss
 - instruct students to write on every second line of their paper so as to leave space to add more later
 - read a passage of prose through. Students write down what as much as they can as you read at normal pace.
 - Repeat 3 or 4 times.
 - Students discuss what they have written in groups of 3s. They try to fill in the missing gaps.
 - When they have done as much as possible, read through the prose passage again.
 - Students work in trios again.
 - Repeat until the students have a complete draft of the prose passage.
 - Student trios check for grammar errors etc. then write up a good copy on butcher paper.
 - Put copies around the room and compare.

Teaching listening skills

Some listening skills students need include listening for:

- pronunciation (for sounds, stress etc).
- grammar (for specific grammar structures such as tense, verbs, adjectives etc.).
- the message at a sentence level.
- variations of style (formal, informal, etc).
- the meaning of the communication.
- implications.
- attitudes and opinions.

Listening Activities

Listening to do something (performing actions)

- **total physical response** activities such as following directions "Sit down, stand up"
- **responding to directions.**
- **following spoken instructions.**
- **listening while doing an action** e.g. drawing a picture, figure or design; locating routes of specific points on a map; selecting a picture of a person, place or thing from description, identifying a person, place or thing from description; performing hand or body movements as in songs and games such as "Simon Says"; carrying out steps in a process, such as steps solving a math problem, a science experiment, a cooking sequence, etc.
- **bingo** – using word or picture cards depending on level of literacy etc.
- **dialogues** – respond to what they hear.
- **multiple choice** – Ss listen to the information and respond on a multiple choice sheet.
- Sentence completion.

i.e. Mary's husband is _____

(a) Jim (c) Ron

Students go around the room asking every one the following questions.

What do you like? I like _____.

Where were you born? I was born in _____.

Where do you live? I live in _____.

How many brothers and sisters do you have? I have _____ brothers and sisters.

..... (If you have a beginners class, teach them one of these at a time. If you have more advanced students, use more sentences).
[15 mins]

Discussion

1. What makes a family happy? or

2. What are the advantages and disadvantages of being raised in a large family? Or

3. Should parents treat all of their children the same? Is it possible? Or

4. In what ways are you like your mother/ like your father? Whom do you resemble the most. [20 mins]

Lesson Plan Outline Day 2

Date: 7/3/08 Theme or Topic: Giving directions Teacher: Jan W

Goals

Students will be able to:

- Give directions when asked
- use prepositions correctly

Icebreaker

Memory game

Put about 10 items on a tray. Cover the tray with a cloth. Take the cloth off for 1 minute. Students have to remember what is on the tray. Cover the tray again and ask the students what was on the tray. [6 mins]

Vocabulary, Idioms, Grammar Structures

Presentation activity:

Show the items from the tray. Put them on the table and ask the students to name them. Don't point to the item, but give instructions such as "What is next to the spoon?" Write "next to" on the board if you have one. What is between the spoon and the knife? Check that they understand the prepositions: next to, between, in front of, behind, on, under, above, below etc. [10 mins]

Practice activity:

LSPJ

Students play "I spy with my little eye something beginning with ___". Their partner can only ask questions using a preposition. E.g. Is it next to the door? Is it near the window? [10 mins]

Words are classified into different groupings depending on their pronunciation. E.g. find all the regular verbs in Acts Chapter 2 and put them into these 3 categories.

/d/	/t/	/ed/
moved	baked	added

E.g. Find all the plural words in the dialogue and put them into these 3 categories.

/s/	/z/	/ə z /
cats	cabs	cages

E.g. Using the cards with names of the cities of the world, put them into the following stress patterns.

● ● ●	● ● ●
Sydney	Taiwan
London	New York
Cairo	Yangon

- **Interviews** Students interview each other to practice the intonation patterns for the questions.
- **Dictation** This can be used for sound recognition, word endings, and spelling patterns.
- **Cloze** This is like a dictation, but much of the text is printed out and there are gaps missing that the students are trying to fill while listening.

E.g. Student get a copy of:

Sue and _____ like _____ things.
 Sue likes _____ in her tea. _____ likes _____ in her coffee.

You read:

Sue and Sharon like sweet things. Sue likes sugar in her tea. Sharon likes sugar in her coffee.

-
-
-
-
-

“What time are you going?” = Several people are going somewhere. You are differentiating between the time others are going and the person you are speaking to is going.

- **Intonation and rhythm**

This is the melody in our speech. Change in intonation and rhythm can bring different meaning e.g. sarcasm

e.g. “You think it’s a bad idea, don’t you?” = You believe that the person you are speaking to thinks it is a bad idea.

e.g. “You think it’s a bad idea, don’t you?” = You’re not sure if the person you are speaking to thinks it is a bad idea or a good idea.

Pronunciation Activities

- **Chain Drills** e.g. “Sue likes shells, Kathy likes sherbert and I like sugar in my tea.” You go around the circle saying something you like that starts with the sound you are teaching. E.g /sh/
- **Recitation**
Jazz chants are great here. E.g.
Sally likes sugar, Sue likes sugar,
Simon likes sugar. They all like sugar in their tea.
- **Pictures**
Describing pictures or looking for items in a picture that has the sounds you are teaching. 10 differences is a great activity, where pairs are given pictures with 10 differences. They have to ask each other questions to find the 10 differences. They cannot look at their partner’s picture.
- **Classification Activities**

Communicative activities

Role play

In pair, one student is a local and the partner is a foreigner visiting their city. The visitor asks for directions to the bank, post office etc. The partner gives them directions from the class room. Swap partners several times so the students get to ask a range of people in the room. [30 mins]

Discussion

What should I visit while in this city? Where is it and why should I go there? [15 mins]

Lesson Plan Outline Day 3

Date: 8/3/08 Theme or Topic: Celebrations Teacher: Jan W

Goals

Students will be able to:

- talk about celebrations in their culture
- pronounce /s/ and /sh/ correctly
- use past and present simple tenses
- understand the Gospel and principle of forgiveness

Icebreaker

Easter egg hunt

Put the name of different celebrations on to Easter egg shaped cards. Hide them around the room. Students find eggs. The student with the most eggs wins a prize. [5 mins]

Show and Tell

Students pick an Easter egg card with a celebration they know about and tell the class what they know about it. (eg wedding, birthday, anniversary, Christmas, New Year, Easter, Passover, thanksgiving) [10 mins]

Vocabulary, Idioms, Grammar Structures

Presentation activity: Easter, anniversary; holiday; vacation;

"just around the corner"

Word match

Put the vocab words on a card. Put a definition on another card. Students have to match the word with the definition. [3 mins]

Practice activity:

Celebrity Heads

Tape the Easter egg cards to the students' backs. They have to walk around the room asking questions from the other students until they discover what celebration is on their back. [10 mins]

Communicative activities

Interview

Teaching pronunciation

Aspects of pronunciation that need teaching include:

- **The sounds of English** where they differ from the first language. E.g. the /th/ sound is only found in English, Greek and Fijian. It is not used in any other language. This is why it is so difficult for second language learners to say /th/. Students may say /d/ instead of /th/ or they may say /t/ instead of /th/.

- **Stress.**

- Words of 2 or more syllables can be stressed in different places. The position of stress may alter the meaning. E.g. *contact* "Please **contact** Tom." The stress is on the first syllable when contact is a verb. "Who is your **contact**?" The stress is on the second syllable when contact is a noun.
- Stress varies within a sentence to bring emphasis to different words. E.g. "What time are you going?"

• • • • •

"What time are you going?" = You know the person you're speaking to is going somewhere. You don't know what the time is that they are going. But you may only be looking for a general answer. E.g. This afternoon; or a specific time, but it's not critical in the conversation.

• • • • •

"What time are you going?" = You know the person you're speaking to is going somewhere. You don't know what the time is that they are going, but you need to know the exact time. It is critical. E.g. I know you are going this afternoon, but **WHAT TIME** so I can make sure I can see you before you leave.

- **Various speaking activities** - discussions, debates, speeches, etc. based on a particular subject (English for Special Purposes eg English for IT, English for Nursing).
- **Language and strategies appropriate to various settings** (e.g. business presentation, teaching, panel seminar etc).

Interview partner about their favourite celebration. Then report back to the whole class telling about their partner's response. [20 + 10 mins]

Plan a party

In small groups plan a party to celebrate a special day. [20 mins]
Report back after. [20 mins]

Teaching speaking skills

Good speaking activities

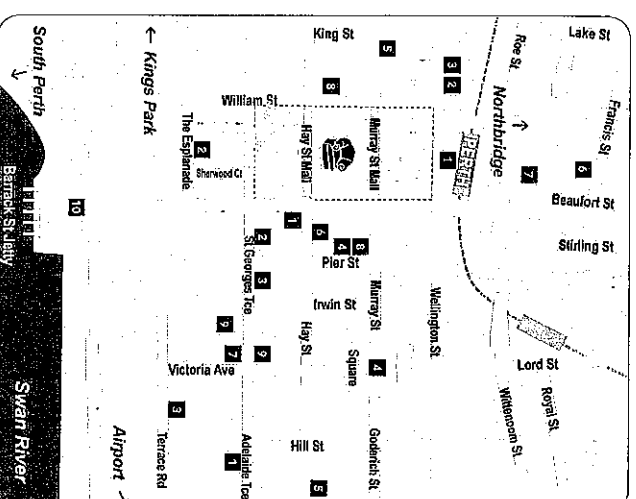
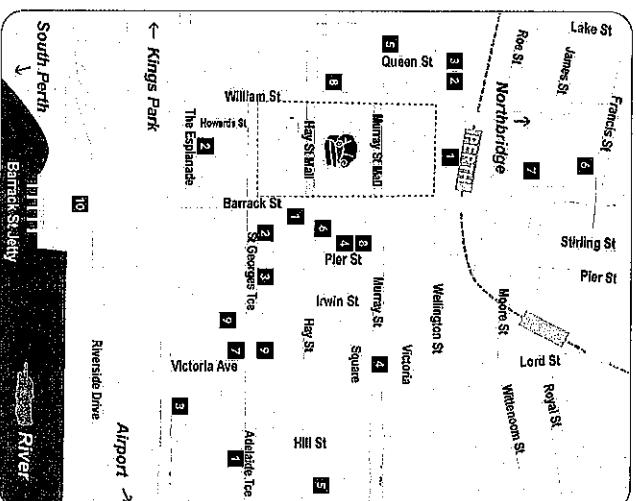
- Get students to talk
- Gives everyone a chance to talk
- Stirs up motivation to talk
- Challenges students at their level of learning

Problems with speaking activities

- **Inhibition:** Students may be fearful of making mistakes or are shy of speaking in front of others. They may also be fearful of criticism.
Solution: use group work and base the activity on easy language.
- **Nothing to say:** Students often complain that they cannot think of anything to say, or the topic may be so unfamiliar that they don't know anything about it and therefore have nothing to say.
Solution: make careful choice of topic and choose topics relevant and interesting to the students.
- **Low uneven participation:** More vocal students dominate the conversation. Shyer ones keep quiet.
Solution: Divide students into small groups and put the dominant ones together.
- **First language use in class:** Students don't speak in English enough but keep reverting back to their first language.
Solution: Create a reward or penalty system to encourage the use of English. Eg. Give them all 5 lollies at the beginning of class. They are not to eat them, but you remove one each time they speak their first language. At the end of class they can eat whatever is left.

Ask questions to find the missing street names. Buildings could be put on the map. Students ask questions to find the name of the buildings or shops.

These maps can also be used to give directions. E.g. how do I get to the bank from the post office?



- **Community-oriented tasks:** (this works well in ESL situations, but not so well in EFL situations.) You could use all your team members in this type of activity. These exercises compel students to interact with native speakers outside the classroom. These tasks have two purposes:
 - Communicative participation in the community in real situations.
 - Collection of highly relevant and needed information.
- **Formal presentations**
- **Interpreting**

.....makes me feel good.

- **Tell us about...** You can vary this activity by:
 - using a pack of cards with conversation ideas on them and putting a few cards on tables and serve coffee and cookies. They can use the cards as conversation starters.
 - put the cards inside layers of paper in "pass the parcel". As the students unwrap the parcel they get a card and tell the class about the topic.
 - creating a board game

START	a good book you have read	something you like doing	something you are good at	your favourite music
a job you would like				your favourite food
your home				your plans for next week
a good friend				the season you like best
Your work or school				somewhere you have been
what you do in the evenings	your most important possession	what you do on the weekend	a frightening experience	your family

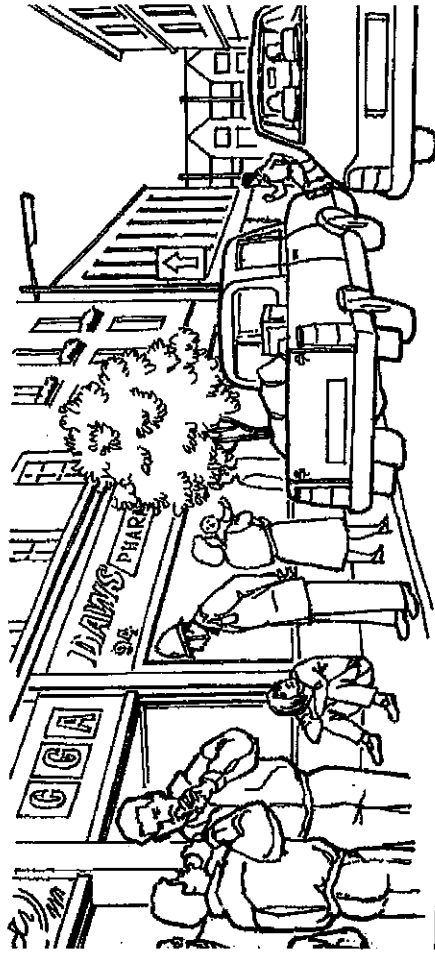
Tell me about

- **Information Gap activities.** Students are placed in pairs and have different information. They have to talk together to get all the information needed.

E.g.

Speaking Activities

- **Picture description** (Students describe or narrate what they see, or students respond to certain questions about picture). E.g. What do you see in the picture? What are the people doing?



- **Translation / interpretation activities**

Translating from L1 to L2 or L2 to L1

- **Dialogues**

e.g. (Teaching the use of some and any.)

A: Would you like a sandwich for lunch?

B: Yes please. A tomato sandwich would be great.

A: Sorry, we don't have any tomatoes. Would you like some cheese?

B: Yes, cheese would be great. Thanks.

(Change the type of food to give further practice).

Plan for teaching a dialogue

- Establish the setting needed (pictures etc.).
- Establish a personal link with the situation e.g. relate it to the students' personal experiences.
- Pre-teach items that have been selected (this is optional). Need to go over words or grammatical

- structures that might otherwise seriously interfere with overall understanding.
- Students to listen to dialogue. E.g. they can follow the pictures, listen to the dialogue, also answer questions, etc.
- Students then need to read silently as they listen. Teacher needs to pause regularly and ask simple questions to check comprehension.
- Ask the students to listen and repeat (individually or in whole group).
- Answer questions and explain any difficulties.
- Ask students to practice saying the certain dialogue in pairs or small groups, taking all of the parts in turn.
- Have student improvise or role-play the dialogue.
- Oral reading of prose passages** (stories, children's books, Bible passages etc.)
 - Problems to look out for:
 - Topics may require introduction of more vocabulary.
 - Language may be complex.
 - Ideas in text may present comprehension problems.
- Directed Dialogue:** The teacher starts a conversation by suggesting that one student make a comment to, or ask a question of, another student in the class. The teacher offers the content of the remarks, **BUT NOT** the actual remarks.
 - Can be used to elicit statements or questions.
 - Can be made easy or difficult to fit abilities and needs of class.
 - Can be used with natural sequences that "fit the occasion".
 - Useful for "fading" – withdrawal of the teacher from the activity as student involvement and interest increases and the activity no longer needs to be sustained by the teacher's direction.
- Interviews**

- Class brainstorm a set of questions that can be addressed to a visitor.
 - Teacher interviews student.
 - Students then interview each other.
- Show and tell**
 - Good introduction to public speaking.
 - Encourage classmates to ask questions.
- Small Group Discussions**
 - Teacher assigns certain topic (perhaps based on reading or other assignment) and task.
 - Have a group spokesperson present a summary of the discussion to the class.
- Oral presentations**
- Debates**
 - Divide students into teams of 3 – 4, and give the teams 30 minutes to prepare their arguments.
 - Each team member has a limited time in which to present an argument.
 - The other team is given a limited time to question the team.
 - Each team is given a set time to prepare a concluding statement
 - The referee or audience must choose a winning team.
- Role plays**
- Dramas**
- Gambits** (activities based on language functions such as giving an opinion, stating a problem expanding a point, summarizing, responding to disagreement, closers).
- Games,**
 - 20 questions**
 - I'm going on a trip....
 - Sentence stems.** Finish these sentences.
 - My favourite animals are.....
 - I like people who
 - I could not live without.....