

# ABOUT

## Activities for the Language Classroom

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# Introduction

**Activities for the Language Classroom** contains over 100 activities to help your students become better English users. We have organised these activities into two main sections:

**Skills-focused Activities**, which looks at ways to improve students' reading, listening, writing and speaking. There are sub-sections with activities you can do before and after these tasks.

**Language-focused Activities**, covering activities you can do to focus on a specific vocabulary set, grammar structure or pronunciation point. All these activities can be used to teach a variety of topics or structures.

The activities we have selected for this book were chosen because:

- they all have clear language learning outcomes
- they have been used successfully by teachers who work with Myanmar students
- they don't have complicated instructions
- they don't use materials that are difficult to find. You can do all these activities without electricity, a computer or a photocopier. All you need is a board, pens and paper. Some listening activities require a cassette or CD player and cassette or CD, but with most you can read the text aloud yourself.

There is also an **Appendix** at the back, where we have sections on:

- how to vary and adapt these activities
- teaching techniques, such as giving instructions, eliciting and correcting mistakes
- specialist language used throughout the book, and what it means

If you know the name of the activity you want to do, use the **Index** on page 62 to find it quickly.

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# SKILLS-FOCUSED ACTIVITIES

There are six sub-sections here: **Pre-task Activities**, **Reading Activities**, **Listening Activities**, **Writing Activities**, **Speaking Activities** and **Post-task Activities**.

A common model for planning skills-focused lessons is:

1. Do some pre-task activities
2. Do the task, and some practice activities
3. Do some post-task activities.

Here are two example lesson outlines:

|           |  |           |  |
|-----------|--|-----------|--|
| <b>A.</b> | <b>Aim of lesson:</b> <i>To read, summarise and discuss a text about childhood experience</i><br><b>A1.</b> Pre-teach new vocabulary in text<br><b>A2.</b> Students predict content of text<br><b>A3.</b> Students read text<br><b>A4.</b> Students answer comprehension questions about text<br><b>A5.</b> Students write summary of main points in text<br><b>A6.</b> Students discuss whether they have had similar experiences to writer | <b>B.</b> | <b>Aim of lesson:</b> <i>To make a short persuasive speech</i><br><b>B1.</b> Look at a UK election speech on TV<br><b>B2.</b> In groups, students decide on policies<br><b>B3.</b> Students write their speeches<br><b>B4.</b> Students practise their speeches<br><b>B5.</b> Students deliver their speeches. The audience gives each speaker marks for language, content and style<br><b>B6.</b> Students decide who has won the class election, and discuss why |
|-----------|--|-----------|--|

A1, A2, B1 and B2 are **Pre-task Activities**. They are preparing students for the main task by focusing on language or content that will make the task easier.

A3 and A4 are **Reading Activities**. In A3, students are presented with a reading text. A4 helps them to understand the language and meaning of the text. B3 is a **Writing Activity**. B4 and B5 are **Speaking Activities**.

A5, A6, and B6 are **Post-task Activities**. These get students to use the language, skills or content from the task in a meaningful context.

## Information Boxes

All activities have an **information box** which tells you the aims of the activity, whether it is practical to do it in your class, and how much preparation is needed.

The main learning objective of the activity.

The physical conditions you need in your class. This includes things like people needing to move around, people needing to hear each other clearly, people needing a copy of the same thing, and any materials necessary to do the activity.

What the teacher needs to do before the activity.

**Purpose:** students use new vocabulary in a meaningful context  
**Practicalities:** students work in pairs. Each pair needs a picture  
**Preparation:** get pictures about the topic, or draw them on board

# Pre-task Activities

Before you read   Before you listen   Before you write   Before you speak

## 1. Introduce the Topic

These activities focus students' attention on the topic. They do this by eliciting opinions, ideas or prior knowledge students may have about the topic.

As a teacher, finding out what students already know or think is very useful. You can use this information to figure out how long you need to spend on a topic, what language they are familiar with, and how interested they are.

### 1.1 Brainstorm

- Tell students the topic.
- Elicit what they know or think about the topic.  
Write all their ideas on the board, even if they are factually incorrect. This could be:

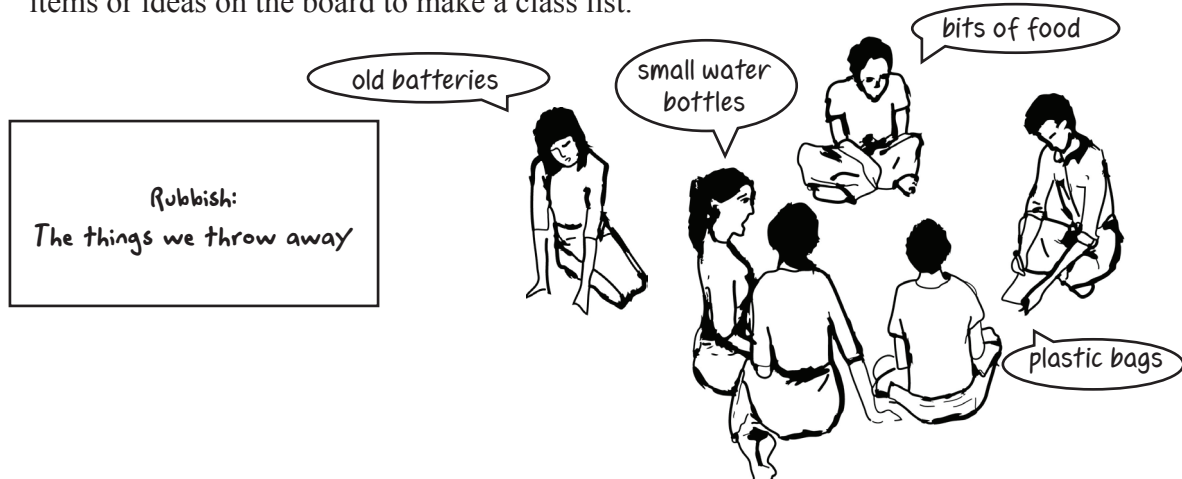
- a list of items, e.g. *animals* or *emotions*
- a list of facts about a situation, e.g. everything they know about *ASEAN* or *global warming*
- opinions, e.g. arguments for and against *free university education*

**Purpose:** activate students' prior knowledge and ideas about the topic  
**Practicalities:** class discussion with board

### 1.2 Group Brainstorm Competition

- Students work in groups of 3-8. Each group has one writer, who has a pen and paper. Give groups a time limit of 2-5 minutes.
- Groups list as much as they can about the topic within the time limit.
- Get groups to read out their lists. The group with the longest list is the winner. Write all their items or ideas on the board to make a class list.

**Purpose:** activate students' prior knowledge and ideas about the topic  
**Practicalities:** students work in groups of 3-8



## 1.3 Discuss the Topic

There are a few ways to do this:

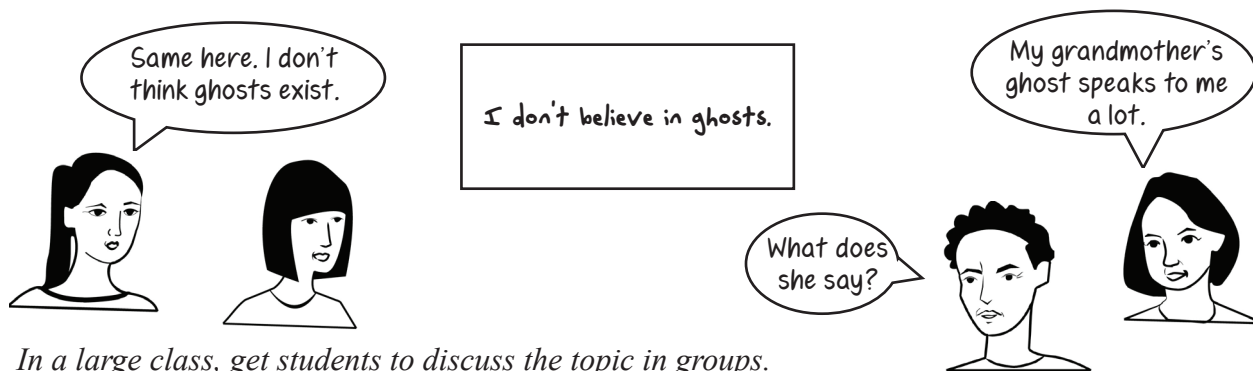
- Ask students about their own experience.

Have you ever seen a ghost?  
Are you afraid of ghosts?

- Tell a short personal story about the topic.

One night, I was walking home along the river. Suddenly I heard a voice, but I...

- Write a sentence stating an opinion about the topic. Elicit students' opinions.



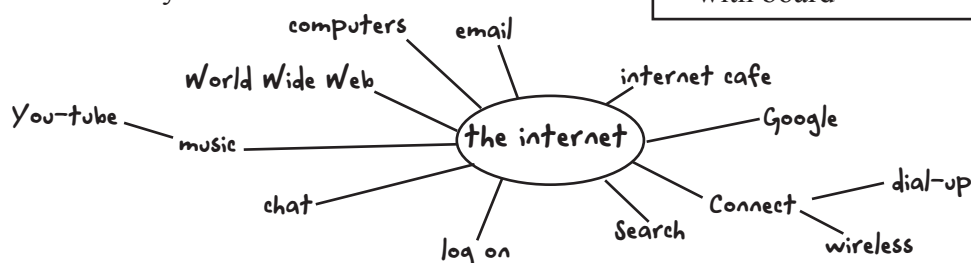
*In a large class, get students to discuss the topic in groups.*

**Purpose:** activate students' prior knowledge, ideas and opinions about the topic

**Practicalities:** class discussion

## 1.4 Mind-map

- Write a key word on the board.
- Elicit other words from the students. Connect them to the key word.

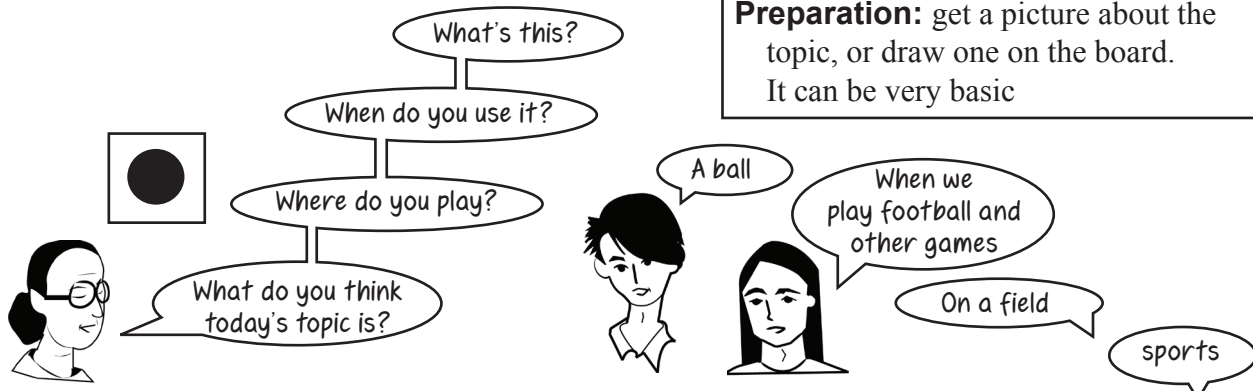


**Purpose:** activate students' prior knowledge, ideas and vocabulary related to the topic

**Practicalities:** class discussion with board

## 1.5 Picture with Questions

- Show the class a picture about the topic.
- Ask questions about the picture and the topic.



**Purpose:** activate students' prior knowledge, ideas and vocabulary

**Practicalities:** all students need to see the same picture

**Preparation:** get a picture about the topic, or draw one on the board. It can be very basic

## 1.6 Swap Questions

a. Write questions on pieces of paper about the topic you are going to study, e.g.

- *Introducing:* What's your name?  
Where do you work?
- *Past Experience:* Have you been to Bagan?  
Have you ever ridden an elephant?
- *Malaria:* What is the best way to cure malaria?  
How can we prevent the spread of malaria?

**Purpose:** activate students' prior knowledge and ideas on the topic

**Practicalities:** students need to move around the classroom

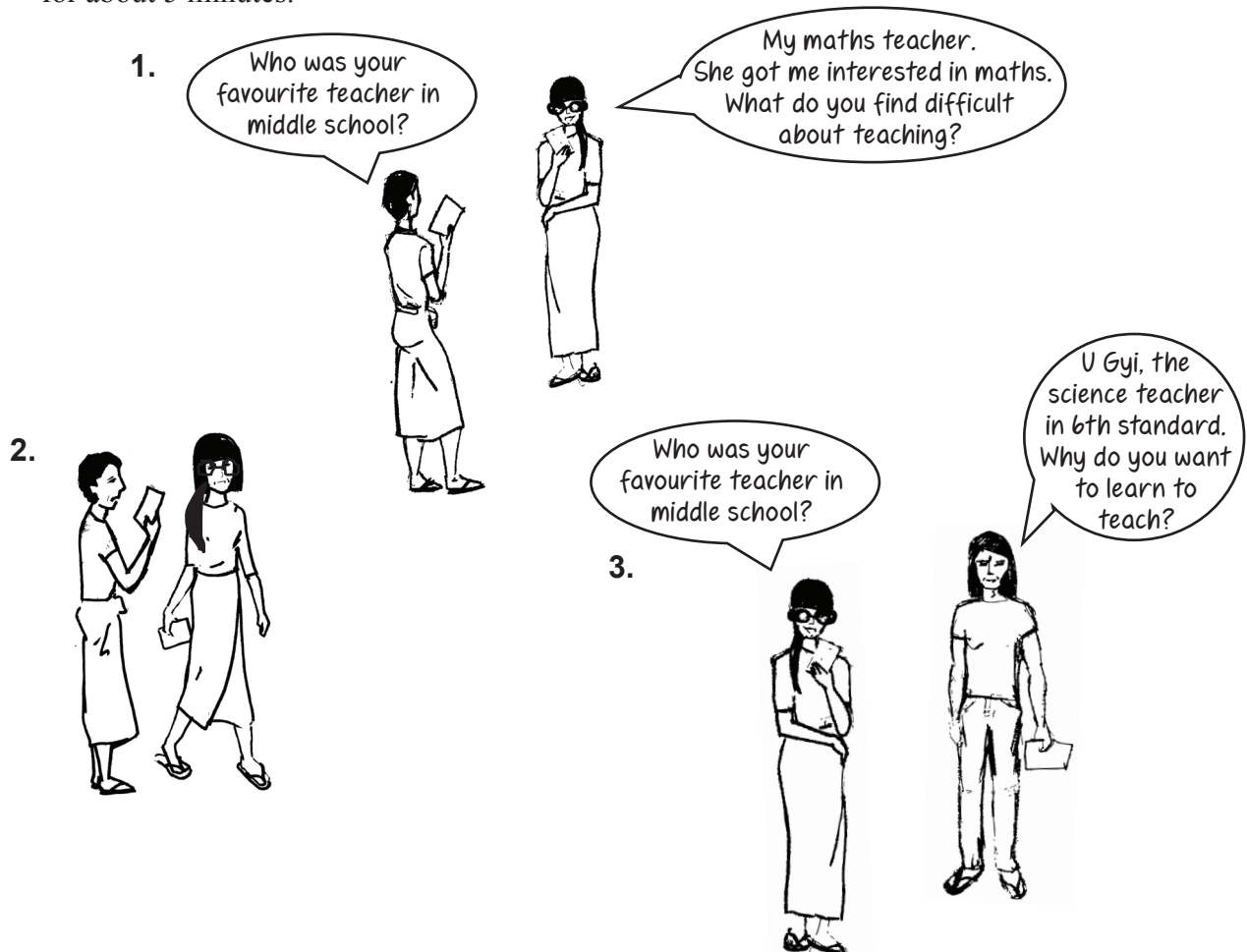
**Preparation:** write questions related to the topic on small pieces of paper

There should be one question per student, but you can use the same questions more than once - for a large class, write 7 or 8 questions and make several copies of each.

b. Give a question to each student. Students walk around the room and find a partner.

c. In pairs, students ask and answer each other's questions.

d. They then exchange questions, and go and find another partner. Continue asking and swapping for about 5 minutes.



*With more experienced students, tell them the topic and get them to write their own questions.*



## 2. Pre-teach Vocabulary

These activities look at the key vocabulary students will need:

- to understand a reading or listening text
- to perform a writing or speaking task

If you pre-teach key vocabulary, students can concentrate on the skill goal of the task more easily

- the reading, listening, writing or speaking - without having to spend a lot of time finding out what each unfamiliar word means.

### 2.1 Match the Vocabulary

Students match unfamiliar key words with:

- a definition
- a synonym
- a picture
- gaps in a text

ambitious bossy sociable

1. Someone who enjoys the company of other people
2. Someone who often tells people what to do
3. Someone who aims to be rich, famous or successful

**Purpose:** students are exposed to key words and meanings

**Practicalities:** students work from the board or worksheets

**Preparation:** prepare matching exercises

### 2.2 Elicit the Word

There are a few ways to do this:

- **Mime the word.** Use actions to demonstrate the meaning of the word:

*Swimming* Mime with arm movements.

Ask: *What am I doing?*

*A key* Mime unlocking a door, point to the key.

Ask: *What's this?*

*Disgusting* Mime smelling old food and make a facial expression.

- **Show or draw a picture:**

*Global Warming* Draw a picture of the Earth with flames around it.

*Love* Draw a heart

*Often* Draw a line. Mark *never* at one end and *always* at the other.  
Mark points along it: *usually, hardly ever*, etc.

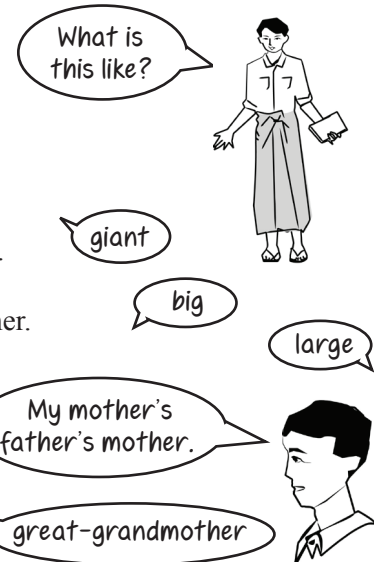
- **Give a description of the word.**
- **Give a translation of the word.**

Allow the students time to think. If they don't know the word, tell it to them and write it on the board.

**Purpose:** students remember and share the meaning of key words

**Practicalities:** class discussion

**Preparation:** find or draw some pictures if necessary



### 2.3 Concept-checking Questions

a. Write a key word on the board.

b. Ask basic questions about it, e.g.

*gigantic* Is it more than 'big' or less than 'big'? (More)

*key* Is it made of wood? (No)  
Where do you use it? (In a door)

*cassette* Does it have speakers? (No)  
Can you store music on it? (Yes)

**Purpose:** check that students understand meanings of new words

**Practicalities:** class discussion with board

*It is a good idea to concept-check all new vocabulary, even if you have already elicited it.*



### 3. Prediction

These activities generate interest in the task. They get students to guess the content or language of a text. They are most commonly used before reading or listening tasks.

#### 3.1 Predict from the Title

- Write the title of the reading or listening text on the board.
- Students guess what will be in the text. Write all their predictions on the board.

**Purpose:** students infer content of a text from the title

**Practicalities:** class discussion with board

*After they read or listen to the text, check which predictions were correct.*

#### 3.2 Predict from Key Words

- Write key words from the text on the board.
- Students guess what will be in the text. Write all their predictions on the board.

**Purpose:** students infer the content of a text from key words

**Practicalities:** class discussion with board



rural drought debt difficulties

- farmers are having problems
- harvest fails and crops are bad
- many farmers have to borrow money because they can't grow enough

*After they read or listen to the text, check which predictions were correct.*

#### 3.3 Predict from Pictures

- Show pictures from the text or related to the text. Some texts have pictures that you can copy and give to the students.
- Students guess what will be in the text. Write all their predictions on the board.

**Purpose:** students infer the content of a text from pictures

**Practicalities:** class discussion with board

**Preparation:** get pictures related to the text

*After they read or listen to the text, check which predictions were correct.*

#### 3.4 What do you Know?

- Draw a chart on the board, or have students draw it in their books. The chart has 3 columns.
- Students complete the chart.

**Purpose:** students identify prior knowledge and areas of interest

**Practicalities:** students work individually, in pairs or groups, or as a class

##### Nelson Mandela

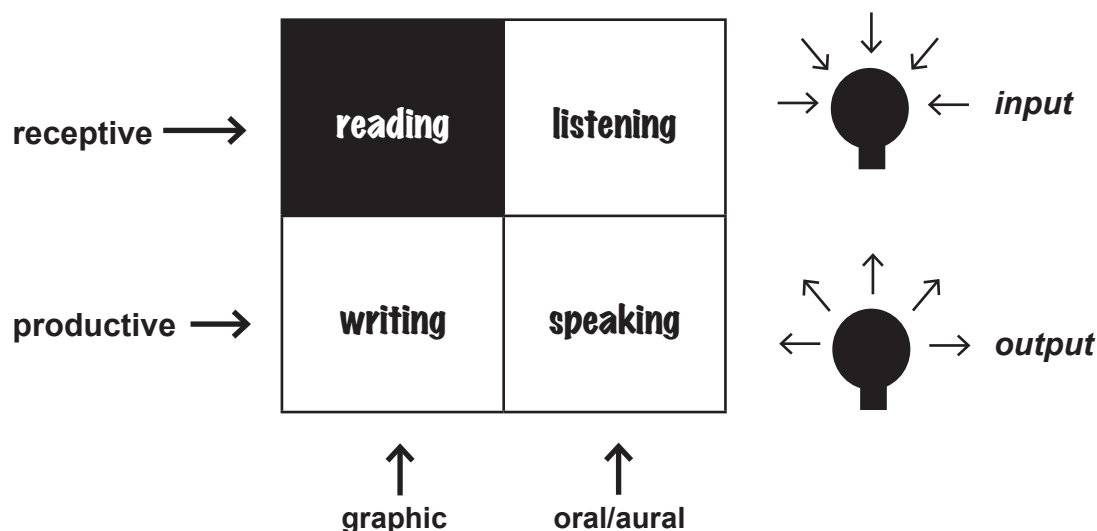
| Things I Know  | Things I Think I Know                 | Things I Want to Know  |
|--|---------------------------------------|--|
| First Black President of South Africa<br>Was in prison a long time | Married twice?<br>about 90 years old? | Does he support the war in Iraq?<br>How long was he in prison? |

*After they read or listen to the text, check whether their information is correct, and whether they found information about things they wanted to know.*

# Reading Activities

## Presenting a Reading Text    Reading Practice

The following sections look at activities practising the receptive and productive skills needed to understand and use a language. The first of these looks at **Reading Activities**.



In the language classroom, there are two types of reading activities. One is reading for **language learning**. This type of reading uses written text as examples of a target language structure or vocabulary in context. These types of activities are covered in the **Language-focused Activities** section of the book.

This section looks at the other type of classroom reading - reading for **skills development**. The aim of these reading tasks might be:

- to help students improve a reading technique (e.g. reading for gist, reading to find specific information, scanning)
- to help students understand content - the information and ideas in the reading text. This is often the case when you are teaching **English for Specific Purposes** (e.g. English for Academic Study, English for Medicine, English for Tour Guides) or teaching another subject, like social sciences or health, in English.

This is divided into two sub-sections, **Presenting a Reading Text**, which looks at different ways to approach students' first reading of a text, and **Reading Practice Activities** which comprises a range of **controlled practice** activities designed to help students understand the ideas and language from the text.

Your choice of text is important. If there is a lot of unfamiliar vocabulary or structures (more than about 10%) students will have difficulty focusing on the skills or content. **Authentic** texts (with unmodified English) are normally too difficult for students below intermediate level.

## 4. Presenting a Reading Text

The most common way to present a reading text is to show them the text - by handing it to them on paper, telling them to read it in their textbook, or writing it on the board for them. This is fine, but it can be useful to also give students a task to do while they are reading.

### 4.1 Focus Questions

- a. Write one, two or three questions that can be answered from reading the text. The questions should be general - focus on the main ideas.
- b. Students read the text and answer the questions.

**Purpose:** students read to identify the main ideas

**Practicalities:** students work from the board. They can work individually, or in pairs or groups.

**Preparation:** prepare questions

### 4.2 Order the Text

- a. Make enough copies of a reading text so there is one per student, pair or group. Cut it into phrases, sentences or paragraphs.
- b. Students put the text in order.

'Yes please.' Carl took the newspaper and looked at his ticket. 'I'm in seat 5F. Where's that?'

'It's at the front of the plane, sir. On the left there, by the window.'

**Purpose:** students read for gist and decide sequence

**Practicalities:** students work individually, or in pairs or groups

**Preparation:** cut up copies of a text - one per student, pair or group

The flight attendant smiled.  
'Welcome aboard, sir. Would you like a newspaper?'

'I see. Thank you very much.'  
Carl smiled back at the flight attendant.

### 4.3 Identify the Main Idea

- a. Write the correct main idea of the text, and two or three incorrect main ideas (supporting points or incorrect ideas) in multiple choice format.
- b. Students read the text, and identify which is the correct main point.

**Purpose:** students read for gist and identify the main idea

**Practicalities:** best with a non-fiction text (an article, essay or opinion text) rather than a story. Students work individually, or in pairs or groups

**Preparation:** prepare a multiple choice question about the main idea

### 4.4 Match the Summaries

- a. Write short summaries of each paragraph, in random order, on the board.
- b. Set a time limit. Students skim-read the text, and match the most appropriate summary with each paragraph.

**Purpose:** students read for gist and identify key information

**Practicalities:** students work from the board. They can work individually, or in pairs or groups.

**Preparation:** prepare paragraph summaries

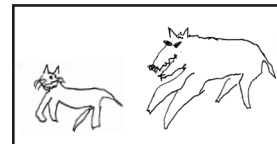
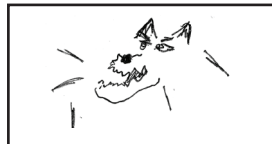
## 4.5 Match Pictures to Paragraphs

a. Collect or draw pictures related to the text. Give them to the class, or a set to each group. The pictures could be:

- a short comic strip of the whole story
- a picture related to each paragraph
- beginning, middle and end pictures

b. Set a time limit. Students skim the text and put the pictures in the correct order.

Last night I was walking past the shop when I saw a large dog. The dog barked loudly at me, so I started walking quickly. It started running after me so I started to run. Luckily, it was chasing a cat in front of me.



*Students could then re-tell the story, using the pictures as prompts.*

## 4.6 Choose the Title

a. Students skim-read the text, and choose a title.  
Write all suggestions on the board.

b. Tell them the real title. Whose title was closest?

*This can be done in pairs or groups, or you could do it as a pyramid activity:*

a. Individually, students skim-read the text and choose a title.

b. They get into pairs, discuss the text and agree on a title.

c. Each pair joins with another pair, and in a group of four, agree on a title.

d. Each four joins with another four, and in a group of eight, decide on a title.

e. As a class, decide on a title.

**Purpose:** students read for gist and identify main topics

**Practicalities:** all students need to see the same pictures

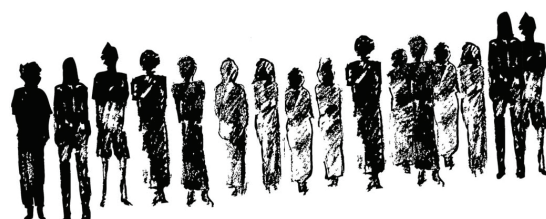
**Preparation:** find or draw pictures related to the text

**Purpose:** students read for gist and rephrase the main point

**Practicalities:** students work from the board or worksheets

**Preparation:** make copies of the text, or write the text on the board, without the title

**Practicalities:** students need to move around the room and form groups.



## 4.7 Gap-fill Reading Text

Students read the text with key words missing. They work out what words are needed to fill the gaps. To make it easier, you can:

- provide the key words needed to fill the gaps, in mixed order
- give the first letter of each word needed to fill the gaps

*This activity is useful after one of the pre-teach vocabulary activities in Section 2.*

**Purpose:** students read for detail and identify key words

**Practicalities:** students work from the board or worksheets

**Preparation:** prepare a text with key words missing

## 4.8 Disappearing Paragraph

- Write the paragraph on the board. Students say it.
- Erase about 10% of the words. Students say it.
- Erase another 10%. Students say it.
- Continue erasing 10% more after each repetition by the students until it is completely gone.
- Students say the whole paragraph from memory.

**Purpose:** students read a paragraph from memory

**Practicalities:** students work from the board. This can get noisy

**Preparation:** write the paragraph on the board

Ko Ko to get school by 8.30 and 8.00. He's brushed teeth but he got yet. He his homework - he did last , but he hasn't his bag . His little is still asleep. hasn't him up yet.



## 4.9 Jigsaw Gap-fill

- Make two different versions of the text. Each version should contain gaps to fill key information, but the gaps should be different in each text. Text A has the answers to Text B, and Text B has the answers to Text A.

**Purpose:** students read for detail, and make questions to find missing information

**Practicalities:** students work in pairs

**Preparation:** prepare and copy two versions of a text

- Students work in pairs. Give Partner A of each pair Text A, and Partner B Text B.
- Students ask and answer questions to complete their text.

### Text A:

Kofi Annan was Secretary-General of the United Nations. He comes from Ghana, Africa. His name, Kofi, means \_\_\_\_\_.

### Text B:

Kofi Annan was Secretary-General of the United Nations. He comes from \_\_\_\_\_, in Africa. His name, Kofi, means 'born on a Friday'.

What does Kofi mean?

Where is Kofi Annan from?

## 4.10 Teach Each Other

- Students work in groups of 3-6. Give each group a section of a longer text.
- Groups plan how they are going to explain the content of their text to the rest of the class. They are not allowed to read the text word for word - they must use their own words.
- In order of the text, groups explain their part to the rest of the class.

*With difficult texts, you could let groups explain in their first language.*

**Purpose:** students read for gist and rephrase information based on contextual needs

**Practicalities:** students plan in groups and present to the class

**Preparation:** split a longer text into sections - one per group

## 4.11 Texts around the Room

- Choose 3-6 texts and number them. They can be all on the same topic or about different topics. Stick these on the walls around the classroom.
- Write (2-4) comprehension questions for each text. Mix the order of these and write them on worksheets or on the board.
- Students move around the room reading the texts, answering the questions and identifying the texts they came from.

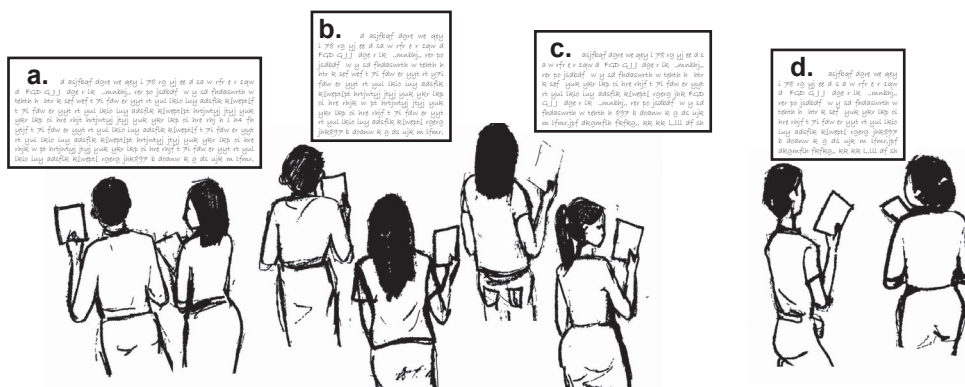
*This can be done as a group activity. Give a prize to the group who finishes first with the most correct answers.*

**Purpose:** students read for details from multiple texts

**Practicalities:** students move around the class reading texts, which are on the walls

**Preparation:** put 3-6 texts on the wall and prepare a few questions about each text

| question                        | text |
|---------------------------------|------|
| a. Where did the cow live?      |      |
| b. How many eggs do emus lay?   |      |
| c. What is the capital of Fiji? |      |
| d. Why was the calf angry?      |      |



## 4.12 Separate the Texts

- Give each student (or pair, or group) a worksheet with two or more texts mixed up. These can be mixed sentence by sentence or paragraph by paragraph, depending on level.
- Students identify which sentence or paragraph belongs with which text.
- If you like, have students write out each complete text.

**Purpose:** students read for gist and identify parts of texts

**Practicalities:** students work from worksheets

**Preparation:** prepare worksheets with two or more texts mixed together in the correct order



## 5. Reading Practice Activities

These are **meaning-focused** activities that help students process the content of a text. They are all highly controlled - they don't require a personal response, or encourage looking beyond the text. Those **free practice** activities happen later in the lesson; some are listed in *Section 10*.

**Form-focused** activities that help students process language are in *Sections 11-13*.

### 5.1 Comprehension Questions

Write questions about the text, which students answer. With comprehension questions, the answer must be available in the text. Open questions are better later in the lesson.

**Purpose:** students check their understanding of details in the text  
**Practicalities:** students work from board or worksheets

- *wh-* questions

What do sharks eat? Mostly smaller fish. (if this information is in the text)

Are you afraid of sharks? Is not a comprehension question. Do these open-ended type of questions later in the lesson.

- *yes/no* questions. With *yes/no* questions, it is better to also ask for more information, e.g.

Was Thida afraid of the shark?

This is very easy.

Was Thida afraid of the shark? Why or why not?

This involves more thinking.

### 5.2 True or False?

- Write some true and some false statements about the text.
- Students decide whether the statements are true or false.
- If false, they write a true statement, e.g.

**Purpose:** students check their understanding of details in the text  
**Practicalities:** students work from the board or worksheets  
**Preparation:** prepare true and false statements

Mao Tse-Tung was the leader of the USSR. False. He was the leader of China.

### 5.3 Text Quiz

- Students think of closed questions (with only one possible correct answer) from the text. They must also know the correct answer to their questions.

**Purpose:** students form questions and answers based on the text  
**Practicalities:** students work individually, or in pairs or groups

- They ask each other their questions and check their answers.

*This can be done individually, but is better in pairs or groups.*

*You can make it into a group competition by getting groups to think of 3 questions each, and each group has to answer all the other groups' questions. The winner is the group with the most correct answers.*



## 5.4 Summarise

- Students write brief summaries of the text, in their own words.
- After they have written their summaries, check that they have included the main point(s) of the text.

**Purpose:** students read for details and restate the important information  
**Practicalities:** students work individually, or in pairs or groups

## 5.5 Information Transfer

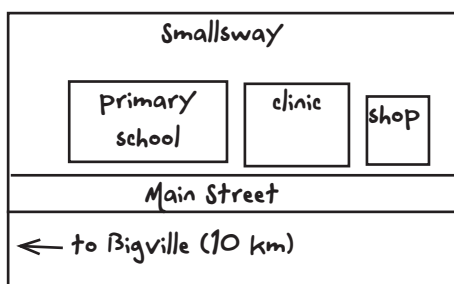
After students have read a text, they take information from it and put it in a different format. This can be:

**Purpose:** students present the same information in different ways  
**Practicalities:** students work individually, or in pairs or groups

- a picture



- a map



- a table

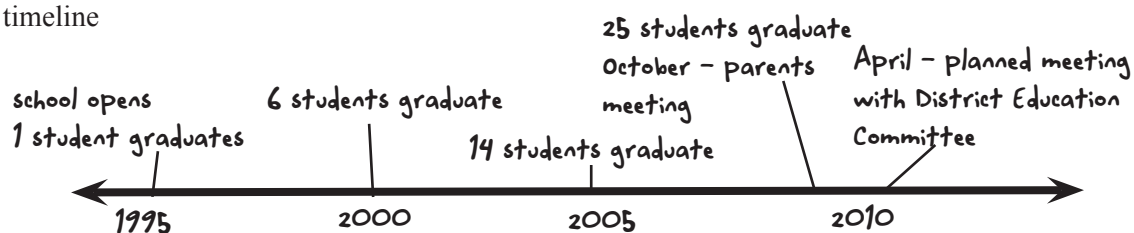
Graduates from Smallsway Primary School

| Year | Number of Graduates |
|------|---------------------|
| 1995 | 1                   |
| 2000 | 6                   |
| 2005 | 14                  |
| 2009 | 25                  |

- a graph

- a dialogue, poem or song

- a timeline



## 5.6 Classify the Information

After students have read a text, they take information from it and put it in categories.

- different types of things mentioned in the text:

| mammals       | birds | reptiles           | insects  | other |
|---------------|-------|--------------------|----------|-------|
| human<br>bear | eagle | crocodile<br>snake | mosquito | shark |

**Purpose:** students categorise information from a text

**Practicalities:** students work individually, or in pairs or groups

- different types of information mentioned in the text:

| How to get to Sagaing |                  |               |                |             |
|-----------------------|------------------|---------------|----------------|-------------|
|                       | How often?       | How much?     | Where from?    | How long?   |
| bus                   | every 20 minutes | 1200 kyat     | bus station    | 1 1/2 hours |
| car                   | when you want    | 5-10,000 kyat | where you want | 40 minutes  |
| train                 | 3 times a day    | 2000 kyat     | train station  | 2 hours     |
| boat                  | occasionally     | 800 kyat      | river          | 2-3 hours   |

- different types of statements mentioned in the text:

| statements for the war in Iraq   | statements against the war in Iraq   |
|--|--|
| 'We need to help Iraqis defend their country'<br>'We had to remove Saddam Hussein' | 'the war has killed too many civilians'<br>'The US had no right to invade another country' |

## 5.7 Order the Information

After students have read a text, they take information from it and put it in order.

- chronological order (order of time)
- order of frequency (how often)
- least to most (e.g. *slowest to fastest, least liked to most liked, lowest marks to highest marks*)

**Purpose:** students order information from a text

**Practicalities:** students work individually, or in pairs or groups

## 5.8 What's the Question?

1. Prepare some questions and answers about the text.

These can be:

- closed (there are only a few correct questions)

answer: His name was Lucky.

question: *What was the cowboy's name?*

- open (there are lots of possible correct questions)

answer: A cowboy.

question: *Who was Lucky?*

*What was Lucky's job? What is the story about?*

**Purpose:** students read for detail and identify how to get information

**Practicalities:** students work individually, or in pairs or groups

**Preparation:** prepare questions and answers about the text

### A Cowboy Called Lucky

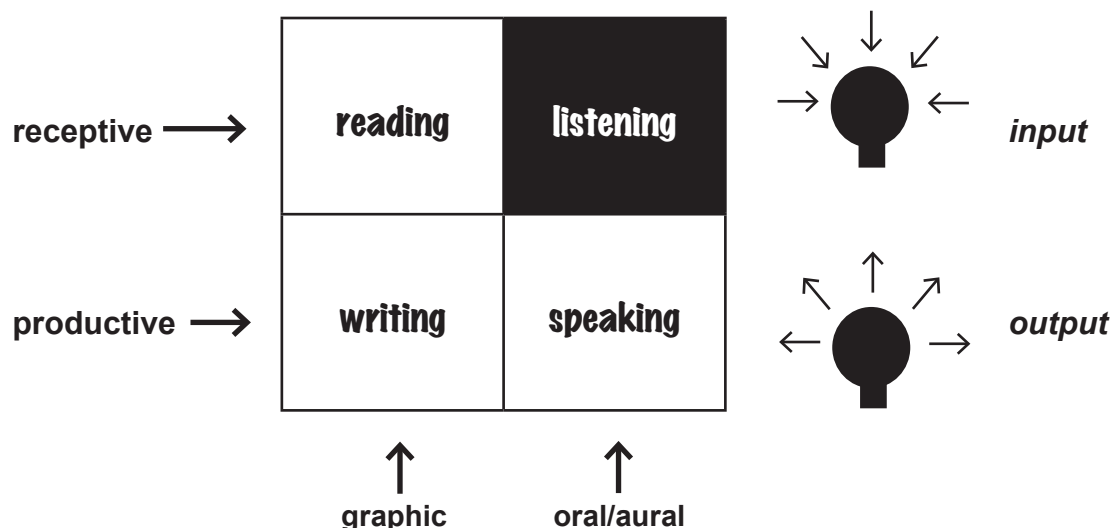
A long time ago a baby boy was born in the wild west. His parents were poor, but they worked hard on their small farm.

2. Students identify the correct questions they would ask to get the answers.

# Listening Activities

## Presenting a Listening Text    Listening Practice

This section looks at activities for presenting listening texts and practising listening skills.



Listening, like reading, is a receptive skill. Many of the reading **presentation** and **practice** activities can be used as listening activities too - we have listed these at the beginning of each sub-section. For example:

**4.3 Identify the Main Idea** - Write the choices for main idea on the board, then play or read out the listening text. Students choose the best main idea.

**5.5 Information Transfer** - Students listen to the text and put information into a different format: draw a picture, map, or graph, fill in a chart or form, etc.

Similarly to the **Reading Activities** section, this is divided into two sub-sections: **Presenting a Listening Text**, which has different ways students can first hear a text, and **Listening Practice Activities**, which has a range of **controlled practice** activities designed to help students understand the ideas and language from the text.

## Choosing a Listening Text

Listening can be a difficult skill to teach and learn in a low-resource environment, where students don't normally have much opportunity to hear and use real-life English. Choosing a listening text that is the right level for your students is important - even more important than with a reading text. If you can only find difficult texts, make sure the tasks are very simple.

If you don't have access to a cassette player, computer or CD audio resources, read the text aloud yourself, or have a student read it. This is useful, even if you don't think your English is good enough. Most of the people your students will **interact** with are not **expert speakers** either.

## 6. Presenting a Listening Text

Usually teachers present listening texts by playing the cassette or CD, or by reading a text aloud. Here are a range of activities students can do while they are listening.

Many of the activities in *Section 4: Presenting a Reading Text* can be used to present listening texts as well.

### 4.1 Focus Questions

### 4.5 Match Pictures to Paragraphs

### 4.3 Identify the Main Idea

### 4.6 Choose the Title

### 4.4 Match the Summaries

## 6.1 Listen for Context

Play the conversation. Students identify:

- where the conversation is taking place
- how many people are speaking
- information about the people: male or female? ages? occupations? appearance?

**Purpose:** students listen for gist to establish the context of a conversation

**Practicalities:** all students need to hear the conversation clearly

**Preparation:** cut up copies of a text - one per student, pair or group

## 6.2 Order the Listening Text

- Make enough copies of a listening text so there is one per student, pair or group. Cut it into phrases, sentences or paragraphs.
- Read or play the text. Students listen, and put the phrases, sentences or paragraphs in the correct order.

**Purpose:** students listen for gist to put a text in order

**Practicalities:** all students need to hear the text clearly

**Preparation:** cut up copies of a text - one per student, pair or group

*This works well with conversations, where you can cut up what each speaker says.*

*This is also a good activity to use with songs.*

## 6.3 Dictation

- Read or play the text at normal speed.
- Read or play the text again. Pause after every clause or sentence so students can write what you are saying.
- Read with pauses again. Repeat this for a third time if necessary. Allow students a few minutes to check and correct their writing.
- Give students a copy of the original text. Students check their writing and mark it for accuracy
  - spelling, final consonants, prepositions, etc.

**Purpose:** students listen, write and check their writing for accuracy

**Practicalities:** all students need to hear the text clearly

## 6.4 Dictogloss

- Read or play the text at normal speed.
- Read or play the text again. Pause after every paragraph so students can record the important information. They should not write word for word - they should use their own words.
- Read with pauses again. Repeat this a third time if necessary.
- Show students the original text. Individually or in pairs, they compare this to their versions. Discuss as a class different ways students have expressed the same meanings.

**Purpose:** students listen, write and check their writing for accuracy  
**Practicalities:** all students need to hear the text clearly

## 6.5 Spot the Mistakes

- Prepare a reading text with different information from a listening text. Make copies for the students, or write it on the board.
- Read the correct version of the text aloud. Students spot the mistakes in the written version.

**Purpose:** students listen for detail and identify wrong information  
**Practicalities:** all students need to hear the text clearly  
**Preparation:** prepare a reading text with some incorrect statements

*To make it easier, write the words on the board so students can choose between them  
This activity is useful after one of the **pre-teach vocabulary** activities in Section 2.*

Wangari Maathai received the Nobel Peace Prize in 2004. She was born in Kenya in 1940. She taught biology at university, and joined the National Council of Women of Kenya. In 1976 she founded the 'Green Belt' movement. This movement encouraged poor women in Africa to plant 30 million trees.

Wangari Maathai received the Nobel Peace Prize in 1904. She was born in the UK in 1940. She taught history at university, and joined the International Council of Women of Kenya. In 1976 she founded the 'Green Tree' movement. This movement encouraged poor women in America to plant 30 thousand trees.

## 6.6 Gap-fill Listening Text

- Read the text to the students, with some key words missing. Instead of saying the key words, say *beep* or *ping*.
- Students listen and write the text, filling the gaps with key words.

**Purpose:** students listen for detail and add key words  
**Practicalities:** all students need to hear the text clearly  
**Preparation:** delete key words from a text

*To make it easier, write the words on the board so students can choose between them  
This activity is useful after one of the **pre-teaching vocabulary** activities in Section 2.*

flooded    populated    disease  
drought    disaster    drowned

Bangladesh, one of the most **ping** countries in the world, suffers from frequent natural **ping**, such as floods, cyclones, **ping**, landslides and earthquakes. In 1998 almost 70% of the country was **ping**, and 30 million people had to leave their homes. During this time more than a thousand people **ping** or died from **ping**.

## 6.7 Pair Dictation

- Students work in pairs. Give half the text to each partner.
- Partner A reads his/her text while Partner B writes. Then Partner B reads and Partner A writes.
- Pairs compare their texts to see if they have read and recorded it accurately.

*You can split the text into first half and second half, or a few sections:*

**A.** \_\_\_\_\_ so she didn't have enough time to plan it properly. \_\_\_\_\_ There wasn't enough room, so many of them had to stand outside in the corridor, \_\_\_\_\_ but nobody brought any extra plates so people had to wait a long time to eat.

**B.** My sister's wedding was a disaster. She decided to get married suddenly, \_\_\_\_\_ Nevertheless, about 50 of her friends and relatives came to her apartment. \_\_\_\_\_ and the neighbours were very annoyed. My parents had organised the food, \_\_\_\_\_.

## 6.8 Running Dictation

- Students work in teams of up to 10. Each team appoints a writer.
- Put the texts in a place where nobody can read them from their chairs.
- The first team member runs to the text, memorises the first part of it, runs back to the writer, and dictates what they remember. The writer writes it down.
- When the writer has finished writing what the first runner dictates, the second runner runs to the text, memorises the next part, runs back to the writer and dictates.
- Continue until you reach a time limit (e.g. 10 minutes) or until a team finishes the whole text.
- Teams swap papers and mark another team's paper. The simplest way to mark is to give one point for every correctly-spelled word in the right place. If you like, deduct points for errors such as incorrect punctuation.

**Purpose:** students accurately communicate and reproduce the language and content of a text  
**Practicalities:** a noisy activity that requires a large classroom where students can move around  
**Preparation:** prepare at least one copy of the text for every 2-4 teams

In 1940, during World War Two, the French gave up control of Vietnam to Japan. Ho Chi Minh, the Vietnamese independence leader, saw a chance to free his country. He created the League for the Independence of Vietnam, also called the Vietminh. The Vietminh began fighting the Japanese and successfully resisted the invasion. On September 2 1945, Ho Chi Minh gave a speech that announced his nation's freedom.





## 7. Listening Practice Activities

These are controlled **meaning-focused** activities that help students process the content of a listening text. They focus only on the content of the text, and do not require a personal response, nor encourage looking beyond the text. **Free practice** activities can be found in *Section 10: Post-task Activities*.

All the activities in *Section 5: Reading Practice Activities* can be used to provide practice with listening texts as well.

### 5.1 Comprehension Questions

### 5.2 True or False?

### 5.3 Summarise

### 5.4 Text Quiz

### 5.5 Information Transfer

### 5.6 Classify the information

### 5.7 Order the Information

## 7.1 Rewrite the Text

After students have listened to a text a few times, they rewrite it. To make this easier:

- write some of the key words or phrases on the board
- if it is a dialogue, provide one speaker's text and have students write the other speaker's text

**Purpose:** students focus on the main points of a text

**Practicalities:** students work individually, or in pairs or groups

## 7.2 Mix and Match

- Give each student a piece of paper with half a sentence from the text on it.
- Students move around the room trying to find the student with the other half of their sentence.

**Purpose:** students focus on the details of a text

**Practicalities:** students need to move around the room

**Preparation:** cut half-sentences from the text, one for each student



*If you use the whole text, you can follow this by getting the class to put their sentences in order.*

## 7.3 Act out the Conversation

- After students have listened to a conversation, give them a copy of the audioscript. They work in groups, with the same number of people as in the conversation.
- Students roleplay the conversation. Encourage them to act as well as read.

**Purpose:** students focus on the details of a text

**Practicalities:** students work in pairs or groups, depending on the number of people in the conversation

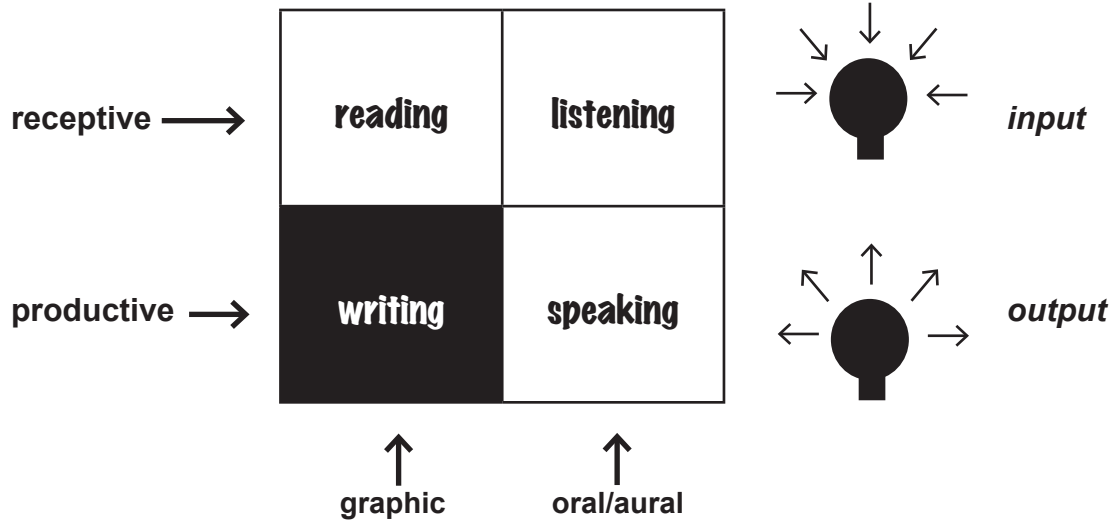
**Preparation:** prepare copies of the audioscript for students to read

*You could have them perform the conversations to the class.*



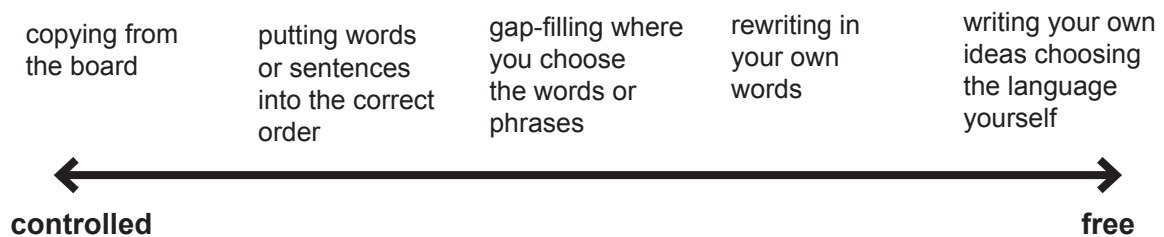
# Writing Activities

This section has activities for improving students' writing skills.



Writing is a **productive** skill. Writing tasks range from producing accurate letters of the alphabet to organising arguments into a persuasive essay. There are many different activities designed for particular **genres** (styles) of writing, but we have only included activities that can be used at all levels for many different types of writing.

The section is ordered by **levels of control**. **Highly controlled** activities aim to produce an **accurate** written text where most of the language students need is provided already. **Less controlled** activities provide students with some of the language needed, but encourage them to use a lot of their own ideas. At the end of the chapter there are **free** writing activities, where the students choose the content and language themselves. Here are some examples of writing tasks at different levels of control:



When students are less familiar with the language, they need higher control activities. When they are more familiar with the language, they can move on to the free activities. Free activities are usually closer to **authentic** (real-life) language use.

## 8. Writing Activities – from Controlled to Free

The earlier activities are more controlled, practising only the target language and ideas, with a small number of correct answers. The later activities are more free, with many acceptable results.

Some of the activities from other sections can be used to provide writing practice:

### 5.6 Classify the Information

### 6.3 Dictation

### 6.4 Dictogloss

### 6.7 Pair Dictation

### 7.1 Rewrite the Text

### 11.15 Write Yourself In

### 8.1 Mixed Sentences



- Create several sentences related to the topic or structure and mix up the word order in each sentence. *You can use the **Sentence Mixer** available at <http://educasia.org> for this.*
- Students put the mixed sentences in order to form meaningful and accurate sentences.

*You can also make higher level students order each sentence into a paragraph or text.*

**Purpose:** students order words in a sentence

**Practicalities:** students work individually, or in pairs or groups

**Preparation:** prepare sentences with the words mixed up

### 8.2 Sentences with Mistakes

- Students write 5-10 sentences about the topic they've been studying, or using the structures they've been studying. Each sentence should have a mistake in it. The mistakes can be:
  - factual (something wrong with the content)
  - language (wrong grammar or vocabulary)

- Students swap sentences with a partner, who identifies and corrects the mistake.

**Purpose:** students write and identify mistakes

**Practicalities:** students work individually, or in pairs or groups

### 8.3 Add Phrases or Sentences

- Give each student, pair or group a text with some phrases or sentences removed. Write these phrases or sentences on the board.
- Students decide where these phrases or sentences fit into the text.
- Students rewrite the text with the phrases or sentences added.

**Purpose:** students complete a text

**Practicalities:** students work individually, or in pairs or groups

**Preparation:** prepare a text with some phrases or sentences removed

the arrogant, rude boss who had unfairly fired him  
who had to quit high school and get a job  
where he used to work  
who was sick and couldn't afford medical treatment

Myo Min walked past the office.  
He looked up at the highest  
window and thought about Mr  
Smythe. He remembered how  
Mr Smythe accused him of  
stealing. He thought of his  
mother. He thought of his  
little brother.

## 8.4 Add Punctuation

- a. Give each student, pair or group a text with punctuation removed.
- b. Students rewrite the text with correct punctuation added.

*With low level students, just remove basic punctuation (e.g. capitalisation, commas and full stops). With higher level students, remove more complex punctuation, such as dashes, colons and semi-colons.*

**Purpose:** students add punctuation to a text

**Practicalities:** students work individually, or in pairs or groups

**Preparation:** prepare a text with punctuation missing

## 8.5 Add Adverbs

- a. Give each student, pair or group a text without adverbs.
- b. Draw attention to the text being quite boring - not very descriptive.
- c. Students rewrite the text, adding adverbs to make it more expressive and interesting.

*To make this easier, write some suggested adverbs on the board.*

She got tired of waiting.  
'Where is he?' she sighed, and  
walked over to the window.

Eventually, she got tired of waiting. 'Where  
is he?' she sighed sadly, and walked slowly  
over to the window.

## 8.6 Add the Beginning and Ending

**Students add a beginning and an ending to a text.**

- for letters, especially formal letters, add an introductory and concluding sentence
- for essays, add an appropriate introduction and conclusion
- for dialogues, add an appropriate beginning and ending statement

**Purpose:** students add a relevant beginning or ending to a text

**Practicalities:** students work individually, or in pairs or groups

**Preparation:** prepare a text with the beginning and ending removed

\_\_\_\_\_. On the 25th of January,  
I bought a 'Telexon' external hard drive from your showroom.  
I was told that this had 500GB of space. However, when  
I set it up, I discovered it only had 100GB of space. I  
particularly need the larger drive, as I have a lot of files  
to store. I also consider that 110,000K is too much to pay  
for a 100GB drive. \_\_\_\_\_.

## 8.7 Change the Text

Students rewrite a model text, changing parts of it.  
There are different ways to do this:

- personalise it: make about themselves

I was born in Freemantle on the West Coast of Australia in 1956. My parents worked on the boats. My father was a ship's navigator and my mother was a nurse at the port. We lived in a large old house near the railway station.

- rewrite it in a different tense
- rewrite it from a different point of view, e.g. first person to third person
- rewrite it so that it gives an opposite opinion

**Purpose:** students rewrite a text from a different point of view

**Practicalities:** students work individually, or in pairs or groups

**Preparation:** prepare a model text for students to adapt

I was born in Bago in Central Myanmar in 1989. My parents worked in their stationery shop. My father worked in the shop front serving the customers and my mother looked after the accounts. We lived in a small new apartment in the centre of the city.

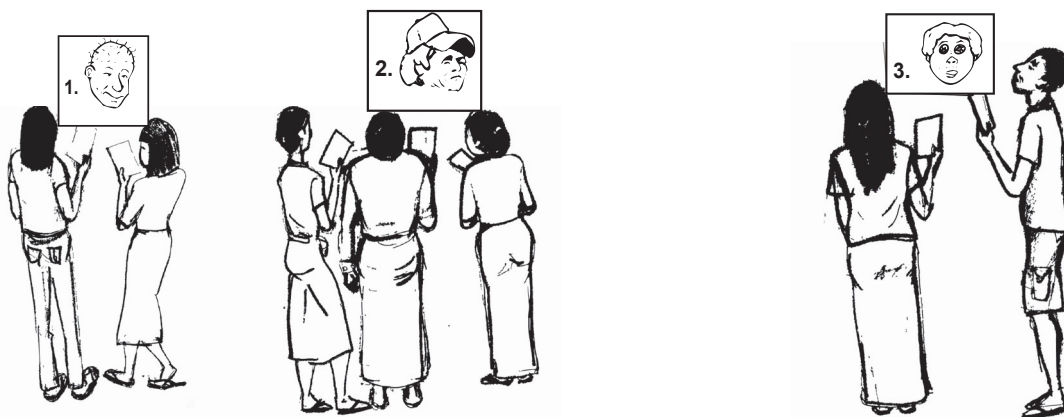
## 8.8 Write and Match the Description

- Prepare some pictures - copy them from teaching books, cut them out of newspapers and magazines or draw them yourself. Give a picture to each student or pair of students.
- Students write descriptions of their picture on pieces of paper.
- Put the pictures on the wall, or on desks around the room. Give each picture a number.
- Collect the descriptions, mix them up, and give them out to each student or pair. Make sure nobody has their own description.
- Students go around the room and match their description with its picture.

**Purpose:** students write and recognise a description

**Practicalities:** students need to move around the room reading descriptions and looking at pictures

**Preparation:** get pictures - enough for each student or pair of students



*This activity can be used as general writing practice, or you can choose pictures related to a topic students have been studying.*

## 8.9 Information Transfer

This is a variation of Activity 5.5, in reverse order. Students look at information and write it as text.

- a picture
- a map
- a timeline
- a timetable

| Worldwide English Academy: Intermediate Class |                              |                              |                              |
|---|------------------------------|------------------------------|------------------------------|
|   | 5 - 6 pm                     | 6 - 7 pm                     | 7 - 8 pm                     |
| Mon   | General English              | Academic Reading and Writing | Public Speaking              |
| Tues  | Exam Preparation             | General English              | Academic Reading and Writing |
| Thurs   | Academic Reading and Writing | General English              | Guest Speaker                |

- a table
- a graph
- a dialogue, poem or song

**Purpose:** students present the same information in different ways

**Practicalities:** students work individually, or in pairs or groups

**Preparation:** prepare a graph, picture, map or chart

The Intermediate Class at the Worldwide English Academy meets on Mondays, Wednesdays and Thursdays. Classes run from 5 to 8 pm.

On Mondays, they start with General English. At 6.00 they have Academic Reading and Writing, followed by Public Speaking at 7. . .

## 8.10 Rephrase the Text

Students rewrite a text using their own words. They must have the same information, but different language.

- lower level students can rewrite sentences. Allow them to use the same *function words* (prepositions, conjunctions, auxiliary verbs, pronouns, articles)
- higher level students can rewrite paragraphs or longer texts. To make it harder, you can tell them they are not allowed to re-use certain function words, e.g. conjunctions or modal verbs

**Purpose:** students write the same information using different language

**Practicalities:** students work individually, or in pairs or groups

## 8.11 Text from Key Words

- Write some key words from a topic students have been studying.
- Students write a text using all the key words.

**Purpose:** students write a text using key words and phrases

**Practicalities:** students work individually, or in pairs or groups

## 8.12 Group the Ideas

- Provide a list of sentences or ideas that belong to different parts of a text.
- Students decide which ideas belong together in the same paragraphs.
- Students write an essay, using the sentences grouped in relevant paragraphs.

You can either provide full sentences or just notes.

**Purpose:** students sort information into different parts of a text

**Practicalities:** students work alone

**Preparation:** prepare a list of information that belongs in different paragraphs of an essay or article

- |                      |                      |
|----------------------|----------------------|
| - nice beaches       | - comfortable hotels |
| - cheap guest houses | - convenient buses   |
| - beautiful forests  | - fast trains        |

## 8.13 Invisible Story

**Purpose:** students create a story

**Practicalities:** students work in groups of 3-5

- a. Put students in groups of 3-5, and give the whole class a title of a story related to a topic students have been studying (or decide on the title with the class).
- b. Each group has a sheet of paper with the title on the top.
- c. The first group member starts the story by writing two sentences. They then fold the paper so only the second sentence can be seen.
- d. The next group member reads the sentence, and writes two sentences to follow this. They then fold the paper so only their second sentence can be seen.
- e. Continue this. After all students have had 1, 2 or 3 turns, get the next student to write a conclusion to the story.
- f. Groups read their stories to the class.

1. My Favourite Place  
I love to visit the zoo.  
There are a lot of interesting animals there.

2. There are a lot of interesting animals there.  
Some are friendly, and some are dangerous.  
I am afraid of some of them.

3. I am afraid of some of them.  
I am also afraid of trains.  
I took a train journey last year and there was an accident.

## 8.14 Fast Writing

**Purpose:** students improve their written fluency

**Practicalities:** students work alone

- a. Give students a topic, and a time limit between one and five minutes. Higher level students can use more time.
- b. Students write as much as they can about the topic. Encourage them not to worry about grammar or spelling, but to write as much as they can.
- c. After they stop, students count their words. The student with the most words is the winner. (Anything not connected to the topic doesn't count.)

## 8.15 Group Research Essay

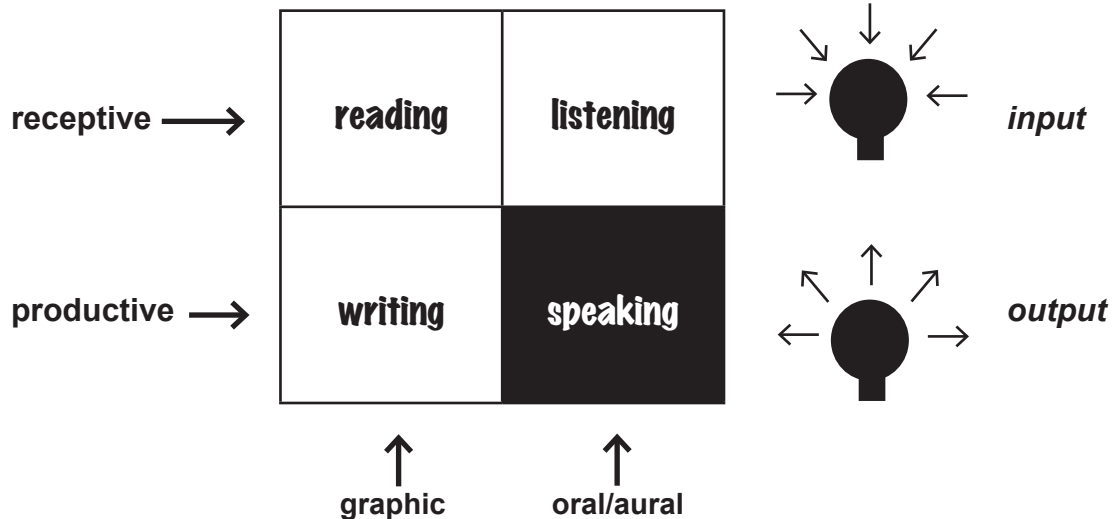
**Purpose:** students do research, decide which information is important and write an essay

**Practicalities:** students work in groups. They need sources: reference books, the internet, magazines and newspapers, and/or experts they can talk to

- a. In groups, students identify sources of information for their research.
- b. Each student chooses a different source (or more than one source) and finds out as much as they can about their topic.
- c. Groups share the results of their research, and decide what information should be in the essay.
- d. Each group member writes an essay using the group's research.

# Speaking Activities

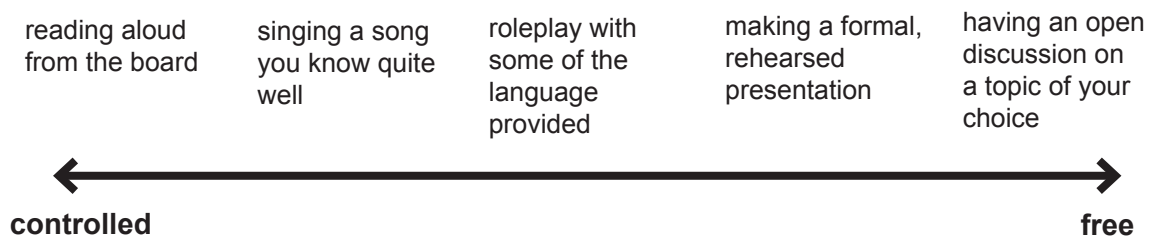
This section has activities to improve students' speaking skills.



Speaking, like writing, is a **productive** skill. In this section, we look at **meaning-focused** speaking activities, which require students to practise spoken language with real life-like outcomes. **Pronunciation Practice Activities** - producing the sounds, stress and intonation of a language - are in *Section 13*.

No skill is taught on its own. Except for repeating or reading aloud, speaking also involves (someone) listening, and many activities involve students taking turns speaking and listening - a conversation. Similarly, writing tasks usually have someone reading:

We have ordered this section, as with the writing section, by **levels of control**. The earlier activities are highly controlled, aiming for accurate speaking using a limited range of structures and language. The later ones are freer, with less planning or rehearsal beforehand, like most speaking is in real life. Here are some examples of speaking tasks at different levels of control:



When students are less familiar with the language, they need higher control activities. When they are more familiar with the language, they can move on to the freer activities. Free activities are generally more similar to **authentic** (real-life) language use.



## 9. Speaking Activities - from Controlled to Free

The earlier activities are more controlled, practising only the target language and ideas, with only one correct answer. The later activities are more free, with many acceptable results.

Some of the activities from other sections can be used to provide speaking practice:

### 4.8 Disappearing Paragraph

### 4.10 Teach Each Other

### 6.7 Pair Dictation

### 8.1 Rewrite the Text

### 8.3 Text from Key Words

### 8.10 Information Transfer

### 9.1 Whispers

- Put students in groups of 6-10. Each group stands in a line. Show the first member of each group the sentence.
- The first group member whispers the sentence into the ear of the second group member.
- The second group member whispers the message into the ear of the third group member. The message gets passed through the whole group.
- When the last group member hears the message, they write it on the board. Is it the same as the original message?

**Purpose:** students communicate messages clearly

**Practicalities:** students work in groups

**Preparation:** prepare sentences for groups to communicate

*So that students don't get bored, and they get more practice, you can have several sentences going through the group at the same time.*

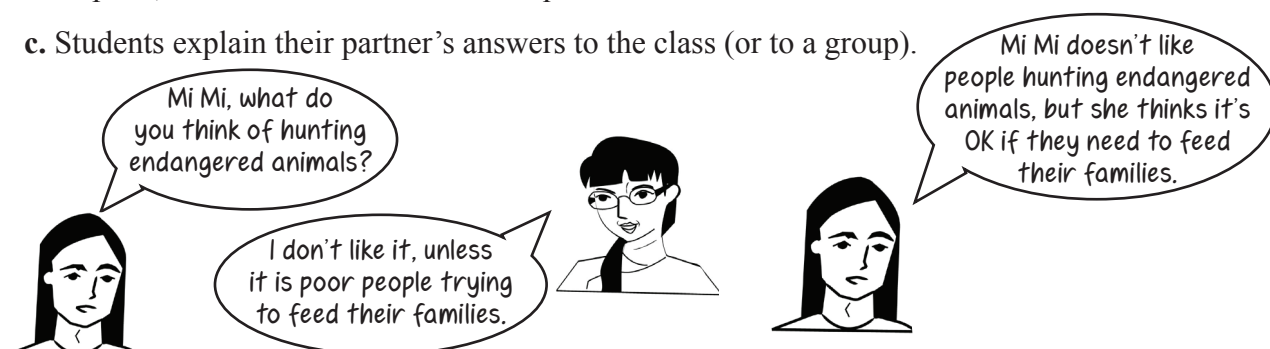


### 9.2 Interview and Tell

- As a class, brainstorm a list of questions students can ask each other. This works best if you stick to one topic.
- In pairs, students ask and answer the questions.
- Students explain their partner's answers to the class (or to a group).

**Purpose:** students ask for, give and rephrase information

**Practicalities:** students work as a class and in pairs



## 9.3 Spoken Summary

Students quickly read a text on a topic they have been studying, then give a brief summary.

- students can summarise the same texts
- students can summarise different but related texts
- texts can be in English, or students' first language

*With a large class, have students do this in groups.*

**Purpose:** students summarise a text without written preparation

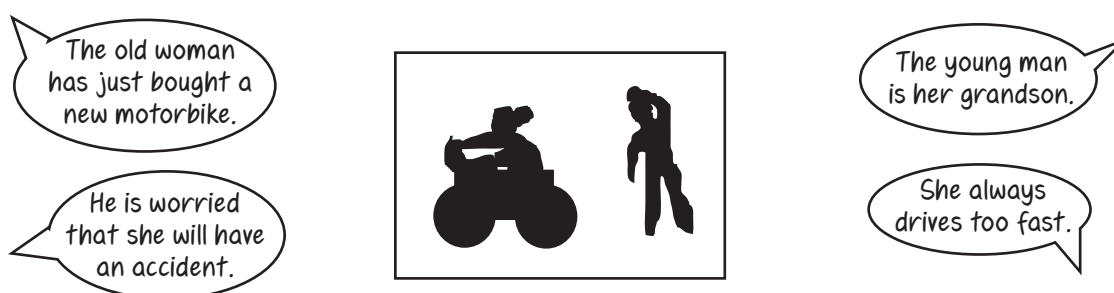
**Practicalities:** this is best done with higher level students

**Preparation:** prepare a text for students to summarise

## 9.4 Keep Talking

- Give each group a picture.
- In turn, students say a sentence describing the picture.
- One by one, students say more sentences about the picture until nobody can think of any more.
- Groups swap pictures, and do the activity again.

*Another variation is **Behind the Picture**, where students take turns describing the background to the picture, rather than what they can actually see.*



## 9.5 3-2-1

- Students prepare a 3 minute talk on a topic they have been studying. Give them a few minutes to make notes - they shouldn't write it down word for word.
- Students work in pairs. Partner A talks for three minutes while partner B listens. Then Partner B talks while Partner A listens.
- Students change partners. This time they each give their talk for two minutes.
- Students change partners again, and each give their talk for one minute.

**Purpose:** students gradually summarise their talks

**Practicalities:** students need to work in pairs, and change partners. This can get noisy

*You can change the length of time to suit the level of the class. With low-level students, have them talk for 90-60-30 seconds or less. With more advanced students, have them talk for 4, 3 and 2 minutes.*

## 9.6 Speech with Mistakes

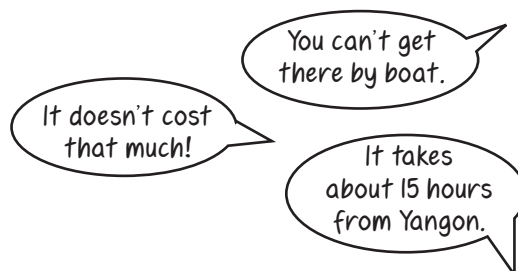
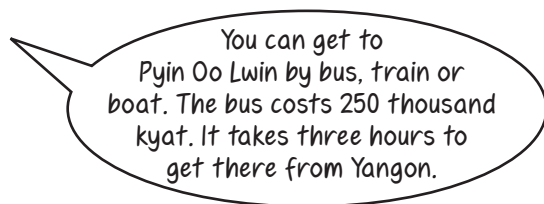
- a. Students prepare a short speech (a few sentences for beginners, a minute or more for higher level students). They should include some incorrect statements. This works best with a topic students are currently studying.

**Purpose:** students prepare and deliver a speech, and practise active listening

**Practicalities:** students need to hear the speaker

- b. The class listens. After the speech is over, the class list the mistakes.

*For large classes, do this in groups of 5-8.*



## 9.7 Presentations

- a. Individually or in pairs or groups, students prepare a presentation. They decide what they are going to present: what they will talk about, and how they will say it.

**Purpose:** students prepare and deliver a formal presentation

**Practicalities:** the class needs to be able to watch and listen to each presentation. This may take quite a long time

- b. They decide what supporting resources they will use in their presentation:

- posters, pictures or photographs
- charts and diagrams
- computer slides
- objects that are relevant to their talk

- c. If necessary, students prepare notes to assist them in delivering their presentations. They should not write out their entire presentations word for word.

- d. Students deliver their presentations to the class.

*This works best if you give students a strict time limit for their presentation - neither too short nor too long. Also, if you do it in groups, make sure every student speaks.*

*You might like to get the class to make notes of the key points of each student's presentation.*

## 9.8 Describe and Match the Picture

- a. Prepare some pictures related to the topic you are teaching. Give a picture to each student.
- b. Students prepare oral - not written - descriptions of their pictures.
- c. Collect the pictures, mix them up and give one to each student.

**Purpose:** students describe pictures and match them with descriptions

**Practicalities:** students need to be able to hear each other across the room

**Preparation:** get a picture for each student

- d. In turn, students describe their pictures. The student with the picture identifies it.

## 9.9 Debate

- a. Choose, or have students choose, an issue where there are two opposing opinions, e.g.
- students should have to wear uniforms  
(versus *students should not have to wear uniforms*)
  - smoking should be illegal (versus *smoking should not be illegal*)
  - modernisation is more important than tradition  
(versus *tradition is more important than modernisation*)
- b. Divide the class into two groups. Half the class will argue the *affirmative* (for the main idea) and the other half will argue the *negative* (against the main idea).
- c. Divide the affirmatives and negatives into groups of three. Each group of three spends some time preparing their argument - they need to list all the main ideas and examples supporting their argument. They also decide who will speak first, second and last.
- d. The first member of the affirmative team speaks for two minutes. After this, give the teams a minute or two to discuss ways to argue against the points made.
- e. The first member of the negative team speaks for two minutes. They also include their arguments against the points made by the affirmative team. After this, give the teams a minute or two to discuss ways to argue against the points made.
- e. Repeat this for the second, and then the third, members of both teams.
- f. Have the class vote for the winning team - the team which makes the best argument.

**Purpose:** students think of, deliver and oppose arguments

**Practicalities:** this may take an entire lesson, or more than one lesson, for students to prepare



There are many other ways to do debates - a different number of people per side, allowing a longer or shorter time to discuss or speak, etc. Look at [www.idebate.org](http://www.idebate.org) for ideas.

## 9.10 Show and Tell

- a. Each student prepares a short talk on a topic they are interested in. They can bring items to demonstrate their topic, if appropriate.
- b. In turn, students give their talk. Encourage other students to ask them questions about their topic.

**Purpose:** students give a prepared speech on a topic of their choice

**Practicalities:** students need to hear the speaker

**Preparation:** make a timetable of students to do this, so students know in advance when it is their turn

This works best if two students give their talk at the start of each class.

## 9.11 Prompt Cards

- a. Prepare sets of prompt cards - enough for 8-15 cards per group. The cards should have the main topic and a few suggestions about what to say:

Talk about your favourite place  
Where is it?  
When did you discover it?  
What do you like about it?  
When did you last go there?

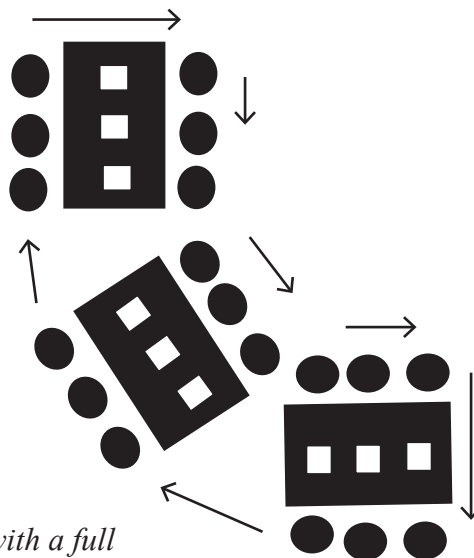
- b. Set up tables so that students can sit facing each other in pairs, with the prompt cards between each pair of students.  
c. Each pair takes turns to talk for 30 seconds (or 45 seconds, or one minute) about the topic on the card.  
d. Students move clockwise to the next seat, and repeat the activity.

*You can also do this as a mingle (students talk in pairs, swap cards and find another partner), or in groups around desks (with a full set of prompt cards for each group).*

**Purpose:** students talk freely about familiar topics

**Practicalities:** set up two long tables where students can move around the seats (see diagram below)

**Preparation:** prepare 8-15 cards per group



## 9.12 Chain Story

- a. Give the students the first sentence of a story, e.g.

*There was an old man who lived alone.*

- b. The first student gives the next sentence in the story, e.g.

*His family had all left him, but he had about twenty cats.*

- c. The second student continues the story. Students take turns saying a sentence of the story.

*With a large class, do this in groups.*

**Purpose:** students take turns to tell a part of a story

**Practicalities:** class discussion

## 9.13 Impromptu Speeches

- a. Prepare a list of topics. You might like to get each student to write a topic on a piece of paper and put it into a box or bag. Have a student select a piece of paper from the bag.

- b. Allow the student a minute to think of ideas.

- c. The student talks for a minute on that topic.

*Higher level students can talk for two minutes.*

**Purpose:** students make a short speech on an unprepared topic

**Practicalities:** this is a good activity to have two or three students do at the start of every lesson

**Preparation:** prepare a list of topics for students to select from

# Post-task Activities

**After you Read    After you Listen    After you Write    After you Speak**

In this section, there are activities students can do to respond to or follow up on what was read, heard, written or spoken. They allow freer practice, and encourage students to use prior knowledge and skills as well as newly-learned information. These might involve:

- giving opinions (students give their views on the topic)
- exploring (students find out more about some part of the topic that interests them)
- analysis (students look deeper into some part of the topic)
- assessment (students give feedback on other students' work)
- reflection and evaluation (students think back over the process of completing the task)

Some advantages of including post-task activities in your lesson:

- deepening students' understanding of the target language and content
- helping them to remember target language and content
- providing opportunities to use target language and content
- transferring recently learned language structures into other relevant contexts
- generally encouraging greater interest in the topics you are teaching

Many post-task activities can either be done in the classroom or set as homework.

## **Get your Students to Organise Activities**

If appropriate, encourage your students to create, develop and lead activities themselves. The process of developing activities is a very effective way of learning skills and content, and provides rich exposure to the language. It is also very useful if your students are planning to teach.

**Controlled** practice activities are easy for students to create and they can give them to other students as exercises. This is a useful task for the faster students to do while the rest of the class is completing an activity. You could consider getting your students to make worksheets you can keep in the class in an exercise bank. Other students - perhaps from lower level classes - can use them for practice.

**Free** practice activities give students a chance to use their own ideas about what is a useful way to learn a language. The more students understand about the language learning process, the more effective they will be as learners.

This is the ultimate in **student-centred** learning.



# 10. Post-task Activities

These activities are listed in order of length. The activities that only take a few minutes are listed first, and those that take a much longer time are listed last.

There are a lot of activities that can be used post-task, but some of the main ones from other sections are listed here:

**1.4 Mind-map**

**4.6 Choose the Title**

**4.10 Teach Each Other**

**5.3 Text Quiz**

**8.8 Write and Match the Description**

**8.15 Group Research Essay**

**9.7 Presentations**

**9.9 Debate**

**9.10 Show and Tell**

**9.11 Prompt Cards**

**9.13 Impromptu Speeches**

**11.14 Category Competition**

**11.9 Race to the Board**

**12.14 Interviews and Surveys**

## 10.1 Who Wrote it?

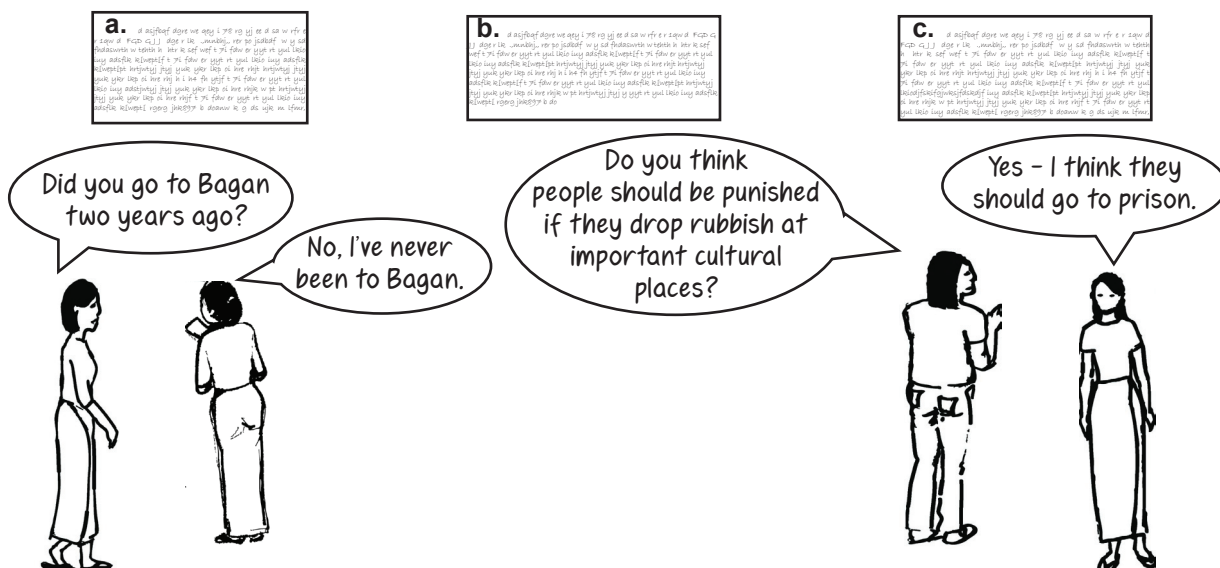
- After students have written a paragraph or an essay, stick them on the wall. Make sure they don't have students' names on them.
- Students go around the room identifying who wrote each piece of writing.

**Purpose:** students identify the author of a piece of writing

**Practicalities:** students need to move around the room. They should know each other quite well

**Preparation:** stick students' essays on the walls

*Another variation is to give texts out, one to each student, and have them go around asking and answering questions to identify the writer.*





## 10.2 Evaluate the Work

- a. Decide on criteria: best use of language, most interesting, most persuasive, etc.
- b. After students read or listen to others' work, they evaluate it according to the criteria. There are different ways to do this:
  - fill out a table or chart with scores or comments

| <u>name</u>  | <u>comments</u>   | <u>score</u> |
|--------------|---|--------------|
| Soe Lwin     | Good introduction. Some parts confusing, especially paragraph 2.                        | 7            |
| Naw Moo      | Confident writer, with very few spelling and grammar mistakes, but most arguments weak. | 6            |
| William      | Clever use of language. Well argued. Handwriting very difficult to read sometimes.      | 8.5          |
| Win Win Than | Most of her writing was not on the topic.   | 3            |

- write notes to give to the writer or speaker afterwards
- vote on whose is best

## 10.3 Task Report

After students have completed a task (or a series of tasks), they report on the process of completing the task, outline what they have learned from it and reflect on the value of doing it. There are many ways to do this:

- Students produce a written report (individually, or in pairs or groups)
- Students brainstorm the various steps involved in completing the task and all the things they learned
- Have an informal group or class discussion

**Purpose:** students reflect on the task  
**Practicalities:** students work individually, or in pairs or groups

## 10.4 What Happens Next?

Students imagine what happens next.

- with a story, they write about what happens to the characters in the next part of the story, or after the story is finished
- with a current events situation, students predict what will happen next

**Purpose:** students decide what happens next in a story or event  
**Practicalities:** students work individually, or in pairs or groups

## 10.5 Group Quiz Competition

- a. In groups, students think of *closed questions* about the topic. They must also know the correct answer to their questions. Groups should write the same number of questions.
- b. Each group takes turns asking other groups a question. The other groups discuss, decide and write the correct answer.
- c. After all groups have asked all their questions, go through the answers. The winner is the group with the most correct answers.

**Purpose:** students think of closed questions about the topic  
**Practicalities:** students work in groups of 3-6

## 10.6 Roleplay

- a. Give students a situation to act out. Put students in groups with enough people in each group to play all the roles needed.
- b. Groups spend some time deciding who will play what role and what will happen.
- c. Groups perform their roleplay to the class.

*To make the roleplay more interesting, bring costumes and props to class. For example, for a roleplay about a princess who fights a dragon, you could bring (or students could make) a crown, a dragon mask and a wooden or plastic gun or sword. Props can be very simple.*

**Purpose:** students act out a situation

**Practicalities:** you need space for students to prepare and perform

## 10.7 Respond to the Issues

**After students have studied a topic, they write their thoughts and opinions about it. This could be:**

- a few sentences, paragraph or essay
- a letter to the editor of a newspaper or website, if the topic is related to current events

**Purpose:** students give their opinions about a topic

**Practicalities:** students work individually, or in pairs or groups

## 10.8 Poster

**After students have studied a topic, they design a poster to inform others about it. This poster could include:**

- a main message or title as heading
- a cartoon or cartoons
- pictures, either drawn/painted by the students or cut from magazines
- a summary of important information about the topic

**Purpose:** students design a poster about the topic

**Practicalities:** students need materials to make a poster - large sheets of paper, drawing materials, magazines to cut up

**Preparation:** get poster materials

## 10.9 Research the Topic

**After students have studied about a topic, they do some research to get more information about it. Give them time to look for different sources of information. After they have done the research, they can present it:**

- as a paragraph, essay or article
- as a presentation to the class or an interested group
- as a mini-lesson to the class

**Purpose:** students extend their knowledge of a topic

**Practicalities:** students need access to research materials - newspapers and magazines, reference books, the internet or people to talk to

# LANGUAGE-FOCUSED ACTIVITIES

There are three sub-sections here: **Focus on Vocabulary**, **Focus on Grammar** and **Focus on Pronunciation**.

You can use these activities when students need practice on specific language points. These can be used at any stage to practice or review vocabulary, grammar or pronunciation points, or as part of a skills-focused lesson.

Below are some examples of ways you can integrate these activities into a lesson. They are based on the same lesson plans as the **Skills-focused Activities** introduction.

- A.** **Aim of lesson:** *To read, summarise and discuss a text about childhood experience*
- A1.** Pre-teach new vocabulary in the text
  - A2.** Students predict content of the text
  - A3.** Students read the text
  - A4.** Students answer comprehension questions about the text
  - A5.** Students write a summary of the main points in the text
  - A6.** Students do a controlled practice activity about the past simple tense
  - A7.** Students do a less controlled practice activity about the past simple tense
  - A8.** Students do a pronunciation activity on past simple (ed) word endings
  - A9.** Students discuss whether they have had similar experiences to the writer

- B.** **Aim of lesson:** *To make a short persuasive speech*
- B1.** Look at a UK election speech on TV
  - B2.** Look at some of the key vocabulary used in the speech, and do a controlled vocabulary practice activity
  - B3.** Do a free vocabulary practice activity
  - B4.** In groups, students decide on policies
  - B5.** Students write their speeches
  - B6.** Students practise their speeches
  - B7.** Students deliver their speeches. The audience gives each speaker marks for language, content and style
  - B8.** Students decide who has won the class election, and discuss why
  - B9.** Do a pronunciation activity looking at sentence stress

We have added some language-focused activities to these lessons. A6 and A7 are **Grammar Practice Activities**. They take the key structure used in the text - the past simple tense - and give students controlled to free practice, so students can better understand and use this structure.

B2 and B3 are **Vocabulary Practice Activities**. They look at the vocabulary students have encountered in the **Pre-task Activity** (watching an example speech). They provide controlled and free practice with this vocabulary, so students can use it in the main task (making a persuasive speech).

A8 and B9 are **Pronunciation Practice Activities**. They focus on areas of difficulty students might have in pronouncing key structures used in the tasks.

# Focus on Vocabulary

## 11. Vocabulary Practice Activities

Use these activities when students need to focus on understanding and using words and phrases. This section is ordered by **levels of control**: **controlled practice** activities are near the beginning of the chapter, **free practice** activities at the end. However, many activities can be adapted to make them more controlled or freer - see Appendix 1.

Some of the activities in other sections, especially *Section 2: Pre-teach Vocabulary*, can be used to practise vocabulary:

### 1.4 Mind-map

### 2.1 Match the Vocabulary

### 2.2 Elicit the Word

### 2.3 Concept-checking Questions

### 4.8 Disappearing Paragraph

### 5.6 Classify the Information

### 8.1 Rewrite the Text

### 8.8 Write and Match the Description

### 8.11 Text from Key Words

### 9.11 Prompt Cards

### 12.7 Mill Drill

### 12.9 Noughts and Crosses

### 12.11 'Who am I?' Mingle

### 12.13 Speaking Stick

## 11.1 Hangman

- a. Think of a word you want students to remember.  
Write a dash for each letter on the board.

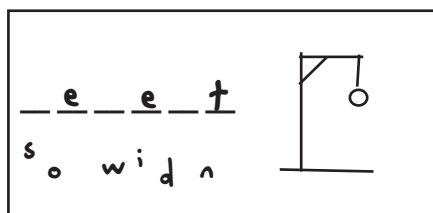
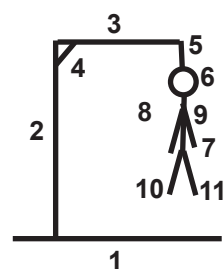
- b. Students guess which letters are in the word. A student calls out a letter. If that letter is in the word, write it in the correct place(s) on the board. If it is not in the word, draw the first part of the hanged man on the board, and write the letter on one side of the board so students can see which letters have been tried already.

- c. Students continue to try to guess which letters are in the word. The game finishes when:

- the hangman drawing is complete (students lose)
- or someone guesses the word (students win)

**Purpose:** students recognise and spell vocabulary items

**Practicalities:** students work from the board



## 11.2 Bingo



- a. Choose about 30-50 words to write on Bingo boards, and decide on what words students will match them with.

- The simplest version is matching the written word to the spoken word: *Write the words on the Bingo board, then read them out*
- Matching words to synonyms or antonyms: *Write the words on the Bingo board, then read out similar or opposite words*
- Matching verbs with their base forms: *Write past simple or past participle forms of verbs on the Bingo board, then read out base forms (e.g. speak, bore)*
- Matching adjectives to comparative or superlative forms, matching different parts of word families, matching numbers to simple equations, matching words with pictures...

- b. Prepare enough bingo boards so that everyone in the class has one. Write 16 of the words in 4x4 grids. Make enough so there is a slightly different one for each student.

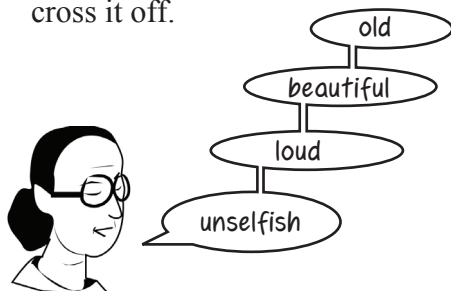
*These examples are for matching adjectives with antonyms.*

|        |         |         |       |
|--------|---------|---------|-------|
| mean   | sad     | clever  | tired |
| lazy   | ugly    | small   | early |
| bad    | stupid  | careful | shy   |
| honest | selfish | vain    | quiet |

|        |        |         |       |
|--------|--------|---------|-------|
| shy    | ugly   | big     | bad   |
| cold   | rich   | tired   | nice  |
| stupid | late   | careful | young |
| vain   | boring | clever  | short |

*You can use the **Bingo** software available at <http://educasia.org> to make boards.*

- c. Call out the matches for the words, one by one. If the student has the word on their board, they cross it off.



|        |                    |         |       |
|--------|--------------------|---------|-------|
| mean   | sad                | clever  | tired |
| lazy   | <del>ugly</del>    | small   | early |
| bad    | stupid             | careful | shy   |
| honest | <del>selfish</del> | vain    | quiet |

- d. The first student to cross off a row vertically  $\updownarrow$ , horizontally  $\leftrightarrow$  or diagonally  $\nearrow$   $\searrow$  calls out 'BINGO!'

- e. Continue playing. The first student to cross off all the words on their card calls out 'BINGO!'

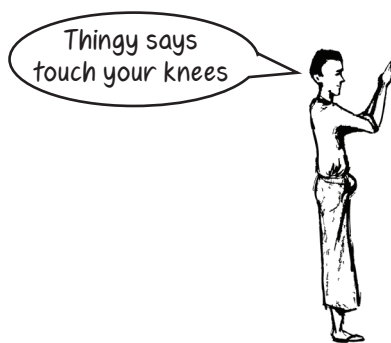
*You could get the winning students to call out the words for the next game.*

*To make this more challenging, use a 5x5 grid.*

### 11.3 Thingy Says

- Stand in front of the class. You are 'Thingy'.  
Students stand where they can see you clearly.
- Say 'Thingy says...' and then an instruction, e.g. 'Thingy says clap your hands'. At the same time, do the action yourself. Students obey.
- Continue giving instructions using 'Thingy says'.  
Students imitate and obey. If they do the wrong action, they leave the game.
- Give an instruction without saying 'Thingy Says', e.g. 'Shake your arms'. Any students who obey leave the game.
- Continue giving instructions, sometimes not saying 'Thingy says'. Any time students do the wrong action, or obey an instruction that doesn't have 'Thingy says', they leave the game. Continue until only one student is left. That student is the winner.

*You could have students take turns to be 'Thingy'.*



### 11.4 Guess the Mime

- Make small cards with a visual or written prompt.  
For example, if students are studying adverbs, you might have cards like:



or



**Purpose:** students recognise and communicate recently learned vocabulary

**Practicalities:** students work in groups. This can get noisy

**Preparation:** prepare cards with word, sentence or picture prompts

- Students work in groups. Give each student a card. In turns, students have to act out the word, phrase or sentence on the card without talking to the other group members.
- When the team guesses the word, phrase or sentence correctly they get a point. The next group member then acts out their word. The winner is the team with the most points.



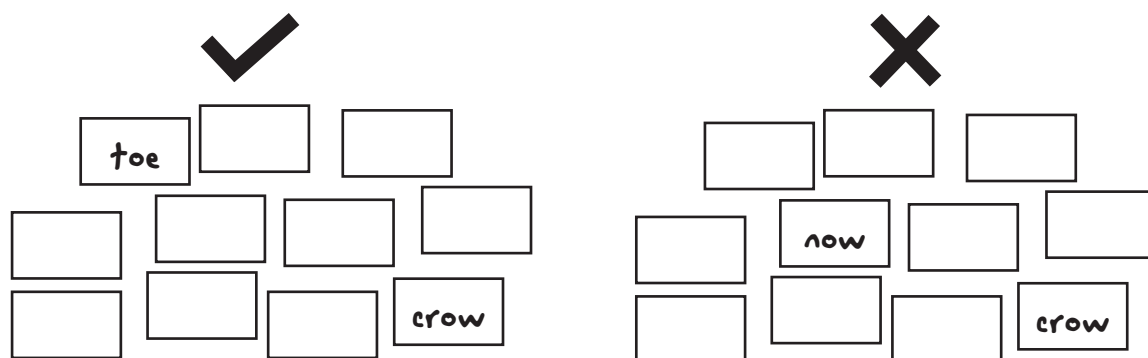
## 11.5 Memory Match

- a.** Prepare sets of 30-50 cards - enough sets so there is one per group of 3-5 students. Each set should contain pairs of card that match:
- Matching words to pictures.
  - Matching words to synonyms, antonyms, definitions or examples
  - Matching words with affixes (prefixes and suffixes)
  - Matching two parts of a phrasal verb or compound noun
  - Matching words which rhyme with each other, or words that have the same consonant sound
- b.** Students work in groups. Give each group a set of cards. They put the cards face-down (so they can't see the word) on the table, spread out so all are visible.
- c.** In turns, group members turn over two cards. If they match, they keep the cards and have another turn. If they don't match, it is the next group member's turn. Don't change the position of the cards between turns.

**Purpose:** students recognise and match vocabulary items

**Practicalities:** students work in groups around tables or on the floor

**Preparation:** prepare sets of cards for group to match



- d.** The winner is the group member with the most pairs of cards at the end of the game.

## 11.6 Memory

- a.** Get about 20 objects, pictures of objects or a picture of a scene using target language.
- b.** Students look at the things or picture(s) for 2 minutes. You might like to go through the names of the items with them while they are looking at them.
- c.** Take the things or pictures away, or cover them.
- d.** Give students about 5 minutes to remember all the items and write them down.

**Purpose:** students remember items or facts

**Practicalities:** students all have to see items clearly

**Preparation:** collect items or pictures/a picture of items



## 11.7 Vocabulary Cards

- a. Students decide which words and phrases they want to focus on. Encourage them to pick useful words that they have trouble remembering.
- b. Give each student 10 or more small pieces of cardboard. They write the word or phrase on one side of the cardboard.
- c. On the other side, they write:
  - a translation
  - or a definition or synonym
  - or an example sentence using the word
  - or they can draw a picture.
- d. Students put the cards in their pockets or bags. At any time - when they are sitting at home, on the bus, waiting for someone - they can get them out and test themselves.

**Purpose:** students remember form and meaning of new vocabulary

**Practicalities:** each student needs at least 10 small pieces of cardboard

multi-lingual

able to speak  
many languages  
ဘာသာစကားမျိုးစုံပြောတတ်တယ်

Hmmm... multi-lingual.  
I think 'lingual' is language...  
'multi' is many. Ah, I know -  
many languages!



## 11.8 Gap-fill

- a. Prepare a text (or sentences, or questions) with key vocabulary items missing. They can be:
  - closed (only one answer is possible)
  - or open (many answers are possible)
- b. Students add words to complete the text.

**Purpose:** students identify needed vocabulary items

**Practicalities:** students work from the board or worksheets

**Preparation:** write text with missing vocabulary items

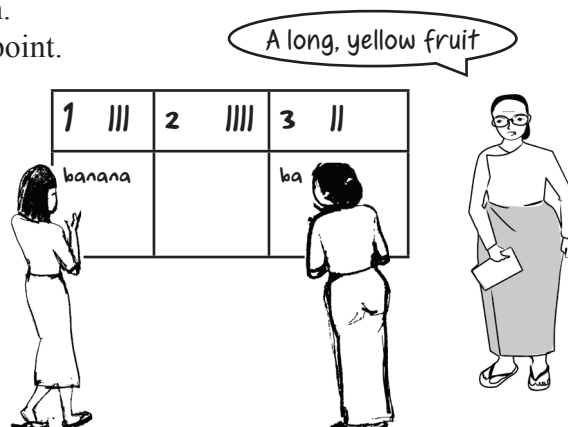
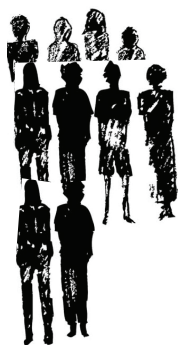
Lek Tho is a medium sized \_\_\_\_\_ on the river. It has quite a \_\_\_\_\_ population, but there's a lot to \_\_\_\_\_ there. There's a cinema, a sports stadium, a \_\_\_\_\_ and a lot of restaurants and teashops. There's \_\_\_\_\_ teachers training college too, \_\_\_\_\_ a lot of students \_\_\_\_\_ there. The teacher's college \_\_\_\_\_ a large library. Everyone is allowed to go there to \_\_\_\_\_ books.

*You can make this easier by providing the answers, in mixed order with the text.*

*Another variation is to make each gap a multiple-choice exercise.*

## 11.9 Race to the Board

- a. Students work in two or three teams. Give each team a column on the board. Teams stand together at the opposite end of the room to the board. Give each team a pen or piece of chalk.
- b. Ask the first question. The team decides on the correct answer, and the first team members of each team run to the board and write it in their column. The first team to write the correct answer gets a point.



- c. Continue until all team members have had a turn, or until you have finished your questions. The winner is the team with the most points.

*You can do this with grammar structures, e.g. past participles. You say a verb, and teams race to write the correct past participle form.*

*You can also do this to test knowledge of a topic, by asking questions about that topic.*

## 11.10 Describe it

- a. Put students into two (or more) teams. One team member is the describer. Give each team's describer - secretly - a word to describe.
- b. The describers try to communicate the word to their team without saying the word. They can:

- give a definition
- mime
- give examples
- give antonyms (opposite words)

- c. The first group to guess the correct word gets a point.
- d. Team members take turns being the describer. The winner is the team with the most points at the end of the game.



*For higher level students, you can also use phrases.*

**Purpose:** students identify and form recently learned items

**Practicalities:** students need to work in teams, and run to the board. This can get noisy

**Preparation:** prepare questions about recently learned vocabulary

**Purpose:** students describe and identify vocabulary items

**Practicalities:** students work in teams. All team members must be able to see the describing team member. This can get noisy

## 11.11 Communicative Crosswords

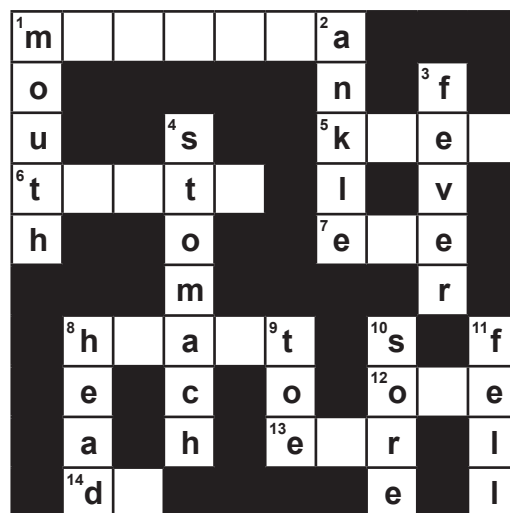


- a. Choose about 20 words for students to focus on. Make two half 'jigsaw' crosswords (with half the words filled in on each). *You can do this using the CrossWare software at <http://educasia.org>.*

**Purpose:** students define, identify and communicate target vocabulary

**Practicalities:** students work in pairs

**Preparation:** design two half 'jigsaw' crosswords



- b. Give each student one half-crossword. Students write clues for each of their words: examples, definitions or synonyms.
- c. Students tell their partner the clues needed to complete their crosswords.



Number 1 across is a disease you get from mosquitoes.

Number 2 down is the part of your body that joins your feet to your legs.



## 11.12 Alphabet Categories

- a. Write four categories on the board related to topics students have been studying, e.g.

*Animal / Food / Country / Object*

- b. Choose a letter of the alphabet (or elicit one from the students) and write it on the board, for example 'C'. In their groups, students think of a word in each category beginning with that letter, e.g.

*cat / carrot / Canada / computer*

- c. When a group has found a word for each category, they shout 'Stop!' and say their words. They win a point if all their words are correct.
- d. Continue the game with other letters. The group with the most points wins.

**Purpose:** students brainstorm vocabulary items

**Practicalities:** students work in groups of 3-5

## 11.13 Picture Dictation

- a. Prepare pictures of scenes with items students have been studying. These can be a different picture for each student, or copies of two different pictures (for Partner A and B of each pair). These pictures can be very simple. Some examples:

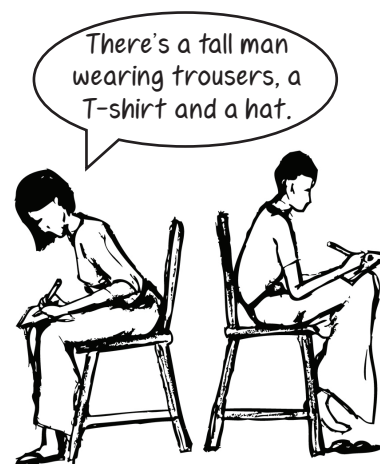
- directions or places in a town - *a map, a picture of a street*
- foods, quantities, containers - *a kitchen scene, things on shelves*
- people, clothes, actions - *a person, a scene of people doing things*

- b. Students work in pairs. Give Partner A of each pair a picture. They hold it so that Partner B can't see it.
- c. Partner A describes their picture to Partner B. Partner B draws it.
- d. After they have finished, they compare the original picture and the dictated drawing. How similar are they?
- e. Give Partner B a picture, which they dictate to Partner A.

**Purpose:** students communicate a description

**Practicalities:** students work in pairs

**Preparation:** get or draw pictures of scenes with features students have been studying



## 11.14 Category Competition

- a. Name a category related to something students have been studying, e.g. *animals, items you can find in the kitchen, ideologies*.
- b. One by one, students name something that goes into the category. If a student says something that has already been said or can't think of anything to say, they are out of the game.
- c. Keep going round the class until only one student is left. That student is the winner.

*In a large class, do this in groups.*

**Purpose:** students brainstorm items in categories

**Practicalities:** class discussion with board

## 11.15 Write Yourself In

- a. Write a list of target vocabulary items on the board.
- b. Students write (or say) sentences using each target word and the word 'I' or 'my'.

*Make this more difficult by requiring that students use two or three of the words in each sentence.*

|             |           |
|-------------|-----------|
| interesting | important |
| tutor       | reservoir |
| bank        | turtle    |
| undertake   | silly     |

My cousin has an important job in a bank.



# Focus on Grammar

## 12. Grammar Practice Activities

Use these activities when students need to focus on understanding and using grammar structures. This section is ordered by **levels of control**: **controlled practice** activities are near the beginning of the chapter, **free practice** activities at the end. However, many activities can be adapted to make them more controlled or freer - see Appendix 1.

Some of the activities in other sections can be used to practise grammar:

### 1.6 Swap Questions

### 5.8 What's the Question?

### 8.2 Sentences with Mistakes

### 8.3 Add Phrases or Sentences

### 8.4 Add Punctuation

### 8.5 Add Adverbs

### 8.7 Change the Text

### 9.11 Prompt Cards

### 11.5 Memory Match

### 11.8 Gap-fill

### 11.9 Race to the Board

### 13.4 Word Endings

### 12.1 Substitution Drill

- a. Write a sentence using the target structure on the board, e.g. present simple tense:

I like bananas

- b. Students say the sentence. Write a substitution for one of the words in the sentence, e.g.

I like bananas

beef

I like beef

- c. Students say the sentence. Keep changing words, and students keep saying the new sentences.

beef eat

I eat beef

beef eat don't

I don't eat beef

beef eat don't My mother

My mother  
doesn't eat beef

**Purpose:** students form target structures

**Practicalities:** students work from the board. This can get noisy

### 12.2 Mixed Sentences

- a. Write 5-10 sentences on the board with the words in mixed order, e.g.

1. teacher my I think great is

- b. Students write correct sentences.

**Purpose:** students order words in sentences

**Practicalities:** students work individually, or in pairs or groups

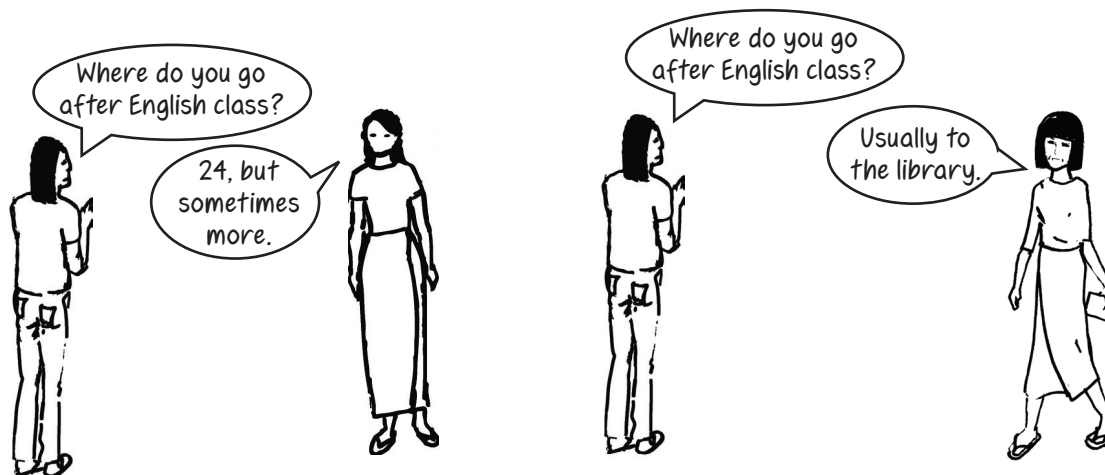
**Preparation:** prepare some sentences with the words in mixed order

*Sometimes more than one sentence can be made from the same words.*

## 12.3 Match the Question and Answer

- a. Write questions on pieces of paper and matching answers on other pieces of paper. Mix them up and give either a question or an answer to each student.
- b. Students move around the room trying to find the question that matches their answer, or the answer that matches their question.
- c. Once they find their match, they come to you to check. If they are correct, they sit down. If wrong, they go back and continue trying to find their match.

*You can allow students to read each other's questions and answers, or make them memorise their questions/answers and say them to each other.*



**Purpose:** students identify matching questions and answers

**Practicalities:** students need to move around the room

**Preparation:** prepare pieces of paper with questions, and others with the matching answer

## 12.4 Write the Question

- a. Write some answers on the board, using structures students have been studying. They can be:

- closed (only one solution is possible):

*Yes, I like eating mangoes.*

*The only - or only likely - question is 'Do you like eating mangos?'*

- or more open (many solutions are possible):

*One hundred and twenty-three.*

*The question should start with 'How many', but there are a lot of possible questions.*

- b. Students write questions that match the answers.

*If you use open-solution answers, you can make this into a competition to see which student or group can think of the most interesting question.*

**Purpose:** students form questions that match provided answers

**Practicalities:** students work individually, or in pairs or groups

**Preparation:** prepare some answers



## 12.5 Expanding Sentences

- Write a verb on the board.
- Elicit a word (or two or three) from students to make a sentence.
- Elicit another word (or more) to make the sentence longer, e.g.

eaten  
He had eaten  
He had eaten fruit  
He had eaten lots of fruit  
He had eaten lots of fruit for dinner  
He had eaten lots of fruit for his dinner  
He hadn't eaten lots of fruit for his dinner  
He hadn't eaten lots of fruit for his dinner, and was hungry

- If the sentence is grammatically incorrect, wait for the students to realise. If they don't, silently rub out the wrong words and allow them to continue.

*With large classes, do this in groups.*

## 12.6 Find Someone Who...

- Prepare worksheets, or write on the board, a list of 5-10 things students can ask each other about. These should focus on a structure students have been studying, e.g.

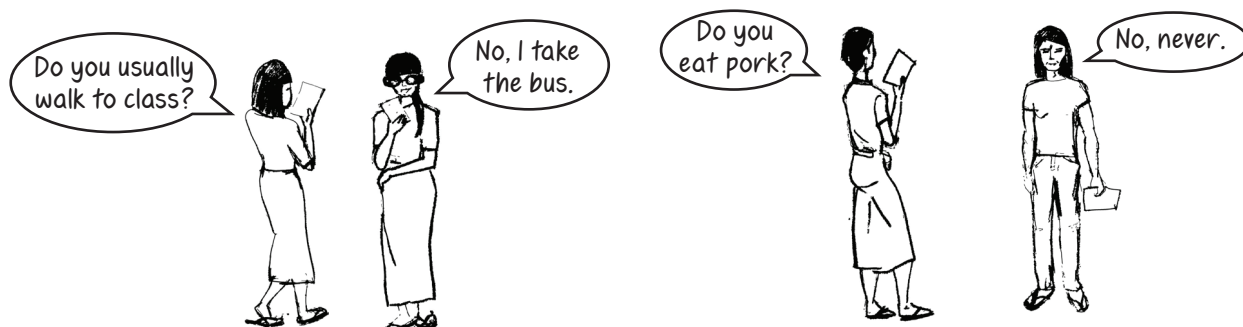
Adverbs of frequency:

- Find someone who usually walks to class
- Find someone who never eats pork.

Past simple:

- Find someone who went to hospital recently
- Find someone who got up late today

- Students go around the room asking questions until they find someone on this list. They write that person's name.



- If they can't find anyone, they write 'nobody'. Continue for about five minutes, or until some students have completed their questions.

*This activity is useful to do at the end of a unit, to practise all the different structures learned.*

*It is also useful for a new class, to help them get to know each other. In this situation, have them ask general 'small-talk' questions, e.g. Find someone who is a university student, Find someone who likes playing football, Find someone who can play the guitar.*

**Purpose:** students form accurate sentences using target structures

**Practicalities:** students work from the board

**Purpose:** students ask and answer questions using target structures

**Practicalities:** students need to move around the room talking to each other. This can be noisy

**Preparation:** prepare a list of things for students to ask about

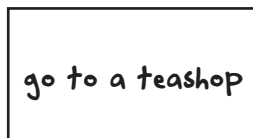


## 12.7 Mill Drill

- a. Make small cards with a visual or written prompt.  
For example, if you are studying *Would you like...?*, you might have cards like:



or



**Purpose:** students practise using target structures

**Practicalities:** students move around the class talking

**Preparation:** prepare small cards with word or picture prompts

- b. Give a card to each student. Students walk around the room asking and answering questions using the structure and the prompt.

Would you like to go to the teashop?

Yes, I would. or No, I wouldn't.

- c. After students have asked and answered the questions, they swap cards, and find another person to exchange information.

You can use this activity with most structures. Some examples:

- Can you...? cards with action words, or pictures of actions
- Is/are there...? cards with items in a classroom or town, or pictures of these
- What would you do if...? cards with problems, or pictures of difficult situations

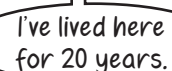
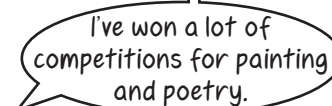
*When students are familiar with this activity, get them to make their own cards.*

## 12.8 Two Truths, One Lie

- a. Students write three statements using the structure they have just studied. Two statements should be true, one a lie.
- b. In pairs, they tell each other their statements in mixed order. Students identify which of their partners' statements is the lie.

**Purpose:** students practise using target structures

**Practicalities:** students work in pairs



*You can also use this as a post-task activity when teaching a topic, e.g. climate change:*

- Climate change is mostly caused by carbon dioxide. (True)
- Climate change started in 1900. (False)
- Cutting down trees causes climate change. (True)

## 12.9 Noughts and Crosses

- Draw a 3x3 grid on the board. In each section, write a function word that students have been studying.
- Divide the class into two teams - one team is Xs, the other is Os. The first team chooses one of the words. They have one minute to make a correct sentence using the word.
- Give their sentence to the other team to check. If correct, they get to write an X or O in that square.
- The next team then chooses a square, and writes a correct sentence using the word in it.
- Teams try to get three squares in a row vertically  $\updownarrow$ , horizontally  $\longleftrightarrow$  or diagonally  $\nwarrow \nearrow$ .

**Purpose:** students practise using target function words

**Practicalities:** this might be difficult for classes of over 20 students

|                 |                 |      |
|-----------------|-----------------|------|
| <del>some</del> | any             | many |
| a lot of        | <del>few</del>  | less |
| lots            | <del>much</del> | more |

*You can also use this activity with antonyms (teams give the opposite word to the one in the square), synonyms (teams a word with the same meaning as the one in the square) or questions (write answers in the squares, teams give an appropriate question).*

## 12.10 Consequences

- Start by saying a two-clause sentence practising a structure students have been studying, e.g. first conditional:

*If I win the lottery, I'll buy a new house.*

- The first student makes a sentence using the second clause, e.g.

*If I buy a new house, I'll get a swimming pool.*

- In turn, students continue making new sentences from the final clauses of the previous ones:

*If I get a swimming pool, all my friends will visit me.*

*If all my friends visit me, I'll have to provide food and drinks for them.*

*You can use any two-clause sentence structure, e.g.*

*Because:* Kyaw Kyaw was late to work because his car broke down.  
His car broke down because he didn't look after it,  
He didn't look after it because he had no money, etc.

*While:* I rang you while you were having a shower.  
I was having a shower while my father cooked dinner.  
My father cooked dinner while the TV was on, etc.

*With large classes, do this in groups.*

**Purpose:** students form sentences using target structures

**Practicalities:** students need to be able to hear each other

## 12.11 'Who Am I?' Mingle

**Purpose:** students ask questions to identify a person or object

**Practicalities:** students move around the room talking to each other

a. Each student thinks of the name of a famous person and writes it on a piece of paper. They attach their papers to the back of the student next to them.

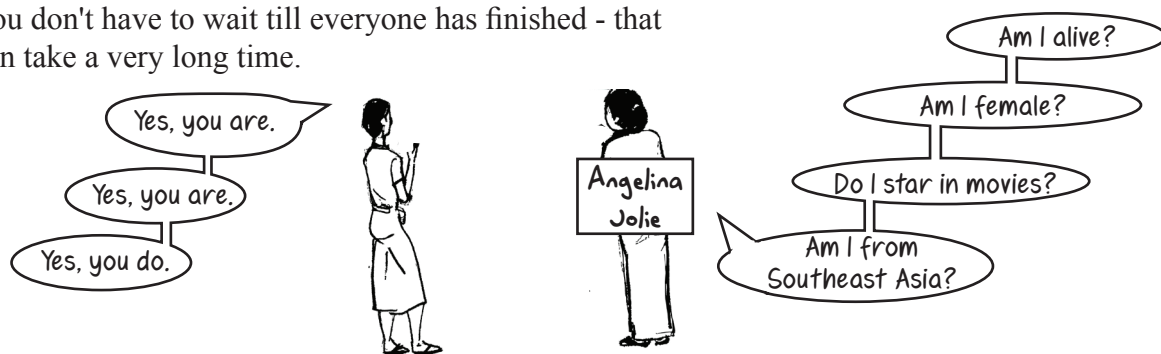
b. Students find a partner and ask them *yes/no* questions to try to identify themselves, e.g.

|                                   |     |                         |
|-----------------------------------|-----|-------------------------|
| Was I born between 1900 and 1950? | NOT | When was I born?        |
| Am I from Myanmar?                | NOT | Where am I from?        |
| Am I real?                        | NOT | Am I real or fictional? |

c. If they get a *yes* answer, they can ask that student another question. If they get a *no* answer, they go and find another student.

d. Stop the game when several students have identified themselves.

You don't have to wait till everyone has finished - that can take a very long time.



You can also do this as a 'What am I?' activity where students write an animal or thing, and have to guess what they are.

## 12.12 Change Chairs

**Purpose:** students use and respond to target structures or vocabulary

**Practicalities:** students sit in a circle on single chairs. This can get noisy

a. Students sit, one student per chair, in a circle. One student stands in the centre of the circle.

b. The student in the centre calls out a statement or phrase based on the topic or structure they have been studying.

- Present perfect, e.g. *Everyone who's been to Bagan; Everyone who's never won a competition*
- Possession, e.g. *Everyone who's got a watch; Everyone who's got three brothers*
- Likes and dislikes, e.g. *Everyone who hates cleaning the house; Everyone who likes fishpaste*
- Getting to know people, e.g. *Everyone who lives nearby; Everyone who is a teacher*

c. All the students who 'fit' the statement/phrase get up and change chairs with each other. The student in the centre tried to sit on one of the chairs.

d. The student who fails to get a chair continues with another statement/phrase

There are many variations, e.g. students can ask questions like *Are you wearing a green shirt?* and those who can answer *Yes* move.



## 12.13 Speaking Stick

a. Stand in a circle if possible. Ask the person standing next to you a question. Possible question types include:

- personal questions: *Do you like swimming?*  
*Where do you live?*
- general knowledge: *What do rabbits eat?*  
*What's the past participle of 'buy'?*
- questions practising a structure, e.g. How much/many: *How many children have you got?*  
*How much did it rain last week?*

b. That student tries to answer the question. When they answer correctly, give them the stick. Then that student asks the same question of the student next to them.

c. The stick gets passed around the circle from student to student, along with the question, until it returns to you. In the meantime, start passing around more sticks, with different questions.

*A similar game can be played with a ball. The first student asks a question, then throws the ball to another student. That student answers the question, then asks a question (the same or different, depending on the rules you prefer) and throws the ball to a third student, and so on.*

**Purpose:** students practise asking and answering questions

**Practicalities:** students stand in a circle if possible, but this is not necessary

**Preparation:** get some sticks, or other objects you can pass around

## 12.14 Interviews and Surveys

a. As a class, decide what questions you are going to ask each other. These should be questions which elicit students' opinions or get personal information about them, not general knowledge questions. Write a class list of questions on the board.

b. Students interview each other and record the answers to each other's questions.

c. Students explain their partner's answers to the class (or to a group, if you have a big class).

**Purpose:** students interview each other and present the results

**Practicalities:** students talk in pairs

Min Min's favourite band is Iron Cross.  
His favourite food is ice-cream. His favourite actor is Kyaw Hein, although he also really likes Judi Dench. He doesn't like travelling on boats because he gets sick. He likes cooking and...



# Focus on Pronunciation

## 13. Pronunciation Practice Activities

Use these activities when students need to focus on pronouncing sounds, words, sentences and dialogues. There are activities here targeting word and sentence stress, intonation and individual vowel and consonant sounds.

Some of the activities in other sections can be used to practise pronunciation:

**4.8 Disappearing Paragraph**

**9.1 Whispers**

**10.6 Roleplay**

**11.2 Bingo**

**11.5 Memory Match**

**11.7 Vocabulary Cards**

**11.12 Alphabet Categories**

**12.1 Substitution Drill**

**12.5 Expanding Sentences**







**12.9 Noughts and Crosses**

### 13.1 Stress Columns

- a. Write a list of target words on the board and draw a stress pattern chart.

**Purpose:** students identify word stress patterns

**Practicalities:** students work from the board

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| food  | water   | shampoo   | telephone   | computer  | magazine  |

- b. Students decide which pattern each word follows, and put it into the correct column.

*You can also do this to classify words into syllables: 1, 2, 3, 4 and 5 syllable words.*

### 13.2 Say it with Feeling

- a. Students work in pairs. Give each pair a copy of the dialogue (or get them to write their own). They practise the dialogue.
- b. Get the students to say their dialogues with a lot of enthusiasm.
- c. Next time, they say them as if they are very depressed. Try other emotions: indifference, anger, thoughtfulness, curiosity, etc.

**Purpose:** students perform dialogues using different intonation

**Practicalities:** students work in pairs

**Preparation:** prepare a simple dialogue using familiar structures

## 13.3 Multiple Answers

- a. Write a *yes/no* question on the board, e.g.

Are you going to the shops with Ma Ma tomorrow?

- b. Students think of how many ways they can change the stress to get different answers, e.g.

Are **YOU** going to the shops with Ma Ma tomorrow?

No, I'M not going,  
but Naw Moo is.

Are you going to the **SHOPS** with Ma Ma tomorrow?

No, we're going  
to the **CINEMA**.

Are you going to the shops with **MA MA** tomorrow?

No, I'm going  
with **SU SU**.

Are you going to the shops with Ma Ma **TOMORROW**?

No, we're going  
**NEXT TUESDAY**.

- c. Students ask and answer the questions, either within their pairs or with other students. Make sure the answers also correctly stress the changed information.

## 13.4 Word Endings

- a. Write pairs of sentences using and not using the target structures, e.g. for past simple endings:

I **love** you like a brother.

I **loved** you like a brother.

Write about 20 pairs of sentences.

- b. Students stand up. Read the sentences in mixed order. If students hear the target structure, they put their hands on their heads. If they hear a different structure, they put their hands on their waists.
- c. The students who are incorrect sit down. Continue until there is only one student left, or until you have run out of sentences.

*You can use this for minimal pairs as well: read one word with the target sound, and one word which the same except for the target sound, e.g. to test for /ə:/ you can say bird and bad; to test for /ɪ/ you can say bit and beat.*

*You can also get students, rather than you, to read the sentences to the class or in groups.*

**Purpose:** students use sentence stress to change the focus of questions  
**Practicalities:** students work in pairs

**Purpose:** students identify target sounds in sentences  
**Practicalities:** students have to hear you clearly  
**Preparation:** prepare a list of pairs of sentences





## 13.5 Spot the Sound

- a. Give students a text or sentences with examples of the target sound in it, e.g. for the schwa sound: /ə/

*I've got a basket of bananas, a large carton of delicious oranges and a beautiful mirror. I got them at the supermarket yesterday afternoon.*

Decide whether to tell students how many examples there are. (The example above has 17 schwa sounds.)

- b. Students identify the examples, and practise repeating the text/sentences with correct pronunciation of target sounds.

*I've got ə basket əf bəˈnɑːnz, ə lɑːdʒ kɑːtən əf dɪˈlɪʃəs ɒrɪndʒz ənd ə bjuːtɪfəl mɪrər. I ɡɒt θəm ət ðə sʊpərˈmɑːkɪt jəˈstɛdəː ɑːftəˈnuːn.*

**Purpose:** students identify target sounds in a text

**Practicalities:** students work individually, or in pairs or groups

**Preparation:** prepare a text with examples of the target sound

## 13.6 Group the Vowel Sounds

- a. Write one-syllable words on pieces of paper - one for each student. Choose about 3-5 words per sound you use, e.g.

/u:/ *fruit, choose, blue, two, queue*

/ʊ/ *book, put, good, push*

/ɑ:/ *aunt, half, laugh, part*

/ʌ/ *run, front, does, flood, suck*

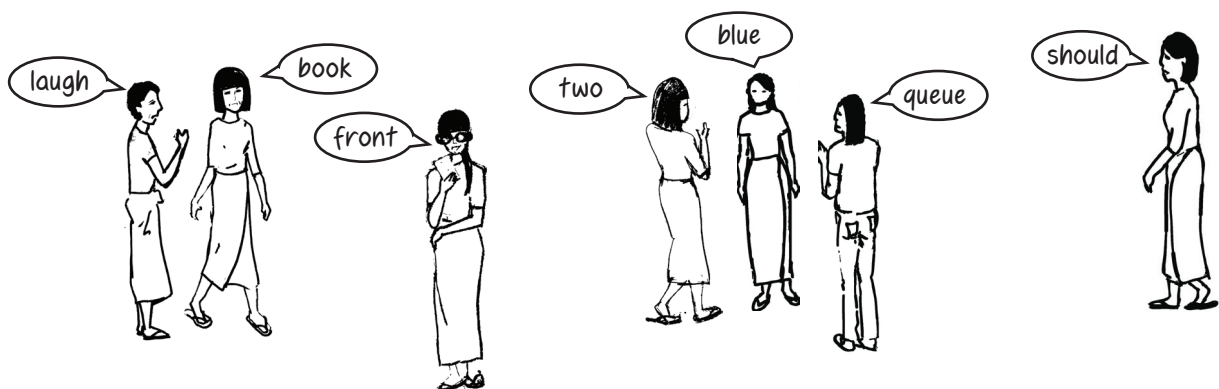
**Purpose:** students form and identify vowel sounds

**Practicalities:** students move around the class. This can get noisy

**Preparation:** prepare pieces of paper with familiar one syllable words on them

- b. Give each student a word. Students go around the room saying their word.

- c. When they find other students with the same vowel sound, they get into a group with them. Continue until everyone has found their group.



# Appendix 1: Adapting Activities

There are many ways to adapt and change activities - many more than we can put into one book. Be creative, be adventurous, and if something doesn't work, don't be too disappointed - think about what went wrong and learn from your mistakes.

## A. Make it a pair or group activity

Most activities are easier if you allow students to do them in pairs or groups. See **Appendix 2 B: Organising Pairs and Groups** for ideas.

## B. Make it a competition

This can motivate students. It works better if you give a prize to the student or group that wins or performs the best.

## C. Change the level of control

A **highly-controlled** activity has the students saying or writing exactly what they are told (copying is the most controlled type of activity). When students first encounter a new item, they need controlled practice to produce it themselves. Controlled activities focus on **accuracy**.

A **free** activity has the students saying or writing what they want, with very few limitations. Free activities focus on **fluency**. In between free and highly-controlled activities there are many different levels of control.

You can adapt many activities to the level of control students need. If the activity uses a lot of new vocabulary, structures or ideas, you need a more controlled approach. If the activity is reviewing or practising familiar items, a freer activity is more useful.

Some examples:

**Gap-fill** activities (e.g. 4.7: *Gap-fill Reading Text*, 4.9: *Jigsaw Gap-fill* and 11.8: *Gap-fill*) can be made more controlled by:

- putting the words or phrases needed in mixed order on the board
- providing multiple choice answers for each gap
- writing the first letter of the word or phrase needed

**Roleplay** activities (e.g. 10.6: *Roleplay*) can be made more controlled by:

- giving the students a script they have to act out (high control)
- giving the students key phrases they must include (medium control)

Activities where students **order mixed items** (e.g. 4.12: *Separate the Text* and 6.2 *Order the Listening Text*) can be made freer by:

- not providing all the items to be ordered: students have to think of some themselves
- providing only key words, so students have to make sentences and put them in order

# Appendix 2: Classroom Techniques

## A. Giving Instructions

When giving instructions, you should include only the essential information in simple, clear language.

Examples of clear instructions:

- Sit opposite your partner *(then wait until they have moved)*
- One of you is 'A' *(point to letter A on the handouts)*
- One of you is 'B' *(point to letter B on the handouts)*
- Don't show your paper to anyone *(mime hiding the paper)*
- Some things in picture A are different from picture B
- Describe your picture
- You have ten minutes

**Demonstrate** an activity wherever possible. Here is a demonstration of *11.13: Picture Dictation*:

1. Ask one student to come out in front of the class and sit opposite you.
2. Give a picture to the student and keep one yourself. Let the class see that you're keeping the pictures secret from each other.
3. Pretend to be Student A and do one complete example with Student B so that the whole class can hear:

**Teacher:** Draw a tall tree on the left side.

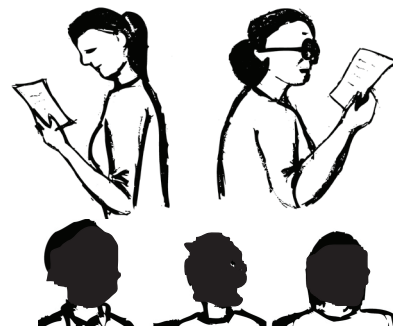
**Student B:** *(draws)*

**Teacher:** OK, what do I draw?

**Student B:** Draw a car. There's a bird on the car.

**Teacher:** *(draws)* Draw a house next to the tree.

Students watch this so they know what to do.



**Hand out materials** after you have given instructions to the class, if possible. Then you have their full attention, as they are not distracted by materials in front of them.

Ask **concept-checking questions** after you give instructions, to make sure they understand them.



The first time you do an activity it might be difficult, as it is unfamiliar to students. The next time, and after that, students will understand what they have to do, so it will be easier.

## B. Organising Pairs and Groups

Many activities have students working in pairs and groups. There are different ways to organise these, depending on the type of activity.

- **Mixed ability** pairs or groups. These are best when the activity is a competition between different groups, such as *1.2: Group Brainstorm Competition* or *6.8: Running Dictation*, or when stronger students can help weaker students, such as *10.4: Task Report* or *12.14: Interviews and Surveys*
- **Same ability** pairs or groups. This is best when the aim is to finish the activity with all people participating equally, such as or *11.11 Communicative Crosswords* or *13.2 Say it with Feeling*

Vary the way you put students into groups.

Sometimes it's easier for them to work with the people they are sitting with.

Sometimes it's better to count them off - Group 1, Group 2, Group 3, 1, 2, 3...

Sometimes you might want to get creative, e.g. *People wearing white shirts are in Team A. People not wearing white shirts are in Team B.*

## C. Setting up the Classroom

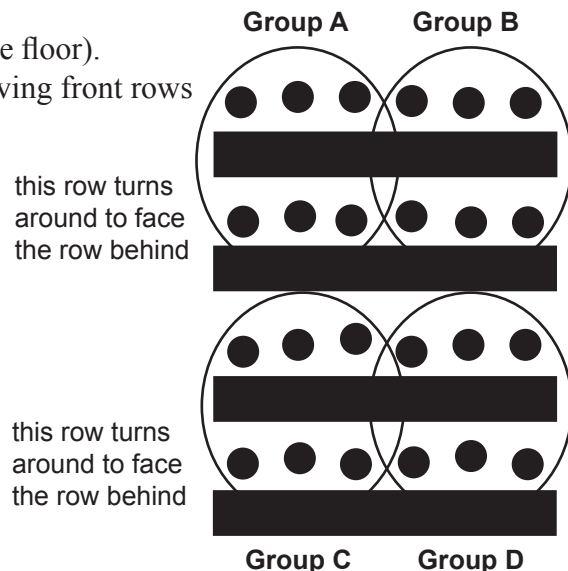
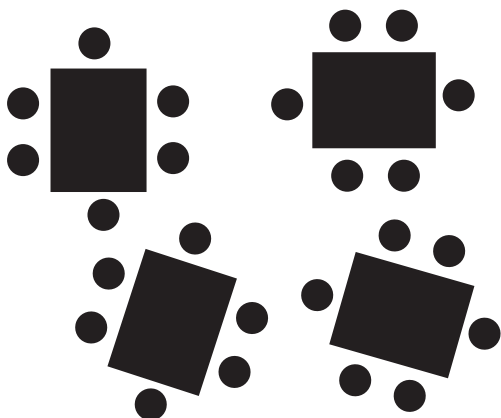
Some activities require students to work in pairs or groups, to move around the classroom, or use special class seating plans.

**Pairwork** is usually done face-to-face, but for activities where they shouldn't see each other's papers (e.g. *11.13: Picture Dictation*) they might be back-to-back.



**Groups** might be sitting around a big table (or on the floor).

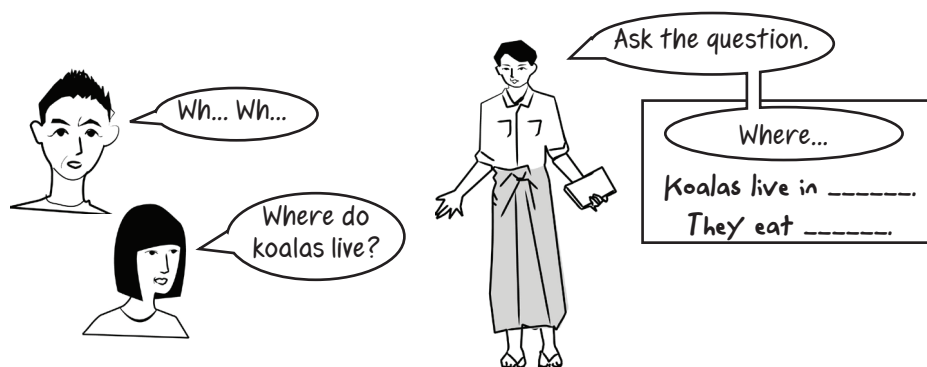
If you have fixed desks, you can make groups by having front rows turn around.



**Mingle** activities (where students have to move around the classroom talking to each other, such as *1.6: Swap Questions*) are best if you can push the chairs and tables to the side of the room.

## D. Eliciting

Whenever possible, get the students to provide the ideas, words or answers rather than providing them yourself. You can prompt them by giving them clues.



## E. Correcting Mistakes

There are a number of ways to treat mistakes. Different strategies are suitable for different situations. Here are some ideas:

### 1. Teacher corrects immediately

This is perhaps the most common technique: the student makes a mistake, so you stop them, and you tell them the correct language. It is quick, usually accurate, and it is what many teachers and students are used to. Sometimes this can be a useful approach, especially for an **accuracy-focused** activity.

However, be careful with interrupting an activity to correct a student's language, especially if the activity is **fluency-focused**.

- it breaks the flow of the activity
- it can distract from the main goal: communication
- the student may repeat what the teacher says without actually understanding why it was wrong
- it can make the student less confident about their ability
- it can make the student rely too much on the teacher for their learning

Below are alternatives which avoid some of these problems.



### 2. Ignoring mistakes

Sometimes it is OK to do nothing and simply ignore the mistake, especially in **fluency-focused** activities. For example, if you are having a debate or discussion, the purpose is for students to express ideas and opinions and get used to using English. So long as the meaning is clear, it does not matter so much if there are language errors.



It is unlikely the students will learn incorrect usage because someone has made a mistake that went uncorrected. Just try to ensure they get enough exposure to correct language through reading and listening texts and teacher and student talk in the class.

### 3. Teacher corrects later

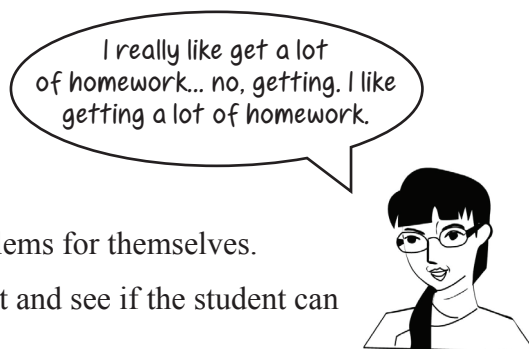
Another option is to wait until the student has finished the activity and then correct them. This is a good idea when a mistake is too important to ignore but you don't want to break the flow of the activity. If you are afraid that you will forget the mistake, make a note while the student is doing the activity. You can:

- make a note on the board, so other students can see it right away (without interrupting)
- make notes of common mistakes throughout the activity, and when the whole activity is finished go over all of the mistakes together
- after the activity, put the sentences with mistakes on the board and elicit corrections from the class
- if a lot of students are making the same mistake, prepare some exercises to practise that language point in the next lesson or for homework

### 4. Self-correction

Students might realise that they have made a mistake and correct it themselves straight away. Letting students self-correct, instead of interrupting immediately, can help them feel more confident about their own learning, and encourages them to solve problems for themselves.

So whenever possible, if you hear a mistake, pause first and see if the student can fix the problem without your help.

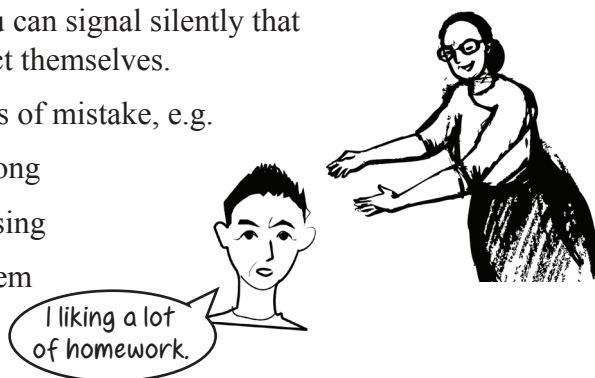


### 5. Teacher prompting

If the student does not immediately self-correct, you can signal silently that they have made a mistake, and let them try to correct themselves.

You can make up different signals for different types of mistake, e.g.

- push your arms together to show a word is too long
- hold up one finger to show that one word is missing
- touch your ear to indicate a pronunciation problem



### 6. Peer correction

If the student cannot correct themselves even after you prompt them, you can ask other students to help. Some students and teachers are not comfortable with this, but it has many advantages:

- students feel more in control of their learning, and less reliant on the teacher
- you can find out if the rest of the class is struggling with the same language point
- you can find out if the other students are paying attention!

Of course, if nobody else can help, you can then correct the mistake yourself.



# Appendix 3: Glossary

This is a list of English language teaching terms used in this book. It only lists the meaning that is relevant to teaching. Many words, such as *drill*, *negotiation* and *rank* also have other, more commonly used meanings, not listed here.

**Accuracy** (*n* - opposite of *fluency*): Without mistakes. An *accuracy*-focused activity emphasises correct *usage*, spelling, or pronunciation.

**Adapt** (*v*): When you *adapt* teaching materials or activities, you change them so they are more suitable for your class.

**Authentic** (*adj*): An *authentic* text is a text from real life (a newspaper, taped conversation, etc.), not one made for teaching purposes.

**Brainstorm** (*n, v*): A technique where students think of words or ideas connected to a topic.

**Closed question** (*n* - opposite of *open question*): Closed questions usually only have one possible answer, and can normally be answered with a single word or phrase.

**Competitive** (*adj*): In a *competitive* activity, students try to do better than other students.

**Comprehension** (*n*): *Comprehension* activities test students' understanding of the *form* or *meaning* of language. They are usually highly *controlled*.

**Content** (*n*): The information in a text. If an activity focuses on the *content*, the objective is to be able to understand and/or use the information and ideas, rather than the language in it.

**Context** (*n*): The situation. Many words are appropriate for some contexts but not others.

**Controlled** (*adj* - opposite of *free*): A *controlled* activity is one where the students are provided with the language and structures they will use. *Controlled* activities usually have one correct answer, or a limited number of correct answers. They focus on *accuracy*.

**Dialogue** (*n*): A conversation.

**Dictation** (*n*): An activity where someone reads a text aloud, and others listen and write it down.

**Drill** (*n, v*): An activity where students repeat examples of a word or structure, sometimes with small variations.

**Elicit** (*v*): To get students to give answers or suggestions, rather than the teacher providing them.

**Emphasise** (*v*): When you *emphasise* a point or a word, you pay special attention to it.

**Evaluate** (*v*): To look at something carefully and then give an opinion.

**Expert speaker** (*n*): A person who can speak a language *accurately* and *fluently*.

**Exposure** (*n*): Seeing and hearing language in different contexts. *Exposure* is a type of *input*.

**Feedback** (*n*): Comments, corrections and suggestions. You give students *feedback* so they can improve their work.

**Fluency** (*n* - opposite of *accuracy*): A *fluency*-focused activity emphasises faster and more confident use of language.

**Free** (*adj* - opposite of *controlled*): A *free* activity is where students decide what language and structures they need. *Free* activities have many possible correct solutions, and they focus on *fluency*.

**Form 1.** (*n*) In a *form*-focused activity, students look at how language is organised.

2. (*v*) To make. *Accuracy*-focused writing activities often involve *forming* correct sentences.

**Function** (*n*): The purpose of using language, e.g. requesting, asking the time, ordering.

**Gap-fill** (*n, adj*): **Gap-fill** activities have parts missing, and students have to choose an appropriate word or phrase to fill them.

**Gist** (*n*): When you read or listen for **gist**, you are interested in the main idea, not the details.

**Input** (*n* - opposite of **output**): Reading and listening material that provides **exposure** to how the language is used.

**L1** (*n*): First language; native language; mother tongue. L2 is a non-native language.

**Meaning** (*n* - opposite of **form**): In a **meaning-**focused activity, students look at what language is saying, rather than how to form it correctly.

**Mingle** (*n*): **Mingle** activities involve students moving around the room interacting with other students in turn.

**Mime** (*n, v*): Showing the meaning of a word or phrase without speaking, using only body movement.

**Open question** (*n* - opposite of **closed question**): Open questions often have more than one possible answer, and usually require students to form opinions, interpret information, or give explanations in their own words.

**Outcome** (*n*): What students are able to do as a result of doing an activity, e.g. use the past simple with greater accuracy

**Output** (*n* - opposite of **input**): Speaking and writing. Student **output** involves students **producing** the language.

**Predict** (*v*): To guess what will happen.

**Presentation** (*n*): (1) Giving students new language, usually with examples and **eliciting**.

(2) An activity where students give a formal talk and/or display to an audience.

**Productive** (*adj* - opposite of **receptive**): **Productive** knowledge is knowledge you can use, as well as understand.

**Rank** (*n, v*): To put in order according to a given criterion, e.g. most to least useful.

**Receptive** (*n* - opposite of **productive**): **Receptive** knowledge is knowledge you can understand.

**Recycle** (*v*): When language is **recycled**, students get **exposed** to words and structures again and again throughout the course.

**Roleplay** (*n*): An activity where students pretend they are in a different situation or that they are someone else.

**Structure** (*n*): The **structure** of a language is the way it is organised; its rules, including grammar.

**Student-centred** (*adj* - opposite of **teacher-centred**): Putting the needs and interests of the students first; actively involving the students in the learning process.

**Summary** (*n*): If you **summarise** a text, you outline only the most important points.

**Target** (*adj, n*): A **target** structure, vocabulary item or skill is one you are focusing on.

**Teacher-centred** (*adj* - opposite of **student-centred**): When the teacher takes the central, active role in class, and students are passive.

**Text** (*n*): A piece of writing or speaking that students read, listen to or **produce**.

**Usage** (*n*): The way language is used in **context**.

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