

# You Are The Course Book – Lesson Plans

by Matt Purland

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# You Are The Course Book – Lesson Plans

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For the teachers who want to teach

“For the things we have to learn before we can do them,  
we learn by doing them.” – Aristotle

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# You Are The Course Book

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# You Are The Course Book

## Introduction

This book is for teachers who want to teach English without a course book, using You Are The Course Book Method. (See p.15 for reasons why this method is preferable to teaching with a course book.) In the first YATCB book<sup>1</sup>, I explored the motivations which led me to change my teaching habits and develop this method; in the second YATCB book<sup>2</sup>, I wrote about the first year of my experiences teaching with this method; while in the third YATCB book<sup>3</sup> I compiled a syllabus – a collection of basic material that I believe should be taught on a YATCB course. In this new book I would like to show clearly how to teach each of the many activities.

I hope that this book will be of interest and of use not only to teachers who have been following this method via the previous books, but also to new teachers, who may never have tried this kind of activity before. Instead of wading through the first three books in detail and planning a complete Mode 1 process, for example, they can now simply pick up this book, find out how to run an activity, and try it out with their class at once.

I began my ELT writing career producing worksheets and then books, which were collections of worksheets at first, then the *Talk a Lot* series of course books. This book is better because it gives clear bullet-pointed lesson plans for activities which can be used with the same students time after time – while my other books contain worksheets which, once used, cannot be repeated with the same class. It is the difference between teaching teachers techniques, which can be used often, and giving them material that has a single use. My aim in writing this book is to do the former. I love writing and could gladly write *Talk a Lot* books till the cows come home, but I believe that the material in this book is more useful. It is time to let the students create the lesson material. Do you remember this quotation?

*Give a person a fish, and you feed them for a day. Teach a person to fish, and you feed them for a lifetime.*

I would adapt it for teachers who are tired of being chained to the course book and want to try something new:

*Give a teacher a course book, and they can present what it contains. Teach a teacher the techniques for getting students engaged and learning, and speaking English in class, and together they can learn just about anything.*

A few notes about running a series of You Are The Course Book lessons. There are three modes in YATCB (p.20) and each mode contains a number of different sections: vocabulary, text, grammar point, and so on. Teachers can choose to run a standard Mode 1, 2, or 3 process (series of sections), or select different activities from each skill area to build their own mode (see p.21 for the list of activities). Teachers can keep track of what they have done in different classes by using the Blank Progress Tracker (p.24). YATCB Method can be used with a syllabus – the topics, vocabulary, grammar points, and input lessons can be pre-set and ordered, and the texts and activities can be chosen to fit them. There is more about using a syllabus in *You Are The Course Books 1 and 2*. If you cannot think of a topic to study, try p.23, where there are 101 different ideas. You do not need a lot of resources to run YATCB lessons – that's part of the point. It is ideal for classrooms where there isn't a lot of money to buy formal resources. See a typical classroom setup on p.22. There are further notes for teachers on p.17.

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<sup>1</sup> Purland, Matt. *You Are The Course Book*. Ostróda: English Banana.com, 2012. Hardback. Available for free download: <https://purlandtraining.com/>

<sup>2</sup> Purland, Matt. *You Are The Course Book 2: In Practice*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/>

<sup>3</sup> Purland, Matt. *You Are The Course Book – Syllabus*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/>

# You Are The Course Book

## Introduction

This book lists dozens of games for warmers and free practice sessions (from p.96). In writing about them I do not claim to have invented them. I have acknowledged sources where relevant. Part of the material in this book has been reworked from my previous books, including: *Talk a Lot Elementary Handbook*, *Talk a Lot Elementary Book 3*, *Talk a Lot Intermediate Book 1*, *Talk a Lot Foundation Course*, *Clear Alphabet Dictionary*, *You Are The Course Book*, *You Are The Course Book 2: In Practice*, and *You Are The Course Book – Syllabus*. All of these books – plus many more resources – are still available to download for free from [purlandtraining.com](http://purlandtraining.com). There are download links on the relevant pages.

I would like to thank my family for giving me the time and space to write this book. I would also like to thank all of the students who have been testing these activities over the past couple of years. It has been a fascinating process to watch your ideas and language come to life and your level of English and confidence improve, as the course books remained undisturbed in a corner.

I hope that you will enjoy teaching English with You Are The Course Book Method. If you have any questions or comments please do not hesitate to get in touch with me at: [info@purlandtraining.com](mailto:info@purlandtraining.com). It would be great to hear from you!

With best wishes to you and your students,

Matt Purland

*Ostróda, Poland, 17<sup>th</sup> January 2014*

## You Are The Course Book Method – 12 Ways it Beats Working with a Course Book

**You Are The Course Book** is a new method of teaching English and ESL without a course book.

No course book is required because the focus is on **language production** and **practice**, rather than reading.

Here are **12 ways** that we think **You Are The Course Book Method** is better for students and teachers, compared with the traditional ELT course book.

### Class with a course book:

1. Students learn by reading from the book
2. There is expensive material to buy
3. T/F, matching, multiple-choice, and gap-fills are done in class
4. There is often not enough time for speaking or free practice
5. Grammar topics are pre-decided and organised into units
6. Language points are covered once and then not repeated
7. The course book writer is creative and uses their imagination
8. Students carry accumulated knowledge in their books
9. The material is standardised for many races and kinds of students
10. The book explains the language point
11. The teacher becomes jaded over time
12. The teacher is a presenter of the course book, working for the book

### Class with YATCB Method:

Students learn by their mistakes while producing language  
No material to buy – the techniques are free  
We leave this kind of activity for homework  
There is plenty of time for speaking and free practice  
Grammar topics are decided by students' needs on the day  
There is plenty of repetition of key points  
Students are creative and use their imagination  
Students carry accumulated knowledge in their heads  
The material is tailored to the people in the room  
The teacher **elicits** the language point  
The teacher increases their expertise over time  
The teacher is a teacher

*Find out more!* Download the free books: **You Are The Course Book**, **You Are The Course Book 2: In Practice**, **YATCB Syllabus**, podcasts, and more at:

<https://purlandtraining.com/>

More ways that **YATCB Method** is better for students and teachers than an ELT Course Book:

Class with a course book:

*Classroom Management*

13. Students sit facing the teacher
14. Students sit in their chairs for the whole lesson
15. Students look down at their books
16. The teacher is a police officer

*Class Activities*

17. Students often work on their own
18. Students read in their heads
19. Reading in class
20. Students read specially-written (false) texts
21. Pronunciation and connected speech are MIA

*Class Content*

22. Course book writer's ideas are most important
23. The course book writer chooses the topics
24. The course book sells the concepts, culture, and ideology chosen by the publisher and author
25. Not suitable for Zero Beginners

*The Teacher's Experience*

26. Teachers are criminalised by being required to do illegal photocopying
27. The teacher follows instructions
28. The teacher does the same spread time and again
29. The teacher burns out, like the candle giving light for others

Class with **YATCB Method**:

Students sit facing each other

Students move around

Students look up at each other and the board

The teacher is a guide

Students work in pairs and groups, but not on their own

Students produce material – verbally and in writing

Reading for homework

Students work with real texts and realia

Pronunciation and connected speech are integral

Students' ideas are most important

The students and teacher choose the topics

The topics and real texts are chosen for students that you know; the material is relevant

Works from Zero Beginner up

No photocopying required

The teacher gives instructions

There's a different lesson each time

The teacher can be in low-power mode, while students do the hard work

# You Are The Course Book

## Notes for Teachers

**T** stands for 'teacher' and **SS** for 'student' or 'students' throughout this book

In You Are The Course Book Method there are some conventions that occur repeatedly and appear throughout the lesson plans in this book, for example:

### General:

- This is topic-based learning – the topic gives a context to the language as it is used
- Activities can be adjusted to suit different levels – do more or less, with harder or easier constructions and vocabulary
- Activities can be adjusted to fit different time slots – do more or less. T can edit the lesson plan as they go, choosing from a range of activities that suit the mood of the SS on the day, e.g. in a Mode 1 lesson T can cut short a vocabulary session by missing out the stressed syllables and sounds element, to make more time for the text activity
- Activities often end with group feedback – T elicits corrections to errors

### Teacher:

- T elicits rather than tells; T wants SS to think and tell them the answers. In general, T will know the answers but wants SS to think of them, rather than T telling them. The process of eliciting encourages SS to think of the answers, or if they cannot, to learn from their peers, rather than from T or a book. This process inevitably takes longer and requires T to give up a little bit of ego and go from the 'grand giver of knowledge', dishing out answers and advice, to guide – pointing SS towards the answers down the road of independent learning
- T sets up short activities, each with their own achievable objective, then withdraws to let SS get on with their work. (The clockwork mouse principle – wind them up and watch them go!) Group feedback often follows a stage. Ideally, activities would build up into a longer sequence so that SS achieve a super objective too, e.g. a Mode 1 process has been completed
- T monitors, checks, and corrects
- Where preparation is required, e.g. Text with 20 Different Words (p.55), or Using an Audio Text (p.57), it is time invested, because the lesson can be repeated/reused with other classes.

### Students:

- SS work in pairs or small groups; they sit facing each other rather than T
- SS make up their own activities, rather than using 'pre-bought' ideas from professional writers
- Often what T does in the classroom can be done by the SS, e.g. writing on the board; thinking up discussion questions, etc. It may take longer but SS will learn more from the process, because we learn more by doing. When T starts working with a group, model everything, then gradually let them take over until they are doing almost all of the work during class time

### Other tips:

- SS need to trust T and T needs to respect the SS – otherwise "do the book"!
- Clear Alphabet is a new phonetic alphabet for English which uses the normal Roman alphabet rather than any unusual characters. The chart is on p.107. You can find out more by downloading the free *Clear Alphabet Dictionary*<sup>1</sup>.

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<sup>1</sup> Purland, Matt. *Clear Alphabet Dictionary*. Ostróda: English Banana.com, 2012. Hardback. Available for free download: <https://purlandtraining.com/>

# You Are The Course Book

## Notes for Teachers

- Every activity can be done with individual students in one to one classes, e.g. online. They will have to do a lot more work – the work of the whole class. So they will get a good workout, which is probably what they have paid for
- One of T's most important roles is to be timekeeper – to control the time so that a range of skills are practised and lesson objectives are met. You will have enough lesson material – probably too much! – so T must keep an eye on the clock and move the lesson along
- SS may need time to adjust to a method that demands them to practise English in an active way, rather than passively reading a course book and filling in gaps

### Building a Lesson Process:

On p.21 you can see an overview of the different activities which are described in the lesson plans in this book. In the past, YATCB consisted of three Modes – 1, 2, and 3 (see p.20). Now, T can choose to do one of these Modes or build their own lesson process (or Mode) from any of the activities listed on p.21 – in any order.

For example, to do a straightforward Mode 1 process<sup>2</sup>, use the following lesson plans:

WARMER:	Choose from list
VOCABULARY:	Mode 1 Vocabulary Session, p.26
TEXT:	Make a Group Text, p.46
GRAMMAR POINT:	Based on SS's errors
VERB FORMS REVISION:	Make Questions from a Text, p.61
PRONUNCIATION:	Choose either or both, pp.69-71
FREE PRACTICE:	Choose from list
<i>Personal Study – set homework</i>	<i>Choose from list – or use your own</i>

To do a straightforward Mode 2 process<sup>3</sup>, use the following lesson plans:

WARMER:	Choose from list
VOCABULARY:	Discussion Words (Standard Lesson), p.27
TEXT:	Choose from list
GRAMMAR POINT:	Based on SS's errors
VERB FORMS REVISION:	Choose from list
PRONUNCIATION:	Choose either or both, pp.69-71
FREE PRACTICE:	Choose from list
<i>Personal Study – set homework</i>	<i>Choose from list – or use your own</i>

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<sup>2</sup> See Purland, Matt. *You Are The Course Book*. Ostróda: English Banana.com, 2012. Hardback. Available for free download: <https://purlandtraining.com/>  
p.26 for a full description

<sup>3</sup> See Purland, Matt. *You Are The Course Book* (as above) p.41 for a full description

# You Are The Course Book

## Notes for Teachers

To do a straightforward Mode 3 process<sup>4</sup>, use the following lesson plans:

DISCUSSION:	Improvised based on the topic
VOCABULARY:	Discussion Words (Standard Lesson), p.27
VERB FORMS REVISION:	Q & A, p.66
SENTENCE BUILDING:	Sentence-based version of Stages 2.2 and 2.3 of Mode 1 (see p.46)
PRONUNCIATION:	Choose either or both, pp.69-71
<i>Personal Study – set homework</i>	<i>Choose from list – or use your own</i>

Aside from that, T is free to mix and match activities. The order of activities generally works and makes logical sense (see p.20) but T can change the order, or choose to try one or a handful of activities as part of one of their regular lessons – rather than a full process. This method is flexible!

Because it does not always require a lot of reading, You Are The Course Book Method is great for teaching beginner-level SS – even zero beginners. I would recommend following the outline of lesson plans below for this kind of learner, before moving on to Modes 1, 2, and 3, and other activities when they feel more confident – although of course you are free to try ‘whatever works’!

WARMER:	Choose from list
VOCABULARY:	Discussion Words (Standard Lesson), p.27
VERB FORMS REVISION:	Beginner Level Verb Forms Revision, p.67
PRONUNCIATION:	Stress, Reduce, Merge Part 1 – Sentence Stress, p.69
FREE PRACTICE:	Choose from list

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<sup>4</sup> See Purland, Matt. *You Are The Course Book 2: In Practice*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/p.337> for a full description

# You Are The Course Book

## Outline of Modes 1, 2, and 3

Mode 1 – Part 1:
Warmer
<ol style="list-style-type: none"> <li>1. Vocabulary</li> <li>2. Text               <ol style="list-style-type: none"> <li>2.1 Original Text</li> <li>2.2 Corrections</li> <li>2.3 Improvements</li> </ol> </li> <li>3. Grammar Point</li> <li>4. Verb Forms Revision</li> </ol>
Personal Study
Mode 1 – Part 2:
Warmer
<ol style="list-style-type: none"> <li>5. Pronunciation</li> <li>6. Free Practice</li> </ol>
Personal Study

Mode 2 – Part 1:
Warmer
<ol style="list-style-type: none"> <li>1. Vocabulary</li> <li>2. Text</li> <li>3. Grammar Point</li> <li>4. Verb Forms Revision</li> </ol>
Personal Study
Mode 2 – Part 2:
Warmer
<ol style="list-style-type: none"> <li>5. Pronunciation</li> <li>6. Free Practice</li> </ol>
Personal Study

Mode 3 – Part 1:
Warmer
<ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Vocabulary</li> <li>3. Q &amp; A</li> <li>4. Sentence Building</li> <li>5. Pronunciation</li> </ol>
Personal Study
Mode 3 – Part 2:
Warmer
Vocabulary Revision Free Practice – Activity 1 Free Practice – Activity 2
Personal Study

This is the general order of activities for each mode. I would suggest a time period of around 90 minutes for each part, although this is absolutely flexible, of course. If you did each part above in 90 minutes, the three modes together would fill nine hours of lesson time. You could follow the three modes with an input lesson (of 90 minutes) on one of the topics that would be most useful to your students, e.g. Clear Alphabet, or Using Articles, then start again at Mode 1. The order generally works because the **VOCABULARY** either comes from the **TEXT**, or is used to create it; work on the text leads naturally into the **GRAMMAR POINT** – where you can study grammar problems that have arisen. From the grammar point we move seamlessly into **VERB FORMS REVISION**, then there is a break. If the lesson finishes, SS could continue working on topics and material thrown up by the lesson in **PERSONAL STUDY** time (or homework, as you might prefer to call it). The sentences used to study **PRONUNCIATION** come from the text, and the topics and material used for **FREE PRACTICE** also spring naturally from the text and vocabulary stages. By this time, SS have worked really hard, so it is only fair to give them some free practice activities during which time they can let their hair down a bit – as well as practise everything they have been learning during this process. Again, the work SS have done is reinforced during personal study time, where they could do written work – **WRITING** is the seventh stage of YATCB Modes 1 and 2 – hidden under the banner of Personal Study, because it is not done in class. It would be good practice to begin each part with a 10-minute **WARMER**.

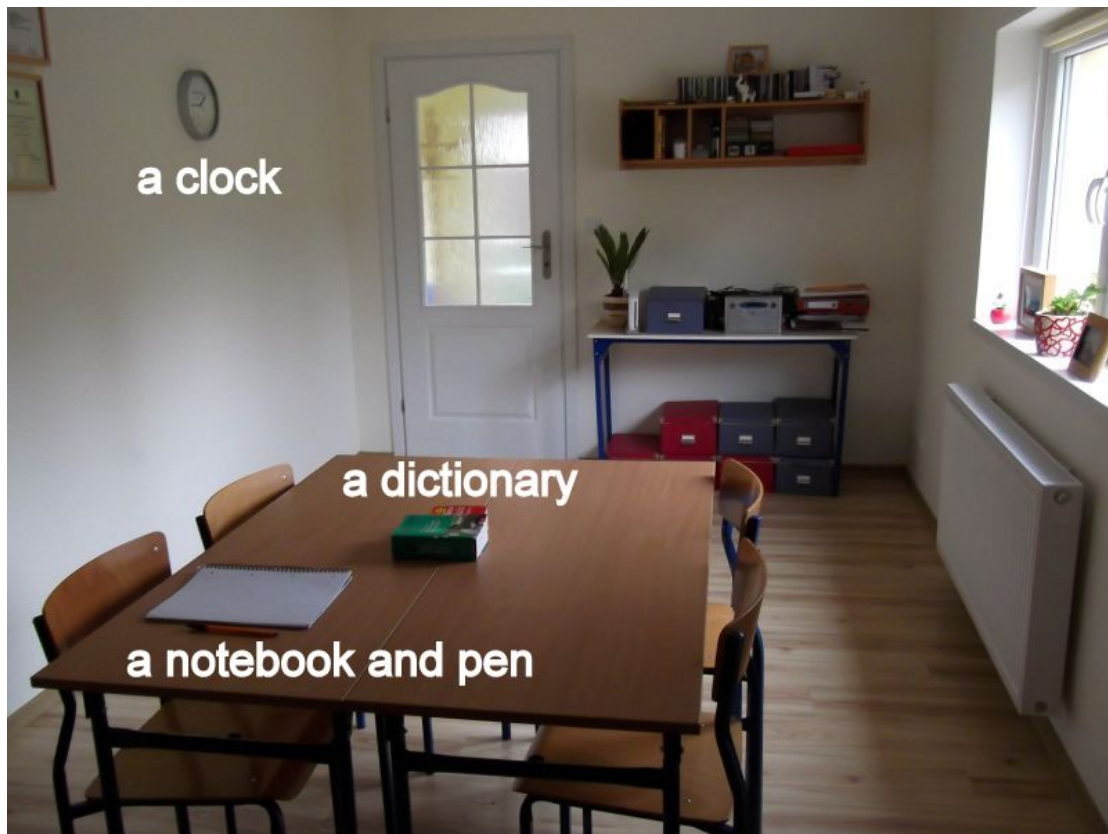


## Overview of You Are The Course Book Activities

Page	Skill Area	Title	
	WARMER	Check homework	
	WARMER	Discuss any language questions	
	WARMER	Review the previous lesson	
	WARMER	Short vocabulary/ grammar/pronunciation test	
	WARMER	Do a quick free practice activity based on the lesson topic	
	WARMER	Play a quick game based on the lesson topic (from p.96)	
	WARMER	State some facts based on the topic: SS have to say whether they are true or false	
26	VOCABULARY	Mode 1 Vocabulary Session	
27	VOCABULARY	Discussion Words – Standard Lesson	
30	VOCABULARY	Discussion Words – with Quick Questions	
32	VOCABULARY	Discussion Words – Spelling and Sounds Focus	
34	VOCABULARY	Discussion Words – Word Stress Focus	
35	VOCABULARY	Discussion Words – with Clear Alphabet	
36	VOCABULARY	Discussion Words – Focus on Idioms	
38	VOCABULARY	Discussion Words – Focus on Phrasal Verbs	
41	VOCABULARY	Discussion Words – with Bingo	
43	VOCABULARY	Discussion Words – with the Big Word Game	
	CONTINUOUS ASSESSMENT	Vocabulary Test	
46	TEXT	Make a Group Text	
47	TEXT	Text Reduction – 20, 10, 5, 1	
48	TEXT	Dictation	
49	TEXT	Reading Comprehension Questions	
50	TEXT	True, False, or Unknown?	
51	TEXT	Cut Up Text	
52	TEXT	Gap-Fill	
53	TEXT	Reading Race	
55	TEXT	Listening Practice – 20 Different Words	
57	TEXT	Using an Audio Text	
60	TEXT	Using a Video Text	
	GRAMMAR POINT	Discuss one or more of the grammar points that have arisen	
	GRAMMAR POINT	Pre-prepared PPP grammar presentation – SS produce examples (written or oral)	
	GRAMMAR POINT	PPP linked to a syllabus – SS produce examples (written or oral)	
	CONTINUOUS ASSESSMENT	Grammar Test	
61	VERB FORMS REVISION	Make Questions from a Text	
62	VERB FORMS REVISION	Sentence Blocks	
65	VERB FORMS REVISION	Sentence Blocks – without Function Words	
66	VERB FORMS REVISION	Q & A	
67	VERB FORMS REVISION	Beginner Level Verb Forms Revision	
	CONTINUOUS ASSESSMENT	Verb Forms Revision Test (p.120) or other verb forms test	
69	PRONUNCIATION	Stress, Reduce, Merge Part 1 – Sentence Stress	
70	PRONUNCIATION	Stress, Reduce, Merge Part 2 – Connected Speech	
	CONTINUOUS ASSESSMENT	Pronunciation Test	
72	FREE PRACTICE	Discussion Questions	<b>Discussion</b>
73	FREE PRACTICE	Agree or Disagree?	
75	FREE PRACTICE	Debate	
77	FREE PRACTICE	What Would You Do?	
79	FREE PRACTICE	Class Survey	
81	FREE PRACTICE	PPRR – Role Play	<b>Imagination</b>
83	FREE PRACTICE	PPRR – Gossip (Monologue)	
84	FREE PRACTICE	Role Play	
86	FREE PRACTICE	Video Commentary	
87	FREE PRACTICE	Obviousness	
88	FREE PRACTICE	Pair or Small Group Project	<b>Project</b>
89	FREE PRACTICE	Design Your Own...	
91	FREE PRACTICE	A Day in the Life of...	
93	FREE PRACTICE	Topic Template	
95	FREE PRACTICE	Picture Story	
96	FREE PRACTICE	Improvisation Games	<b>Games</b>
99	FREE PRACTICE	Team Building Games	
	PERSONAL STUDY	Mode 1 Writing: produce a 4th and Final Draft of the text (p.142)	
	PERSONAL STUDY	Writing: produce a written version of your Free Practice activity, e.g. write up a role play (p.142)	
	PERSONAL STUDY	Auto Mode 3 (p.110)	
	PERSONAL STUDY	Personal Study: books, CD-ROMs, worksheets, websites, comprehension tests, reading, listening, etc.	
	PERSONAL STUDY	Ongoing project work in groups outside of class	
	PERSONAL STUDY	Prepare for a test	
	PERSONAL STUDY	Prepare for an exam	
	PERSONAL STUDY	Other homework set by T or SS	

My simple classroom setup at Study English, Ostróda

In You Are The Course Book Method, the essential resources for teaching English are...



# You Are The Course Book

## 101 Possible Topics to Study

Can't think of anything to talk about? Here is a list of the 50 topics which already have Talk a Lot discussion words available to download from <https://www.purlandtraining.com>, along with more ideas for exciting new topics. Of course, you can also think of your own topics, and write discussion words using the templates (from p.108):

### Beginner:

Clothes  
Family  
Food and Drink  
Free Time  
Health  
Home  
Shopping  
Town  
Transport  
Work

### Elementary:

Animals  
Bathroom  
Cars  
Christmas  
Colours and Numbers  
Crime  
Garden  
Kitchen  
Life Events  
Music  
Nature  
Office  
Sport  
Television  
The Human Body  
Weather

### Pre-Intermediate:

Airport  
Australia  
Books  
DIY  
Fame and Fortune  
Films  
Hospital  
Internet  
Learning English  
Money  
Places in the UK  
Politics  
Railway Station  
The Environment  
Toy Catalogue  
Winter  
Zoo

### Intermediate and beyond:

10 Famous Events in British History  
Bonfire Night  
Death  
Getting a Job  
Hotel  
Media  
Problems

### New Possible Topics:

Africa  
American English  
Animation  
Antarctica  
Architecture  
Asia  
Biology  
Building a House  
Business  
Chocolate  
Cookery  
Dating  
Dentist  
Design  
Divorce  
Drinks  
Engineering  
English Accents  
Europe  
Exams  
Farm  
Garage  
Global Warming  
Great Journeys  
Having a Baby  
Health Centre  
Hobbies  
India  
Insects  
Journalism  
Languages  
Law  
Life in the UK  
Literature  
North America  
Philosophy  
Prison  
Pronunciation  
Psychology  
Publishing  
Religion  
Russia  
Science  
South America  
Space  
Tea  
Technology  
The USA  
Trains  
Vet  
World History

...and many more!

*(The only limit is your imagination!)*

Progress Tracker

Group/Individual: \_\_\_\_\_ Level: \_\_\_\_\_ Teacher: \_\_\_\_\_

Date:	Time:	Lesson Content:				Homework:
		Topic:	V/Fs:	Activities:	Other:	
		Topic:	V/Fs:	Activities:	Other:	
		Topic:	V/Fs:	Activities:	Other:	
		Topic:	V/Fs:	Activities:	Other:	
		Topic:	V/Fs:	Activities:	Other:	
		Topic:	V/Fs:	Activities:	Other:	
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		Topic:	V/Fs:	Activities:	Other:	
		Topic:	V/Fs:	Activities:	Other:	
		Topic:	V/Fs:	Activities:	Other:	
		Topic:	V/Fs:	Activities:	Other:	

**Modes 1 & 2:** 1. Vocabulary 2. Text 3. Grammar Point 4. Verb Forms Revision 5. Pronunciation 6. Free Practice 7. Writing

**Mode 3:** A. Obviousness B. Discussion Words C. Q & A D. Sentence Building E. Stress, Reduce, Merge F. Free Practice

**Optional Free Practice Activities:**

- a) Role Play (PPRR) b) Gossip (PPRR) c) A Day in the Life of... d) Invent Your Own... e) Debate f) Discussion Questions g) Agree or Disagree?
- h) Dictation i) Video Commentary j) Topic Template k) Text Activities

## Lesson Plans

## VOCABULARY

### Mode 1 Vocabulary Session

Method:

1. T asks each group to write down 8 interesting and random words or phrases. They must be content words, not function words. They could be completely random, or begin with the same letter (elicited from a SS), or from a particular topic, e.g. Music. SS work together – one list per group. SS can use dictionaries. One SS from each group reads out their words and T selects the most interesting and random words to write on the board – 8 in total. T does not allow boring words, e.g. table, chair, book... SS write down the whole list.
2. T checks that everybody knows all the words and leads a pronunciation drill with the words. SS have to listen and repeat each word after T.
3. T asks SS to work as a team and write down the type of each word, e.g. noun, verb, adjective, etc. When each group is ready T asks for a SS to come to the board and write the word types on the board next to the vocabulary words. T elicits whether they are correct or not. If not, T elicits the correct answer and the SS writes it.
4. Repeat 3, except with number of syllables in each word.
5. Repeat 3, except with the stressed syllable in each word, which is underlined.
6. Repeat 3, except with the stressed vowel sound in each word. SS writes it with Clear Alphabet, if possible. If not, T elicits it from SS who use the Clear Alphabet chart (p.107). SS could also write each word in Clear Alphabet.
7. Repeat 3, except with whether the stressed vowel sound is short, long, or diphthong. T models the stressed vowel sounds and SS repeat.
8. Repeat 3, except with schwa sounds circled.

By the end of the session, your board might resemble something like this (with words from the topic of Music:)

<u>orchestra</u>	noun	3	or	L	Or ki str
<u>musical</u>	adjective/noun	3	oo	L	Myoo zi kl
<u>performer</u>	noun	3	or	L	p For m
<u>conduct</u>	verb	2	u	S	kn Dukt

...and so on.

Tip:

- Try not to spend too long doing the vocabulary session. Remember to put together a lesson that provides a balanced 'meal' – where different skills are practised and different student needs are met. For example, while one SS might be happy to work with vocabulary for the whole lesson, another SS might prefer free practice activities, and so on.

## VOCABULARY

### Discussion Words – Standard Lesson

Materials: 1 set of word cards per small group

Preparation:

T prepares the target vocabulary words – one set for each small group. Each word should be on an individual small piece of card or paper. The vocabulary could be:

- words suggested by SS – as in Mode 1
- keywords from a text – as in Mode 2
- words from a particular vocabulary set – as in Mode 3<sup>1</sup>

Method:

1. T gives out a set of cards to each group and asks them to put all the cards out on the table so that everybody can see them all. Then SS put them into two groups – words they know and words they don't know.
2. T asks SS to shout out words they don't know. Other SS in other groups help by giving definitions or translations. T reminds SS to use dictionaries and write down the new words.
3. T asks SS to put the words into alphabetical order. This helps them to remember words they have just learned, because they are focusing on them again. T asks SS from different groups to read out part of their list. T writes incorrectly pronounced words on the board and draws SS's attention to them. T drills the words with the SS from A-Z. T says each word once, then the whole group repeats it.
4. T describes a word and one person from each group has to run to the board and write it. The SS who is the quickest (with correct spelling) wins points for their group.
5. T asks SS to turn over the cards so that they are blank side up. SS work in groups. Each SS takes 4-5 cards and keeps them secret. They take it in turns to describe one of their words for the others in their group to guess. If somebody guesses right, that person can keep the card. The SS with the most cards at the end of the game is the winner.
6. T elicits the meaning of 'syllable'. T asks SS to put the words into groups according to how many syllables they have. T checks each group's progress. T asks each group for feedback and corrects errors.
7. If not already known, T outlines the basic concepts of word stress:
  - Stress is important in English
  - Each word or phrase has one strong stress
  - When listening we recognise a word by the stressed vowel sound
  - The stressed syllable is usually the nearest strong syllable to the end (see p.113)
  - Suffixes are not usually stressed
  - Compound nouns are stressed on the first syllable
8. SS put the words into groups according to stressed syllable, then practise saying them out loud. (Words with one syllable are discarded, because the stress is on the whole word.)

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<sup>1</sup> For 42 vocabulary sets organised by topic see: Purland, Matt. *You Are The Course Book 2: In Practice*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/> p.434

9. How many words can each group remember when all the cards are turned over?

Tip:

- SS love this activity and you could easily let them spend 90 minutes or longer playing with the vocabulary cards. There is so much to do and they enjoy this unusual method. However, do not let it go on for the whole lesson. Try to include balance and work with other skill areas, e.g. grammar, tenses, and free practice too.

Extension Activities:

- Having identified each stressed syllable (point 8), SS write down the stressed vowel sound in each word or phrase using Clear Alphabet.
- SS think of ten, twenty, thirty or forty additional words on the same topic, e.g. Music, and make their own discussion words cards, using the blank templates (from p.108).
- SS create their own comprehension questions (see p.49), then swap them with another group. Then check that group's answers.
- SS put the words into any of the following groups, then order them:
  - Words that have the same stressed vowel sound
  - Groups which relate to the topic, e.g. musical instruments in Music topic
  - Words that have suffixes *or* are compound nouns
  - Words that start *or* end with a vowel sound *or* letter
  - Words that start *or* end with a consonant sound *or* letter
  - Words that are the same word type, e.g. verbs, nouns, adjectives, etc.
  - Different kinds of nouns: countable, uncountable, proper, abstract, etc.
  - Words that are negative or positive
  - Words that have the same number of letters
  - And so on...
- 'Yes/no' questions: one SS takes a card with a word on it, keeping it secret from the others, who have to ask 'yes/no' questions in order to find out what it is. The first SS can only answer "Yes" or "No".
- Word association activities:
  - a) T (or SS) chooses a word and each SS has to say six words that they associate with this word. Or each SS in the group has to say one word. For example, if the word is 'head' the SS could say 'nose', 'face', 'eye', 'ear', 'chin', 'mouth', and so on.
  - b) T (or SS) chooses a word and the first SS says the first word that comes into their head, followed by the next and the next in a kind of word association chain. See how long your group can go for without running out of steam. You may be surprised where you end up! For example: 'dog' > 'bark' > 'tree' > 'field' > 'farm' > 'cow' > 'milk', and so on.
- Improvisation: a SS is given a word (or chooses one) and has to talk about it for a set period, e.g. twenty seconds. If they pause for longer than, say, five seconds, the word passes to the next SS, or a new word is given. For higher-level groups you could lengthen the period of time, e.g. to one minute. You could give points to each SS for the length of time that they manage to talk without a long pause, and add them together to get a winner at the end of the game. For example, if the SS talks for fifteen seconds, you would give them fifteen points, and so on.



- Play vocabulary battleships! SS have to work in pairs and they both have a copy of the discussion words page from that lesson's topic, e.g. Sport<sup>2</sup>. They should label the columns at the top A, B, C, and D, and the rows on the left-hand side from top to bottom 1-10, so that the word 'volleyball' could be in cell B5, for example. Each SS marks ten (or more, or fewer) random cells in their grid – these are their 'battleships'. Without showing their page, Student A asks for a cell on Student B's grid. For example, "Can I have D5, please?" If this cell ('cue') has not been marked as a battleship, Student B says, "Miss!" and play passes to them. Student B now requests a cell on Student A's grid, e.g. "I would like A6, please", which is 'swimming'. If 'swimming' *has* been marked as a battleship, Student A must speak in English for at least twenty seconds about that word – *without pausing!* If they can do it, play passes back to them. If they *can't* do it, Student A's battleship is 'sunk' (and crossed out on both grids) and Student B can choose another cell on the grid. The object of the game is to 'sink' all of your partner's battleships by: a) guessing the correct grid reference, and b) speaking for twenty seconds (or longer) about the vocabulary words, without pausing. This is a great game to get SS speaking in English, as well as to encourage creativity and lateral thinking.

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<sup>2</sup> See *You Are The Course Book 2: In Practice*, p.471

## VOCABULARY

### Discussion Words – with Quick Questions

Materials: 1 set of word cards per small group

Preparation:

T prepares the target vocabulary words – one set for each small group. Each word should be on an individual small piece of card or paper. The vocabulary could be:

- words suggested by SS – as in Mode 1
- keywords from a text – as in Mode 2
- words from a particular vocabulary set – as in Mode 3<sup>1</sup>.

Method:

1. T gives out a set of cards to each group and asks them to put all the cards out on the table so that everybody can see them all. Then SS put them into two groups – words they know and words they don't know.
2. T asks SS to shout out words they don't know. Other SS in other groups help by giving definitions or translations. T reminds SS to use dictionaries and write down the new words.
3. T asks SS to put the words into alphabetical order. This helps them to remember words they have just learned, because they are focusing on them again. T asks SS from different groups to read out part of their list. T writes incorrectly pronounced words on the board and draws SS's attention to them. T drills the words with the SS from A-Z. T says each word once, then the whole group repeats it.
4. T or a SS could ask comprehension questions about the words, any or all of the following:

General Questions:

- a) Find and put into groups... a) compound nouns, b) words with suffixes.
- b) Find words that... a) begin with a vowel sound, b) end with a vowel sound, c) begin with a consonant sound, d) end with a consonant sound. Put them into sound groups.
- c) Find words that contain silent letters (letters which are not pronounced).
- d) Put words and phrases that contain the same sounds into groups, using Clear Alphabet.

The following questions could be prepared by T, or SS could spend part of the lesson writing them, then swap their questions with another group or pair:

Questions Specific to the Discussion Words:

- a) Which word or phrase sounds like \_\_\_\_\_?
- b) Define \_\_\_\_\_.
- c) Find a word or phrase that has a weak stress schwa sound on the \_\_\_\_\_ (e.g. 2<sup>nd</sup>) syllable.
- d) Put words and phrases that do not contain a schwa sound into a group.
- e) Which word / phrase means \_\_\_\_\_? (synonyms or descriptive phrases)
- f) Choose a word that completes this sentence: \_\_\_\_\_.
- g) Complete these collocations with discussion words...

...and so on.

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<sup>1</sup> For 42 vocabulary sets organised by topic see: Purland, Matt. *You Are The Course Book 2: In Practice*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/> p.434

Tips:

- It would be easy for T to make up the questions for this activity 'on the fly' using a few of the question templates above, without any preparation. Or, stronger SS could try to improvise some questions for their group or the whole class.
- T could make this a team activity by giving points to the team or pair that produces the answer the quickest, or suggests the best or funniest answer. T could give prizes to the winning team(s) as well as for effort.

## VOCABULARY

### Discussion Words – Spelling and Sounds Focus

Materials: 1 set of word cards per small group; *General Statements on English Spelling and Vowel Sounds* handout (p.112) for each small group

Preparation:

T prepares the target vocabulary words – one set for each small group. Each word should be on an individual small piece of card or paper. The vocabulary could be:

- words suggested by SS – as in Mode 1
- keywords from a text – as in Mode 2
- words from a particular vocabulary set – as in Mode 3<sup>1</sup>.

Method:

1. T gives out a set of cards to each group and asks them to put all the cards out on the table so that everybody can see them all. Then SS put them into two groups – words they know and words they don't know.
2. T asks SS to shout out words they don't know. Other SS in other groups help by giving definitions or translations. T reminds SS to use dictionaries and write down the new words.
3. T asks SS to put the words into alphabetical order. This helps them to remember words they have just learned, because they are focusing on them again. T asks SS from different groups to read out part of their list. T writes incorrectly pronounced words on the board and draws SS's attention to them. T drills the words with the SS from A-Z. T says each word once, then the whole group repeats it.
4. SS find the stressed syllable and stressed vowel sound in each word or phrase. In the case of phrases, SS should identify the single *strongest* syllable in the whole phrase.
5. T reminds SS about the General Statements on English Spelling and Vowel Sounds. If SS have not studied this before, T could go through each of the 8 statements, eliciting examples. Or, T could ensure that SS have studied this topic during an input lesson prior to using it in a vocabulary session, perhaps exploring the Spelling Patterns worksheets<sup>2</sup> too.
6. SS put each vocabulary word into one of the 7 categories. If a word does not fit any category, it goes in the 'exceptions' group. If SS are using discussion words from Talk a Lot, they could lay the cards in lines on the right side of the *General Statements...* handout.
7. SS count up how many of the words fit into each category. Notice which categories occur the most frequently and how many exceptions there are. T discusses the results with the whole group.

Tips:

- The aim of this activity is to remind SS that English spelling can help them to predict the pronunciation of words. Spelling and pronunciation are not completely random in English!

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<sup>1</sup> For 42 vocabulary sets organised by topic see: Purland, Matt. *You Are The Course Book 2: In Practice*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/> p.434

<sup>2</sup> Purland, Matt. *You Are The Course Book – Syllabus*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/> pp.67-75

- Variation: do this together with the Stress Statements page (p.113) and SS could give each word a code, e.g. A1 for a one-syllable word with one vowel letter, like 'big'. SS could think up other words with each code.

## VOCABULARY

### Discussion Words – Word Stress Focus

Materials: 1 set of word cards per small group; *General Statements on English Stress* handout (p.113) for each small group

Preparation:

T prepares the target vocabulary words – one set for each small group. Each word should be on an individual small piece of card or paper. The vocabulary could be:

- words suggested by SS – as in Mode 1
- keywords from a text – as in Mode 2
- words from a particular vocabulary set – as in Mode 3<sup>1</sup>.

Method:

1. T gives out a set of cards to each group and asks them to put all the cards out on the table so that everybody can see them all. Then SS put them into two groups – words they know and words they don't know.
2. T asks SS to shout out words they don't know. Other SS in other groups help by giving definitions or translations. T reminds SS to use dictionaries and write down the new words.
3. T asks SS to put the words into alphabetical order. This helps them to remember words they have just learned, because they are focusing on them again. T asks SS from different groups to read out part of their list. T writes incorrectly pronounced words on the board and draws SS's attention to them. T drills the words with the SS from A-Z. T says each word once, then the whole group repeats it.
4. T reminds SS about the General Statements on English Stress. If SS have not studied this before, T could go through each of the 8 statements, eliciting examples. Or, T could ensure that SS have studied this topic during an input lesson prior to using it in a vocabulary session.
5. After removing any phrases so that only individual vocabulary words remain, SS put each word into one of the 8 categories. If a word does not fit any category, it goes in the 'exceptions' group. If SS are using discussion words from Talk a Lot, they could lay the cards in lines on the right side of the *General Statements...* handout.
6. SS count up how many of the words fit into each category. Notice which categories occur the most frequently and how many exceptions there are. T discusses the results with the whole group.

Tip:

- The aim of this activity is to remind SS that it is often possible to accurately predict the stressed syllable in English words.
- Variation: do this together with the Spelling and Vowel Sounds Statements page (p.112) and SS could give each word a code, e.g. A1 for a one-syllable word with one vowel letter, like 'big'. SS could think up other words with each code.

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<sup>1</sup> For 42 vocabulary sets organised by topic see: Purland, Matt. *You Are The Course Book 2: In Practice*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/> p.434

## VOCABULARY

### Discussion Words – with Clear Alphabet

Materials: 1 set of word cards per small group

Preparation:

T prepares the target vocabulary words – one set for each small group. Each word should be on an individual small piece of card or paper. The vocabulary could be:

- words suggested by SS – as in Mode 1
- keywords from a text – as in Mode 2
- words from a particular vocabulary set – as in Mode 3<sup>1</sup>.

Method:

1. T gives out a set of cards to each group and asks them to put all the cards out on the table so that everybody can see them all. Then SS put them into two groups – words they know and words they don't know.
2. T asks SS to shout out words they don't know. Other SS in other groups help by giving definitions or translations. T reminds SS to use dictionaries and write down the new words.
3. T asks SS to put the words into alphabetical order. This helps them to remember words they have just learned, because they are focusing on them again. T asks SS from different groups to read out part of their list. T writes incorrectly pronounced words on the board and draws SS's attention to them. T drills the words with the SS from A-Z. T says each word once, then the whole group repeats it.
4. SS work in pairs or small groups and choose a set number of the discussion words, e.g. 10, and translate them into Clear Alphabet. T monitors, checks, and corrects.
5. Group feedback – T says a word and a SS comes up and writes it on the board in Clear Alphabet. T elicits corrections to any errors. This stage could be a team quiz, with one person from each team running up to the board and writing their answer. T could award team points for the first SS to write the word in Clear Alphabet correctly.

Tips:

- The aim of this activity is for SS to practise writing English words phonetically with Clear Alphabet – as sounds rather than with letters. T will need to ensure that SS are already familiar with Clear Alphabet – perhaps via an input lesson – before running this activity.
- See also the Clear Alphabet Chart on p.107 and *Clear Alphabet Dictionary*<sup>2</sup>.

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<sup>1</sup> For 42 vocabulary sets organised by topic see: Purland, Matt. *You Are The Course Book 2: In Practice*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/> p.434

<sup>2</sup> Purland, Matt. *Clear Alphabet Dictionary*. Ostróda: English Banana.com, 2012. Hardback. Available for free download: <https://purlandtraining.com/>

## VOCABULARY

### Discussion Words – Focus on Idioms

Materials: 1 set of word cards per small group

Preparation:

T prepares the target vocabulary – one set of idioms for each small group. Each idiom should be on an individual small piece of card or paper. The idioms could be:

- chosen by the teacher to fit in with a topic or syllabus
- suggested by SS
- chosen at random by T from an idioms dictionary, with SS suggesting page numbers

Method:

1. T gives out a set of cards to each group and asks them to put all the cards out on the table so that everybody can see them all. Then SS put them into two groups – idioms they know and idioms they don't know. T elicits when we use idioms, e.g. in informal texts and everyday spoken English.
2. T asks SS to shout out idioms they don't know. Other SS in other groups help by giving definitions or translations. T reminds SS to use dictionaries and write down the new idioms. In the case of nobody knowing the idiom(s), T tries to elicit the meaning by giving example sentences and contexts. By the end of the stage, SS should know the literal meaning of each idiom.
3. Optional: T asks SS to write the literal meaning of each idiom as a way of remembering the meaning, e.g. idiom = 'to work my socks off'; literal meaning = to work hard.
4. SS discuss whether any of the idioms exist in their first language(s).
5. T drills the idioms – SS have to listen and repeat.
6. T asks SS to work with their group and mark the stressed syllable(s) in each idiom. The stressed syllable will be on the content words (and final function words) in each idiom, e.g. 'to work my socks off'. Group feedback, then drill the idioms again – listen and repeat.
7. SS work in groups: each SS describes an idiom for the others to guess.
8. How many idioms can you remember when they are all turned over?

Optional Practice Activities (depending on how much time you want to spend on this session):

*Choose a random idiom (or one that particularly interests you) and...*

1. think of a time or situation in your life when you... a) could have said this idiom (past), and b) might say this idiom (future).
2. say the name of a person you know who would be the most likely to say this. In what kind of situation?
3. others guess while you act it out without speaking, although you can make sounds!
4. others guess while you draw a picture to represent both forms – idiomatic and literal.



5. analyse the words. Is it at all possible to guess the meaning from the words – or completely impossible? Research the origin and background of this idiom.
6. replace the idiom in a sentence with the literal (boring) meaning. Compare the two sentences. Which sounds better? Why?
7. think of another idiom or saying that has the same or a similar meaning.
8. tell a story or devise a dialogue/role play by linking one idiom to the next.

## VOCABULARY

### Discussion Words – Focus on Phrasal Verbs

Materials: 1 set of word cards per small group

Preparation:

T prepares the target vocabulary – one set of phrasal verbs for each small group. Each phrasal verb should be on an individual small piece of card or paper. The phrasal verbs could be:

- chosen by the teacher to fit in with a topic or syllabus
- suggested by SS
- chosen at random by T from a phrasal verbs dictionary, with SS suggesting page numbers

Method:

1. T gives out a set of cards to each group and asks them to put all the cards out on the table so that everybody can see them all. Then SS put them into two groups – phrasal verbs they know and phrasal verbs they don't know. T elicits when we use phrasal verbs, e.g. in informal texts and everyday spoken English.
2. T asks SS to shout out phrasal verbs they don't know. Other SS in other groups help by giving definitions or translations. T reminds SS to use dictionaries and write down the new phrasal verbs. In the case of nobody knowing the phrasal verbs(s), T tries to elicit the meaning by giving example sentences and contexts. By the end of this stage, SS should know the literal meaning of each phrasal verb.
3. Optional: T asks SS to write the literal meaning of each phrasal verb as a way of remembering the meaning, e.g. phrasal verb = to chill out; literal meaning = to relax.
4. SS discuss whether any of the phrasal verbs exist in their first language(s).
5. T drills the phrasal verbs – SS have to listen and repeat.
6. T asks SS to work with their group and mark the stressed syllables in each phrasal verb. SS should notice that both words are stressed. If a phrasal verb consists of more than two monosyllabic words... Group feedback, then drill the phrasal verbs again – listen and repeat.
7. SS work in groups: each SS describes a phrasal verb for the others to guess.
8. How many phrasal verbs can you remember when they are all turned over?

Optional Practice Activities (depending on how much time you want to spend on this session):

*Pick a group of phrasal verbs (e.g. 10 different phrasal verbs):*

Meaning and Context:

1. Are there any phrasal verbs that you know already? Explain each meaning and give an example sentence or situation where you might use it/hear it.
2. Use a dictionary to check the meaning(s) of each phrasal verb.
3. Match a phrasal verb with its literal meaning.
4. Take a handful of cards. Describe the phrasal verb on a card without saying it.

5. Make two piles of cards – phrasal verbs and definitions. Pick a phrasal verb card and say the definition, then try the activity vice versa.
6. Group the phrasal verbs by particle. Can you see any patterns in terms of form and meaning?

Form:

1. Group the phrasal verbs by their connecting sounds: (cv, vc, vv, or cc).
2. Put all of the transitive\* phrasal verbs into a group. (\*phrasal verbs that take an object)
3. Put all of the intransitive\* phrasal verbs into a group. (\*phrasal verbs that don't take an object)
4. Put all of the separable\* phrasal verbs into a group. (\*transitive phrasal verbs that take an object before or after the particle)
5. Put all of the inseparable\* phrasal verbs into a group. (\*transitive phrasal verbs that take an object after the particle only)
6. Using Clear Alphabet, group together phrasal verbs that contain the same vowel sounds.
7. Using Clear Alphabet, group together phrasal verbs that contain the same consonant sounds.
8. Put phrasal verbs with silent letters\* into a group. (\*letters which are not pronounced)

Practice (Usage):

1. Put together two or more phrasal verbs into the same sentence.
2. Link phrasal verbs to make a story or dialogue/role play – one in each sentence.
3. Put the phrasal verbs into meaningful categories, where possible.
4. Think of a subject and an object for each phrasal verb (where possible).
5. Think of an item that you could associate with each phrasal verb.
6. Put the phrasal verbs into groups of places where the actions could happen.
7. Put the phrasal verbs into groups to show what time of day the actions might occur, e.g. a) morning, b) afternoon, c) evening, d) night.

Memory Games:

1. Put the phrasal verbs into alphabetical order.
2. Put the phrasal verbs into reverse alphabetical order.
3. Make a chain of phrasal verbs: one SS says a phrasal verb, the next says that phrasal plus one more, the next says those two phrasal verbs plus one more, and so on.
4. Set up a group of cards face up. Memorise the arrangement. Turn them face down. Try to find each phrasal verb by turning up the correct card first time.

*Pick an individual phrasal verb and choose one of its meanings to explore:*

Meaning and Context:

1. Decide whether it has an idiomatic meaning, a literal meaning, or both.
2. Translate it into your language.
3. Say whether it can be replaced by a single verb. If it can, which verb?
4. Decide whether its tone is formal, informal, neutral, or slang.
5. Act it out without speaking – although you can make noises!
6. Draw a picture to represent its double meaning.
7. Analyse the words. Is it possible to try to guess the meaning from the words?
8. Say a sentence with the literal meaning, then the same sentence with the phrasal verb. Compare them. Which sounds better? Why?
9. Think of another phrasal verb that has the same or a similar meaning.
10. Think of another phrasal verb that is connected with the same topic.
11. Think of an opposite phrasal verb (if possible).
12. Think of another phrasal verb that uses the same verb. Compare the meanings.
13. Describe the usual meaning of the verb, without the particle. Does it relate in any way to the meaning of the phrasal verb?

Form:

1. Decide whether it takes an object (transitive), no object (intransitive), or can be both.
2. If it is transitive, where can the object go? Is it separable (middle or end) or inseparable (end only)?

3. If it has a noun form, what is it?
4. If it has an adjective form, what is it?
5. Say whether another phrasal verb can be made by adding another particle.
6. What is the sound connection between the words – i.e. (cv), (vc), (vv), or (cc)?
7. Think of some more phrasal verbs that use the same verb.
8. Find one or more idioms that contain this phrasal verb.

Practice (Usage):

1. Use this phrasal verb in a sentence to talk about a past situation.
2. Use this phrasal verb in a sentence to talk about a present situation.
3. Use this phrasal verb in a sentence to talk about a future situation.
4. Use the phrasal verb in a sentence on any topic (using a given verb form).
5. Use the phrasal verb in a sentence based on the topic (using a given verb form).
6. Think of two or more collocations with nouns.
7. Think of two or more collocations with adverbs.
8. Use it to ask a wh- question. The other student(s) answer... a) as themselves, b) as a role play character.
9. Use it to ask a yes/no question. The other student(s) answer... a) as themselves, b) as a role play character.
10. Use it to ask a question with "Have you ever...?" The other student(s) answer... a) as themselves, b) as a role play character.
11. Use it to ask a conditional question. The other student(s) answer... a) as themselves, b) as a role play character.

Tip:

- T can build a session on phrasal verbs using some of the activities from this list in an order of their choice, depending on the time available.
- SS could make their own dice (p.114) and play the phrasal verbs dice game from *Talk a Lot Intermediate Book 1*<sup>1</sup>.

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<sup>1</sup> Purland, Matt. *Talk a Lot Intermediate Book 1*. Ostróda: English Banana.com, 2011. Hardback. Available for free download: <https://purlandtraining.com/>

## VOCABULARY

### Discussion Words – with Bingo

Materials: 1 set of word cards per small group; 1 set of bingo statements (p.115); bingo card(s) (p.116) for each SS

Preparation:

T prepares the target vocabulary words – one set for each small group. Each word should be on an individual small piece of card or paper. The vocabulary could be:

- words suggested by SS – as in Mode 1
- keywords from a text – as in Mode 2
- words from a particular vocabulary set – as in Mode 3<sup>1</sup>.

Method:

1. T gives out a set of cards to each group and asks them to put all the cards out on the table so that everybody can see them all. Then SS put them into two groups – words they know and words they do not know.
2. T asks SS to shout out words they do not know. Other SS in other groups help by giving definitions or translations. T reminds SS to use dictionaries and write down the new words.
3. T asks SS to put the words into alphabetical order. This helps them to remember words they have just learned, because they are focusing on them again. T asks SS from different groups to read out part of their list. T writes incorrectly pronounced words on the board and draws SS's attention to them. T drills the words with the SS from A-Z. T says each word once, then the whole group repeats it.

The following activities are based around the bingo statements on p.115:

Set Up:

This fun bingo-style game is best played by a group of SS, with T, or one of the SS, reading out the questions. Each SS has their own bingo card, on which they have to write 12 words from any vocabulary set, for example 12 words or phrases from a group of 40 discussion words (from a given topic). Each SS should write their 12 words in private, so that none of them have the same 12 words on their cards.

Method:

T or a SS reads out each statement – either in order or randomly – and SS have to look at the words on their card and cross out each one that the statement applies to. For example, if the statement was, “This word begins with a vowel sound”, SS would cross out all of the words on their cards that began with a vowel sound. If the statement was, “This word is an abstract noun”, SS would cross out all of the words on their cards that were not abstract nouns – and so on. Note: it may be necessary to give SS a bit of time in between reading the statements, so that they can check all of the remaining words on their cards.

Variation: to make a longer game you could increase the number of words, and to make a shorter game you could reduce the number of words.

Winning:

The first SS to cross out all of the words on their card is the winner. The winning card could be checked by T to ensure that everything is above board! If desired, T could keep note of which statements they used in

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<sup>1</sup> For 42 vocabulary sets organised by topic see: Purland, Matt. *You Are The Course Book 2: In Practice*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/> p.434

each round, so that they could spend time discussing the language points raised by the vocabulary words on the winning card with the whole group afterwards, and perhaps do some board work.

Tips:

- This game is a great warmer or wind-down activity for the whole class to join in with, generating plenty of practice that is worthwhile in terms of improving spoken English. In addition, the competitive edge makes it fun – something that SS really enjoy doing.
- T may need to pre-teach some of the language concepts in the list of statements before running this activity, for example, consonant clusters, schwa sounds, silent letters, and so on.
- Variation: Quick Bingo – each SS writes down 12 words or phrases from the set of target vocabulary words; T or a SS reads out words and phrases from the whole set. SS mark off words as they hear them, then shout “Bingo!” when they have marked all the words in one row, then “Full house!” when they have marked all the words on their card. T checks and SS could repeat the activity, writing different words on a new bingo card.

## VOCABULARY

### Discussion Words – with the Big Word Game

Materials: 1 set of word cards per small group; Question List (from p.117) for each group.

Preparation:

T prepares the target vocabulary words – one set for each small group. Each word should be on an individual small piece of card or paper. The vocabulary could be:

- words suggested by SS – as in Mode 1
- keywords from a text – as in Mode 2
- words from a particular vocabulary set – as in Mode 3<sup>1</sup>.

Method:

1. T gives out a set of cards to each group and asks them to put all the cards out on the table so that everybody can see them all. Then SS put them into two groups – words they know and words they do not know.
2. T asks SS to shout out words they do not know. Other SS in other groups help by giving definitions or translations. T reminds SS to use dictionaries and write down the new words.
3. T asks SS to put the words into alphabetical order. This helps them to remember words they have just learned, because they are focusing on them again. T asks SS from different groups to read out part of their list. T writes incorrectly pronounced words on the board and draws SS's attention to them. T drills the words with the SS from A-Z. T says each word once, then the whole group repeats it.

The following activities are based around the 50 questions on either of the Big Word Game Question Lists. T could use the Mixed Question List (p.117) to practise a range of skills, or the Categories List (p.118) to focus on particular problem areas.

#### Competitive Game #1: Question Cards – Pairs

Set up:

Students work in pairs, but the same procedure would also work with small groups. A set of 40 discussion words (or your chosen vocabulary words) is spread out on the table in front of them, so that they can both see all of the words. They also have a copy of the Mixed Question List. SS should use the first 40 questions for competitive games, and all 50 cards (including the last ten in blue type) for non-competitive activities. Each player has 20 tokens – or coins – which they will use to 'buy' questions during the game. (For a shorter game, they could have fewer tokens each, and for a longer game, more.)

How to play:

Player A chooses a discussion word, but does not touch it or say what it is. Player B then 'buys' a question by giving one token to their opponent. Player B reads out the question. Player A has to answer truthfully about the word that they have chosen. Player B then tries to guess the word. To have a guess costs one token. If Player B cannot guess the word, they can buy another question for one token. This continues until they guess the word, or 'give up' and Player A reveals the word. To 'give up' costs two tokens. After this, the roles are reversed and Player B chooses a word, whilst Player A has to buy questions and guesses.

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<sup>1</sup> For 42 vocabulary sets organised by topic see: Purland, Matt. *You Are The Course Book 2: In Practice*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/> p.434

Winning:

The game ends when one player has used up all of their tokens. The winner is the player who still has tokens. Therefore, the winner is the person who buys the least questions and guesses. Variation: you could agree a set time for the game – e.g. 15 minutes – and when the time has finished, the winner is the player with the most tokens left.

Benefits:

Both students are working with the vocabulary words and thinking about a wide range of topics and techniques connected with word focus.

### Competitive Game #2: Question List – Whole Class

Set up:

This game is played by the whole class, or a large group of people.

How to play:

A volunteer is chosen from the group, who chooses one of the 40 discussion words (without revealing it) as well as a number from 1-40. The teacher reads out a question from the question list. The volunteer answers the question and the whole group have to look at the 40 words and find the answer. This continues, with each volunteer choosing three or four words, before the next student is picked. This could be used as a fun warmer at the beginning of a lesson, or as a short time-filler, or a wind-down, at the end of a lesson. It could be made more competitive by dividing the class into teams and giving points to each team when they correctly identify the word – not to mention offering prizes for the winning team.

Winning:

The first team to 10 / 20 / 30 etc. wins. Or, the team with the most points at the end of a set period wins.

Benefits:

It's a fun and noisy group activity that everybody can play. Students will explore a variety of word focus themes from You Are The Course Book Method, as well as continue to focus on the discussion words from the lesson or topic that they happen to be studying at that time.

### Non-Competitive Activity #1: Analyse a Set of Words

Set up:

Students could work in pairs, in small groups, one to one with the teacher or as a whole class with the teacher. This activity uses all 50 questions on either question list.

Method:

Students simply analyse a specific group of words. The words could be part of a vocabulary set, a complete set of 40 discussion words, or words that the students (or the teacher) have chosen to look at, e.g. a set of eight specific discussion words. Perhaps they could be words that the group has had the most problems with in terms of pronunciation or spelling during the lesson. Students select a word from the word set and a question from one of the question lists – either at random or from a group of questions that they (or the teacher) have specifically chosen to study. The teacher may set a time limit for this activity, and the focus should be on speaking aloud, via discussion of the words and the questions, although students may wish to write a few notes.



### Non-Competitive Activity #2: Analyse a Single Word

Set up:

This is a great way to introduce the tasks on the question lists, and to fix any problems that students may have in understanding how to approach them. Students could work in pairs, in small groups, one to one with the teacher or as a whole class with the teacher. This activity uses all 50 questions on either question list.

Method:

This time, students analyse any word from the set of 40 discussion words (or any individual word that they or the teacher has chosen). For example, from the 'Films' discussion words, they might choose (or randomly select) the word 'blockbuster'. Students go through as many questions as they want – or as time allows – and answer each one using the same word: 'blockbuster'. Again, the teacher may set a time limit for this activity, or even set it for homework. The focus should be on speaking aloud during this activity, via discussion of the words and the questions, although students may want to write down some of their findings.

Tips:

- T may need to pre-teach some of the language concepts in the question list before running this activity, e.g. consonant clusters, vowel sounds, silent letters, countable nouns, etc.
- A much simpler way to use either of the question lists would be to give each group of SS a copy, along with the discussion words, and ask them to spend a short time analysing different words using various questions from the list. T monitors, checks, and corrects.
- See *Talk a Lot Elementary Handbook*<sup>2</sup> (from p.5.9) for further teacher's notes and sample answers for this activity.

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<sup>2</sup> Purland, Matt. *Talk a Lot Elementary Handbook*. Ostróda: English Banana.com, 2009. Hardback. Available for free download: <https://purlandtraining.com/>

## TEXT

### Make a Group Text

Method:

1. **Stage 2.1 First Draft – Initial Ideas:**

Explain that the whole group is going to write a shared text with 8 sentences on the board, which includes an agreed number of vocabulary words and phrases. T states or elicits a text type, e.g. an informal email. A SS from one team comes up and writes their sentence at the top of the board. A student from another group comes up and writes the next, and this continues until there are 8 sentences and SS from each group have participated. As they write, all of the other SS have to copy the text into their notebooks. Other SS can call out with suggestions and corrections. T must stay out of it. T does not try to correct their work. If SS ask for help, T says, “Sorry, I can’t help you at the moment.” By the end of this stage, SS have created the first draft of the text. One SS reads it aloud.

Variation: each sentence has to begin (or end) with one of the 8 chosen words.

2. **Stage 2.2 Second Draft – Corrections:**

T asks: “Can you see any errors?” T elicits a few from the text. SS work in their teams and analyse the text for errors: grammar, spelling, and pronunciation. After a few minutes, T elicits the errors from the whole group, helping if SS really can’t see some of the errors, and corrects the text on the board (or a SS could do this), until the text is completely correct. SS should also correct the text in their notebooks, so that every SS has the same corrected second draft text written down.

3. **Stage 2.3 Third Draft – Improvements:**

T congratulates the group: “Good! The text is correct; it’s good, but can it be improved? How can we make it better?” T elicits the different ways in which it can be improved:

- a. title / headline / subject line (if required)
- b. higher-level vocabulary and more adjectives
- c. compound or complex sentences instead of simple
- d. character development, e.g. names, motivations, backstories
- e. more dramatic action
- f. consequences of actions are explored
- g. detail where the text is generalised

SS work in their groups to produce an improved text, which means that there are now several distinct texts in the room. T can check each group and offer advice. After about 10-15 minutes, T asks a SS from each group to read their text aloud. After each reading T asks the other groups: “What was different? How has it been improved?” T helps SS to process what they have done: how they have gone from a few vocabulary words, through a rough version of the text, then a corrected version, to an improved version – working together as a whole group to begin with, then in smaller groups.

Tips:

- T must let SS do all the work. Guide, don’t lead. Let them make mistakes on the board in Stage 2.1. Encourage SS to peer correct. All mistakes will be corrected in Stage 2.2.
- Before you begin, make sure you have a few board pens that work!
- The text that the SS write on the board should be legible and of a reasonable size. If it is too small, other SS will not be able to read it; if it is too big, there may not be enough room for all 8 sentences.
- SS could write up their own final draft of the third draft text for homework.

## TEXT

### Text Reduction – 20, 10, 5, 1

Method:

1. T asks SS to read a text and summarise the main point of the text in one sentence of exactly 20 words. Not 21 words, or 19 words, but exactly 20!
2. SS work with their group (or partner) for a short time, e.g. 10 minutes. T monitors, checks, and corrects.
3. Group feedback: a member from each team reads out their 20-word sentence. T or SS could write some on the board and SS have to compare them. T elicits corrections to errors from the whole group and discusses interesting grammar points. The whole group could discuss “What were the difficulties raised by the word number rule?”
4. Repeat steps 1-3, except SS have to summarise the same text in one sentence of exactly 10 words.
5. Repeat steps 1-3, except SS have to summarise the same text in one sentence of exactly 5 words.
6. Repeat steps 1-3, except SS have to summarise the same text with only 1 word.
7. T discusses the activity with SS: what was easy? What was difficult? What have you learned from doing it?

Tips:

- T must enforce the word count limit. It is this restriction that makes the activity challenging – and fun! SS have to find different ways to say the same thing – adding and removing words to meet the target number of words.
- This is a nice activity because it practices:
  - grammar
  - vocabulary
  - word order
  - speaking & listening
  - reading & writing
  - teamwork & negotiation

## TEXT

### Dictation

Preparation:

T or SS find a suitable text. Choose a text that is interesting for you and your students, and at a level that will challenge them, i.e. just above their current level. You might want to adapt the text, e.g. you could make it easier by changing harder words for synonyms and deleting harder sentences. The text could be:

- from a real source of English, e.g. a newspaper, book, leaflet
- one that a group has created, e.g. in a Mode 1 class
- one that an individual SS has written
- one that T has written

Method:

1. SS work in pairs. For each pair, T gives half of the text to one partner and the other half to the other partner. SS sit back to back; one reads their text and the other writes it down, then they swap roles and repeat the activity until both SS have a full copy of the text. They should not show each other their texts.
2. Group feedback: T asks one SS to read the whole text aloud. T asks SS if there are any more new words and phrases that they don't know in the text. If there are, T elicits the meaning of the new vocabulary from the other SS, where possible.

Tips:

- Variation #1: T prepares two versions of the text, each with different gaps, so that one student has a text with paragraphs that the other does not have, and vice versa. T could replace the missing paragraphs with lines so that SS can easily write in the missing text as it is dictated.
- Variation #2: T could read out the text for the students to write down, but this is really too much like 'top-down' teaching. Better to let the SS do all of the work!
- This is another way to introduce the text, while activating the new target vocabulary that SS have just encountered, and getting SS to use speaking and listening skills.
- The target vocabulary should be the most difficult words from the text, so that when SS are dictating they generally understand what they are saying.

## TEXT

### Reading Comprehension Questions

Preparation:

T or SS find a suitable text. Choose a text that is interesting for you and your students, and at a level that will challenge them, i.e. just above their current level. You might want to adapt the text, e.g. you could make it easier by changing harder words for synonyms and deleting harder sentences. The text could be:

- from a real source of English, e.g. a newspaper, book, leaflet
- one that a group has created, e.g. in a Mode 1 class
- one that an individual SS has written
- one that T has written

Method:

1. SS work in pairs or small groups. They think of 10-15 (or fewer) comprehension questions based on the text and write them down neatly. For example, questions with who, what, where, when, and why, etc.<sup>1</sup> T monitors, checks, and corrects.
2. SS swap their questions with another pair or group, who then write down their answers and pass the paper back to the original SS.
3. SS read and correct the answers where necessary, before passing the paper back to the previous group and giving verbal feedback where appropriate. SS could ask T for advice when correcting other SS's work.
4. Group feedback: T elicits some examples of questions and answers from SS, eliciting corrections for any errors.

Tips:

- This is a good way to combine textual analysis with making question forms, as well as a nice activity to get SS used to giving peer correction.
- This activity is time and level flexible! The more time you have, the more questions SS could write – and vice versa. Also, the higher the level, the more questions SS could write – and vice versa.
- This is a good way for SS to get an insight into the writing of the traditional course book, and they might feel encouraged that they can do part of the process themselves, rather than relying on a course book writer.

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<sup>1</sup> See example: Purland, Matt. *Talk a Lot Elementary Book 3*. Ostróda: English Banana.com, 2010. Hardback. Available for free download: <https://purlandtraining.com/> p.175

## TEXT

### True, False, or Unknown?

Preparation:

T or SS find a suitable text. Choose a text that is interesting for you and your students, and at a level that will challenge them, i.e. just above their current level. You might want to adapt the text, e.g. you could make it easier by changing harder words for synonyms and deleting harder sentences. The text could be:

- from a real source of English, e.g. a newspaper, book, leaflet
- one that a group has created, e.g. in a Mode 1 class
- one that an individual SS has written
- one that T has written

Method:

1. SS work in pairs or small groups. They think of 10-15 (or fewer) true, false, or unknown statements based on the text and write them down neatly. True statements are statements about the text that are true; false statements are statements about the text that are false, and unknown statements are statements that could be either true or false, but the information is not given in the text<sup>1</sup>. SS should write an equal number of the different types of statement and mix them up in a random order. T monitors, checks, and corrects.
2. SS swap their list of statements with another pair or group, who then write down their answers (T, F, or U) and pass the paper back to the original SS.
3. SS read and correct the answers where necessary, before passing the paper back to the previous group and giving verbal feedback where appropriate.
4. Group feedback: T elicits some examples of statements and answers from SS, eliciting corrections for any errors.

Tips:

- It is important that SS mix up the order of statements – T, F, or U – or the activity will be far too easy!
- This is a nice activity to get SS used to giving peer correction.
- This activity is time and level flexible! The more time you have, the more statements SS could write – and vice versa. Also, the higher the level, the more statements SS could write – and vice versa.
- This is a good way for SS to get an insight into the writing of the traditional course book, and they might feel encouraged that they can do part of the process themselves, rather than relying on a course book writer.

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<sup>1</sup> See example: Purland, Matt. *Talk a Lot Elementary Book 3*. Ostróda: English Banana.com, 2010. Hardback. Available for free download: <https://purlandtraining.com/p.175>

## TEXT

### Cut Up Text

Preparation:

This is simply a technique for giving the text to the SS, which is more interesting and challenging than merely giving them a photocopied page and asking them to read it. T prints a copy of the lesson text for each group or pair, then cuts each one into 8-10 pieces.

Method:

1. T pre-teaches the most difficult vocabulary words from the text (if necessary).
2. SS race to see which group can be the first to put the text back into the correct order.
3. One SS from each group reads part of the completed text aloud.
4. T asks different SS to say how they were able to put the text together, e.g. the first piece of text looked like the beginning because of a phrase like "It was a cold winter's day and..." Or, two pieces had to fit together because one ended and the other started with part of a noun or verb phrase, and so on.

Tip:

- T should cut both the top edge of each piece of text and the bottom, so that SS cannot simply fit the page back together by the shapes of the pieces! SS should have to read the different pieces of text to be able to fit them together.

## TEXT

### Gap-Fill

Preparation:

T or SS find a suitable text. Choose a text that is interesting for you and your students, and at a level that will challenge them, i.e. just above their current level. You might want to adapt the text, e.g. you could make it easier by changing harder words for synonyms and deleting harder sentences. The text could be:

- from a real source of English, e.g. a newspaper, book, leaflet
- one that a group has created, e.g. in a Mode 1 class
- one that an individual SS has written
- one that T has written

T chooses 10-15 keywords from the text – this is the target vocabulary.

T prepares a version of the text with numbered gaps where these words should be, e.g. 1. \_\_\_\_\_

Method:

1. T drills the target keywords with the whole class. The class could discuss:
  - meaning, e.g. translate the words
  - no. of syllables
  - stressed syllable
  - stressed vowel sound
  - spelling patterns, e.g. any phonetic words or unusual spellings
2. T gives out a copy of the text with gaps to each SS. SS work in pairs or small groups and write the correct vocabulary word or phrase in each gap. T monitors, checks, and corrects.
3. Group feedback: T elicits answers from different SS as they read the text out loud. Or, T could quickly elicit the missing word or phrase for each gap.
4. If the text uses higher-level vocabulary T could ask SS to think of a lower-level word for each gap. This would help them to remember that in English there are various ways to say the same thing and SS should try to use higher-level vocabulary in their written work where possible. Or, SS could swap each of the words or phrases for a straightforward synonym, or the closest word possible.

Tips:

- This is another way to introduce the text, while activating the new target vocabulary that SS have just encountered.
- Variation #1: T gives out the gap-fill handouts first, before the vocabulary stage, and asks SS to write the most likely word they can think of in each gap. Group feedback – T elicits possible answers for each gap from different SS.
- Variation #2: T finds the text, chooses the keywords (target vocabulary), replaces them in the text for easy words that mean the same thing, underlines them, gives out the text for SS who read (and possibly) translate it, then introduces the keywords on the board, as in Stage 1 (above). SS have to replace the easy synonyms with the higher-level keywords. It makes the same point that, often, SS could replace the easy words that they have chosen for their own writing with more ambitious, higher-level vocabulary – if they took the time to do it.



## TEXT

### Reading Race

Preparation:

T or SS find a suitable text. Choose a text that is interesting for you and your students, and at a level that will challenge them, i.e. just above their current level. You might want to adapt the text, e.g. you could make it easier by changing harder words for synonyms and deleting harder sentences. The text could be:

- from a real source of English, e.g. a newspaper, book, leaflet
- one that a group has created, e.g. in a Mode 1 class
- one that an individual SS has written
- one that T has written

T chooses 10-15 keywords from the text – this is the target vocabulary.

T puts one or two copies of the text on the wall away from where the SS are sitting.

Method:

1. SS get into pairs. T explains that SS are going to do a fun pair activity that involves all the skills – reading, writing, speaking, and listening. T writes the keywords on the board. SS copy them into their notebooks.
2. T drills the words with the class. The class could discuss:
  - meaning, e.g. translate the words
  - no. of syllables
  - stressed syllable
  - stressed vowel sound
  - spelling patterns, e.g. any phonetic words or unusual spellings
3. T asks the pairs to decide who is going to read/speak and who is going to listen/write. They can change roles later on.
4. T takes all the 'readers' and shows them the text on the wall. T explains the task: the reader must read a short part of the text, remember it, then go to their partner and tell them. Their partner writes it down. Then they repeat the process until they have a correct written copy of the whole text. There are a few rules:
  - The reader cannot shout from the text to their partner; they have to go to their partner
  - Nobody can touch or remove the text
  - There can be no notebooks and pens near the text
5. SS may change roles during the activity. When a pair has written the complete text they should read through their copy and check it for grammatical and spelling errors. If necessary, one person can go back and check the text on the wall and tell their partner how to make corrections.
6. When all of the pairs have finished writing the text, T chooses one or more SS to read it aloud. T asks SS to listen for and shout out any remaining errors in the text as it is read aloud.

Or –

SS swap their version of the text with another team and T reads the text as it was printed on the handout. SS have to check the text in front of them for errors. They give one point for each deviation from the original text, e.g. a missing word or the wrong kind of article. The pair with the lowest number of points at the end is the winning team!

7. T could give a clean copy of the text to each SS afterwards for reference.

Tips:

- T must enforce the rules – especially about not shouting from the text – otherwise the activity will not be as effective and may descend into chaos!
- If there are three SS in a group, there could be two SS reading and one writing – or vice versa – and they could change roles twice, so that each SS gets to read and write during the activity.

## TEXT

### Listening Practice – 20 Different Words

Preparation:

T or SS find a suitable text. Choose a text that is interesting for you and your students, and at a level that will challenge them, i.e. just above their current level. You might want to adapt the text, e.g. you could make it easier by changing harder words for synonyms and deleting harder sentences. The text could be:

- from a real source of English, e.g. a newspaper, book, leaflet
- one that a group has created, e.g. in a Mode 1 class
- one that an individual SS has written
- one that T has written

T chooses 10-15 keywords from the text – this is the target vocabulary.

T creates a second version of the text with 20 changed words. T takes a word and replaces it with a similar-sounding word, e.g. 'home' changes to 'comb' (minimal pair). The new words should be fairly easy, i.e. your students should already know them.

By taking time to prepare, T improves their language and teaching skills. The short time that is invested in preparation can provide hours of lessons, because this lesson can be repeated with other classes and individuals.

Method:

1. T writes the keywords on the board. SS copy them into their notebooks.
2. T drills the words with the class. The class could discuss:
  - meaning, e.g. translate the words
  - no. of syllables
  - stressed syllable
  - stressed vowel sound
  - spelling patterns, e.g. any phonetic words or unusual spellings
3. T gives a copy of the text to each student.
4. One SS reads the text aloud. T asks if there are any more new words; SS write down any new words and their translations.
5. T elicits the teaching point: what are minimal pairs?
  - A minimal pair is a pair of words that have the same sounds apart from one sound, e.g. in 'light' and 'like' the first two sounds are the same, while the final sound is different<sup>1</sup>.
  - The different sound can be an initial sound, middle sound, or final sound.
  - Key teaching point: the vital importance of the stressed vowel sound for understanding a word. If the stressed vowel sound is incorrect, the SS can say a completely different word to what they wanted to say, hindering communication, e.g. bike/book/bake/beak/bark/beck, etc.
  - SS could think of as many minimal pairs for the following words (or other example words) as they can: book (look), car (far), real (meal), hill (will), etc.
6. T explains that he/she is going to read the text aloud, but with 20 changed words. There will be many minimal pairs. T reads the text with 20 changed words. SS have to listen carefully, underline the words that have changed, and if possible write the new words as well. They should note which pairs of words are minimal pairs. After the first reading SS check their answers with their partner/group.

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<sup>1</sup> See p.119 for a useful list of one-syllable minimal pairs

7. T reads the changed text again. SS have to check their answers and try to catch any more changed words. After the second reading SS check their answers with their partner/ group.
8. T checks the answers – changed words and new words – with the whole class. SS check their answers.

Tip:

- When choosing the 20 words in the text to change, T should choose mainly one-syllable words that will be more likely to have minimal pair partners than longer words. T can make this activity easier by choosing new words that sound less like the original words, e.g. 'pen' changes to 'table', or harder by choosing very close matches, e.g. 'pen' changes to 'Ben'. It depends on the level of your group. But if you aim for easier pairs, try to throw in a few harder ones too! It is nice when you see SS suddenly hear the word that you have changed – their pen writing furiously!
- This is a 'do-it-yourself' version of an activity from *Talk a Lot Elementary Book 3*<sup>2</sup>. See p.173 in that book for one of ten examples.

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<sup>2</sup> Purland, Matt. *Talk a Lot Elementary Book 3*. Ostróda: English Banana.com, 2010. Hardback. Available for free download: <https://purlandtraining.com/>

## TEXT

### Using an Audio Text

#### Preparation:

1. T or SS find a suitable piece of audio; not too long – perhaps 2-3 minutes maximum. Choose an extract that is interesting for you and your students. You could record the text using a free program like Audio Record Wizard, and edit it using a free program like Audacity<sup>1</sup>, then play it out via speakers in your classroom; or you could play an extract directly from your computer or audio system.
2. Decide what the main topic of the extract is and think of some preliminary discussion questions (or SS could write their own).
3. Write down 10 or 20 keywords from the extract – the words that you think your SS will not know.
4. T prepares blank cards for SS to write on. You could use the templates (from p.108). The number should match the number of vocabulary words and phrases that will be taught, e.g. if there are 10 vocabulary words and phrases, each pair or group should have 10 blank cards.
5. Listening for general understanding: think of a general question for the first time SS listen. This could be an overview question, such as “What is the main point of the extract?”
6. Listening for specific information: think of a task or some comprehension questions based on the extract. For example, a task might be to complete a table, or write down the five points outlined in the extract; comprehension questions will be about the content of the extract, e.g. using wh- questions. (Of course, SS could write their own comprehension questions.)
7. Plan some follow up activities for after the listening text session, for example:
  - grammar focus
  - verb forms revision
  - pronunciation
  - free practice
  - writing

#### Method:

1. SS work in pairs or small groups. They discuss a few questions based on the topic of the listening extract.
2. T gives out some blank cards for each pair or group.
3. T writes the vocabulary words on the board and elicits meaning and pronunciation. They should be in a random order, not in the order they appear in the extract. SS write down each word or phrase on a separate blank card.
4. T introduces the extract and tells SS where it is from. (Or T may ask SS to guess this.) T sets the listening for general understanding question; SS listen once; check their answer with their partner or group, then group feedback.
5. Listening for specific words and phrases: SS listen for a second time and work together to put the words and phrases in the order that they hear them. T may offer to play the extract again. SS check their answers together. Group feedback.

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<sup>1</sup> Both are freely available online, along with similar programs.

6. T sets up the listening for specific information task or comprehension questions; T could dictate them, write them on the board, give them on a handout, etc. SS listen for a third time and write down their answers. SS check their answers together. T may offer to play the extract again. Group feedback.

Other Ideas for Using an Audio Text:

- Pronunciation focus: SS listen to an audio text and:
  - repeat words / phrases / sentences
  - underline stressed syllables in a sentence and write the stressed vowel sounds (find the 'sound spine' – see p.69).
  - identify different accents, e.g. Cockney, Welsh, New York, Geordie, etc.
  - focus on features of connected speech that they can hear; you could slow down the audio (using a free program like Windows Media Player) to make this clearer
- SS record the audio text, using their own voices, or trying to do different English accents.
- SS create an audio text for a different pair or group, e.g. SS could record an interview with each other, or talk about a topic, then create comprehension questions for the other SS to answer. The other SS could note down any errors in their colleagues' speech – in terms of grammar, vocabulary, pronunciation, and so on, and give them feedback.
- SS try to predict the content of the audio text, after being given a few clues or being played a few short extracts.
- T plays part of the audio text, then stops it. SS have to predict what happens next – or say the next line.
- T plays the end part of an audio text. SS have to guess what goes before.
- SS try to guess the origin of the audio text after hearing it once.
- SS ring a bell or buzzer, or stand up, or clap, when they hear one of the keywords as the extract plays.
- SS get into pairs; Student A from each pair leaves the room; Student B's listen to part of the audio text and makes notes; Student A's return and Student B's have to tell them about the content of the audio text, while Student A's make notes. Then the roles are reversed for the next part of the audio text, and the activity continues like that until the whole extract has been played.
- Dictation: T plays the audio text line by line, pausing after each sentence. SS have to write down the whole text. At the end, they compare with a partner, then T plays the extract a second time for SS to check their work for errors – grammatical, spelling, and punctuation. SS could swap their papers and mark each other's work.
- SS write a comprehension quiz (see p.49) based on the extract, and swap it with another pair or group.
- SS write a True, False, or Unknown? quiz (see p.50) based on the extract, and swap it with another pair or group.
- SS listen and write down 2 (or more) complete sentences from the extract. Some SS write their sentences on the board; T elicits corrections from the other SS. Then the whole class uses these sentences (or some of them) as the basis for Verb Forms Revision practice (e.g. Sentence Blocks, see p.62) and/or Stress, Reduce, Merge Part 1 or 2 activities (from p.69).
- SS listen to the audio text, then write a summary of the text in exactly 20 words, then 10, then 5, then 1 word. (See p.47.)

Activities that require a little more preparation:

- If you have (or create) a transcript of the audio text you could:
  - make a gap-fill activity – SS listen, read along, and fill in the gaps (e.g. with the target vocabulary words that you want to teach). (See p.52)
  - make a text with 20 differences – SS read and mark which words on the handout are different to what they hear in the extract. (See p.55.)
  - get SS to listen and read, while circling particular groups of words, e.g. articles, prepositions, abstract nouns, etc.
  - or simply get SS to read as they listen.
- SS listen and complete a chart or table relating to the extract, which you have prepared.
- Make a matching activity, e.g. prepare 10 different pictures, which SS have to match to different parts of the extract, or put in order (as above).
- If you have editing skills, you could cut up the extract into several pieces and put them together (or play them) in the wrong order. SS have to listen and put them back into the correct order. Or, play the extract in the right order, but with sentences missing, which SS have on a handout and have to insert back into the audio text – or delete the sentences and SS have to write and add their own sentences which fit.

Tips:

- While T might have to spend more time preparing for this kind of lesson, as opposed to, say, a Mode 3 process, it will be time well spent, because you can re-use this lesson with various groups. It is possible to adapt this kind of lesson for various levels, e.g. making it easier by choosing fewer vocabulary words and playing the extract more times, and making it harder by focusing on more vocabulary words – and higher-level words from the text – and playing the extract the minimum number of times.
- T may feel that they do not have the technical ability to record and play their own audio extract, and that relying on the course book CDs is much easier. However, now might be a good time to develop new skills. If you are able to record and play your own audio, you can teach lessons based on the topic of your choice, rather than being limited to what is in your course book. You can also use real audio texts, featuring native speakers with a variety of accents, rather than material that has been specially recorded by actors.
- You could make the activity easier for lower-level groups by pausing between sections, or even after each sentence.
- See also *Example of a Mode 2 Process Using Song Lyrics*, p.105.

## TEXT

### Using a Video Text

Method:

Using a video text in class is quite similar to using an audio text – except you get pictures! All of the activities listed in the Using an Audio Text lesson plan (p.57) can be easily adapted for use with a video text. The main difference will be that SS can discuss and write about what they can see, as well as what they can hear. In any case, the focus in an English language classroom should be on the English language, which is contained in words rather than pictures. If anything, using video rather than audio will make it easier for the SS, because they will receive a wealth of secondary information from what they see, which will help them to establish the context. Here are a few notes that are specific to using a video text rather than an audio text:

- Before playing the video extract for the listening for general understanding activity, T could play it first without sound and try to elicit from the SS what it is about, what is being said, and/or information about the people, place, time, and so on.
- After completing the main task, SS could use free practice time to direct and act out their own version of the extract – or adaptation, continuation, or prequel, etc. If possible, SS could film their work using a video camera, and edit a final version on a laptop, then show it to an audience – other SS, other classes, teachers, family members, etc.
- It is not necessary to use video in an English language classroom – students can learn English very well without it. If it is not possible to use video in your classroom, don't worry about it. If you do use it, your focus should be on creating a framework with a logical structure for studying the words – the language – rather than simply relaxing with your class by watching a film or TV programme. (Although, of course, that may have its place too, in a syllabus or programme of study.)
- See also *Video Commentary*, p.86.



## Verb Forms Revision

### Make Questions from a Text

Method:

1. T writes some WH question words and auxiliary verbs on the board, e.g.

WHAT	BE
WHERE	DO
WHEN	HAVE
WHY	WILL
WHO	CAN
WHICH	MUST
HOW	etc.

The question words T writes will depend on which tenses are in the text. For example, if there are no sentences with 'can', SS will not be able to write a question with 'can'.

2. SS work in pairs or groups and write a question starting with each word based on the text. T monitors, checks, and corrects.
3. Group feedback: one SS from each group or pair reads out their questions, with a short answer for each given by a SS from a different pair or group. T elicits from the rest of the SS, "Are they correct?" If not, discuss why not. Refer back to earlier work done on tenses.

Tips:

- Ask SS to write questions beginning with a wide range of different question words, not all WHAT, for example.
- For homework, and to consolidate learning, SS could write up their questions and answers based on the text.

## Verb Forms Revision

### Sentence Blocks

Method:

1. T or a SS writes one or more sentences on the board (these are the 'starting sentences'). T writes a wh-question word underneath, e.g. what, where, why, when, etc.
2. SS work in pairs making sentence blocks. One starts and the other follows, then they change the order. T monitors, checks, and corrects. T ensures that nobody is writing down the 8 sentences. The activity should be done from memory, using the information on the board.
3. Group feedback – T asks a few pairs to model one or more complete sentence block. T elicits corrections from other SS if there are any errors.
4. If SS are new to making sentence blocks, T should go through the procedure, using a pair of SS to model it. T should encourage SS to achieve the correct pronunciation, sentence and word stress, rhythm, and intonation. Some SS may have a tendency to say all of their lines with a questioning intonation at the end. Of course, this should be discouraged, except for yes/no questions. This is the basic procedure:
  - a. T explains that there are 7 lines in a sentence block and 8 different sentences. The first line is on the board, along with a wh- question word. Student A reads it, e.g.  
**I went to the park yesterday.** (Line 1)  
WHEN
  - b. Student B asks a question based on the sentence using the wh- question word.  
**When did you go to the park?** (Line 2)
  - c. Student A gives a short answer, based on the information in the first sentence.  
**Yesterday.** (Line 3)
  - d. Recap: both SS repeat this short 3-line dialogue a few times – from memory, if possible.
  - e. Student B asks a yes/no question based on the original sentence to get a positive answer.  
**Did you go to the park yesterday?** (Line 4)
  - f. Student A replies with a short positive answer.  
**Yes, I did.** (Line 5)
  - g. Recap: both SS repeat this short 5-line dialogue a few times – from memory, if possible.
  - h. Student B asks a yes/no question based on the starting sentence, but changes the part of the sentence that the wh- question relates to – in order to get a negative answer.  
**Did you go to the park two days ago?** (Line 6)
  - i. Student A replies with a short negative answer; then a second sentence, which is a long negative answer.  
**No, I didn't. I didn't go to the park two days ago.** (Line 7)
  - j. Student B could continue by repeating the wh- question with "So..."  
**So, when did you go to the park?**
  - k. ...and Student A replies with the third line, and both continue the rest of the sentence block:  
Student A: **Yesterday.**  
Student B: **Did you go to the park yesterday?**  
Student A: **Yes, I did.**

...and so on.

5. SS could make different sentence blocks with the same sentence by using different wh- question words that fit, for example in this sentence you could ask 5 different wh- questions:

I                      went                      to the park                      yesterday.

WHO                      WHAT (x2)                      WHERE                      WHEN

Question:	Short Answer:
WHO went to the park yesterday?	I did.
WHAT did you do yesterday?	I went to the park.
WHAT happened yesterday?	I went to the park.
WHERE did you go yesterday?	To the park.
WHEN did you go to the park?	Yesterday.

Tips:

- T could ask two of the stronger SS to model the activity with T eliciting the answers – and appealing to the whole class to suggest the answers – while all the time emphasising the 7 line/8 sentence structure.
- T could ensure that a range of tenses are being practised, e.g. if there are four different sentences on the board, the main verb in each one could be from a different tense. Or, SS could practise a particular tense with all the sentences having the same form of main verb.
- There are various ways of practising forming sentence blocks:
  - SS say one line or one word each, going around the group in a circle.
  - SS chant a complete sentence block together as a group.
  - T says a random line from a sentence block and asks a SS to produce the next line.
  - SS sit back to back in pairs and say one line each, then reverse who starts.
  - T chooses random SS to give a particular line of a sentence block, e.g. if T says, “Line 3” the SS has to say only line 3 (the answer to the wh- question).
- This is a great activity for practising not only verb forms, but also pronunciation, and sentence building – including all kinds of embedded grammar structures. The starting sentences can all contain embedded grammar, which means grammar that occurs as a natural part of the sentence block as it is being spoken and automatically memorised, rather than grammar that is explicitly presented to students as an isolated grammar topic. Embedded grammar may include: articles, prepositions, singular/plural, gerunds, etc. Of course, any of these topics could also be explored in more detail during a grammar point session.
- T can vary the level of this activity – simply adjust the level of the starting sentence(s), e.g. simple sentences and tenses for low-level learners, and more complex sentences and verb forms for higher-level learners. The mechanics of the activity remain the same, regardless of the level or tense of the sentence. Here is an example with a beginner-level starting sentence:

I like strong coffee.  
 WHAT do you like?  
 Strong coffee.  
 Do you like strong coffee?  
 Yes, I do.  
 Do you like weak coffee?  
 No, I don't. I don't like weak coffee.  
 So, what do you like?

...and so on.

- T can vary the length of this activity: to make it shorter, use fewer sentences and wh- question words; to make it longer, use more.
- This is a wonderful activity to get SS *thinking* in English while speaking and listening with a partner, compared with the multiple reading and gap-fill tasks in a typical ELT coursebook. It is great to watch SS deliberating as they try to work out the next line of a sentence block!
- For more on sentence blocks, see *Talk a Lot Elementary Handbook*, pp.2.1-2.9.

## Verb Forms Revision

### Sentence Blocks – without Function Words

Method:

1. Follow the same procedure as for Sentence Blocks (p.62). The only difference is that T, or whoever writes the starting sentence(s) on the board, omits the function words – articles, prepositions, pronouns, etc. The aim is to make the sentence blocks activity more challenging, making SS supply more of the language themselves, rather than reading the whole sentence from the board. For example, if the starting sentence is:

Mark was buying a sandwich when he saw a notice about working in a restaurant.

...the sentence without function words would be:

Mark \_\_\_\_ buying \_\_\_\_ sandwich \_\_\_\_ \_\_\_\_ saw \_\_\_\_ notice \_\_\_\_ working \_\_\_\_ \_\_\_\_ restaurant.

You could leave a gap for the missing function words, as above (which would be easier), or write the sentence without gaps, like this:

Mark buying sandwich saw notice working restaurant.

T should ensure that SS are clear what the correct sentence is before they start to build each sentence block. SS may not paraphrase or otherwise change the content words in the sentence. (Or, T may allow this, to make it easier.) This activity may require more monitoring, checking, and correcting than the regular sentence blocks activity! If SS produce a sentence that is different to the original one, but it works grammatically and makes sense, then that is fine, e.g.

Mark was buying a sandwich **and** saw a notice **regarding** working **at** a restaurant.

Tips:

- This challenge may be better suited to higher-level SS, but of course you could still do it with lower-level groups. A simple sentence without function words might be:

\_\_\_\_ like coffee. (I like coffee.)

WHAT

Or, you could simply write 'like coffee.' and elicit the whole sentence.

- T may need to elicit from SS what *function words* are before doing this activity. Function words are the words that make the grammar in the sentence, e.g.

articles

determiners

quantifiers

auxiliary verbs

prepositions

relative clause words

conjunctions

pronouns

verb 'be'

## Verb Forms Revision

### Q & A

Method:

1. T asks SS to suggest some content words connected with a given topic. T selects the most interesting and writes 4-6 words on the board.
2. T asks SS: "Can you think of a word that goes well (collocates) with each word?" then selects the best answers and writes them either before or after the words.
3. T asks SS: "Choose two tenses that you want to practice." T writes them on the board, then elicits the auxiliary verb(s) and time in each one, e.g.

tense:	auxiliary verb(s):	time:
present simple	do / does	regular time
present continuous	am / is / are	now <i>or</i> future (with a time phrase)

SS could use the verb forms revision sheet on p.121 to help them. Or, T could choose the tenses that they want to practice with the SS, e.g. linked to a syllabus. T elicits the various functions of each tense, with examples of use.

4. T models the activity with the whole class, by saying a sentence in the first tense using one of the collocations and asking SS repeat it. Then T chooses a SS to say the sentence. T corrects and SS repeats the sentence correctly, if wrong first time. T asks the SS questions based on the sentence, e.g. if the sentence is:

"I go for a walk by the river every morning."

T could ask several different questions, e.g.

Where do you go every morning?  
What do you do every morning?  
When...? How often? Do you...?

...and so on. Then T says the original sentence and the SS has to make the question forms. T elicits corrections from the other SS if they make errors.

5. Optional: T could repeat this activity with a different SS using the same collocation.
6. Next, SS work in pairs with a new sentence that has a different collocation and/or tense; then group feedback. T chooses different pairs to present their dialogues, eliciting correction of errors where necessary.
7. Then SS work in their pairs and repeat the activity using different collocations in both tenses. T allows a short period for this, e.g. 10 mins. T monitors, checks, and corrects.
8. Group feedback: T asks different pairs to present their dialogues, eliciting correction of errors where necessary.

Tips:

- T could ask two of the stronger SS to model the activity with the tenses with the first collocation, rather than T doing it.
- T can vary the length of this activity: to make it shorter, use fewer collocations and only one tense; to make it longer, use more collocations and more tenses.

## VERB FORMS REVISION

### Beginner Level Verb Forms Revision

Preparation:

T prepares the board layout with 5 tenses, e.g.

PRESENT SIMPLE – 1<sup>st</sup> form

PRESENT CONTINUOUS – ing form

PAST SIMPLE – 2<sup>nd</sup> form

PRESENT PERFECT – 3<sup>rd</sup> form

FUTURE SIMPLE – infinitive

Method:

1. T elicits the form of each tense, e.g. past simple uses 2<sup>nd</sup> form; then the auxiliary verb and the time in each tense, e.g. in past simple the auxiliary verb is DID and the time is finished time in the past (yesterday, last..., ...ago, etc.)
2. T asks for a sentence with a particular form, e.g. present continuous GO. SS have to write it down, or write it on the board. T improvises a short question and answer dialogue which involves various SS. T asks a SS to read their sentence:

SS 1: I'm going for a walk.  
T: What are you doing?  
SS 1: Going for a walk.  
T: Are you going for a walk?  
SS 1: Yes, I am.  
T: Is he going for a walk?  
SS 2: Yes, he is.

and so on. T corrects SS and waits for them to say the sentence correctly.

3. SS write 5 sentences – one for each tense – using the verbs given, or different verbs. They could be about the lesson topic, e.g. Transport, or Food and Drink, etc. SS read their work aloud and T elicits corrections from peers.
4. SS work in pairs and do the Q & A activity which the teacher has modelled. One reads a sentence and the other asks questions with wh- question words and auxiliary verbs. Then they swap roles. T monitors, checks, and corrects.
5. T chooses pairs that the whole class listen to. SS should notice and point out errors if they occur.
6. Variation: T elicits verb forms for 4 important verbs, e.g. BE, DO, HAVE, and GO. One SS completes the grid on the board (or one SS per line), with help from the others, e.g.

PRESENT SIMPLE – 1 <sup>st</sup> form	BE am, is, are	DO do, does	HAVE have, has	GO go, goes
PRESENT CONTINUOUS – ing form	am, is, are being	am, is, are doing	am, is, are having	am, is, are going

...and so on.

Tips:

- Be clear why you are drilling these 5 tenses: they represent most of English. For example, Past Simple is a very common tense in both spoken and written English, so it is worth drilling it often!
- You could do this activity with higher-level SS – just change the verb forms, e.g. for intermediate level:
  - present perfect continuous
  - past perfect
  - first conditional
  - second conditional
  - third conditional

...and so on.

- T writes one of these grids on the board. SS practise word order with SVOPT<sup>1</sup> by writing or improvising sentences then making Q & A dialogues:

	S	V	O	P	T
PRESENT SIMPLE – 1 <sup>st</sup> form					
PRESENT CONTINUOUS – ing form					
PAST SIMPLE – 2 <sup>nd</sup> form					
PRESENT PERFECT – 3 <sup>rd</sup> form					
FUTURE SIMPLE – infinitive					

*For example:*

	S	V	O	P	T
PRESENT SIMPLE – 1 <sup>st</sup> form	Jane	reads	the newspaper	in the kitchen	every morning.

Or, for higher level SS, simply write the following on the board and ask them to practise in pairs:

	S	V	O	P	T
infinitive					
1 <sup>st</sup> form					
2 <sup>nd</sup> form					
3 <sup>rd</sup> form					
ing form					

*For example:*

	S	V	O	P	T
infinitive	I	must put	the plates	in the dishwasher	later.

<sup>1</sup> SVOPT (subject, verb, object, place, time) is a typical word order pattern in English. For more details see: Purland, Matt. *You Are The Course Book – Syllabus*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/> p.76 -



## PRONUNCIATION

### Stress, Reduce, Merge Part 1 – Sentence Stress

Method:

1. T or SS write 3 or 4 sentences on the board. There should be space between them so there is room to write above and below each one. They could be from the SS's work or from a real text. All SS copy them into their notebooks.
2. If the sentences are by SS, T could quickly elicit corrections to errors and improvements (as in Mode 1 Stage 2.3, p.46). T models each sentence and SS repeat – as a group and individually.
3. T elicits from the group the meaning of 'content words' and 'function words':

content words (main verbs, nouns, adjectives, adverbs, numbers, etc.) have stress and provide the meaning in a sentence

function words (articles, prepositions, pronouns, auxiliary verbs, etc.) are not usually stressed and are often reduced in spoken English; they provide the grammar in a sentence

4. T asks one SS to come to the board. T elicits from the group content words in the first sentence. The SS has to underline them.
5. T elicits from the group the stressed syllable in each content word. The SS has to mark them with a slash above each one: / . T models the sentence and SS repeat – as a group and individually.
6. T elicits from the group the vowel sound on each stressed syllable. The SS has to write them, using Clear Alphabet<sup>1</sup>. T models the sequence of stressed vowel sounds and SS repeat – as a group and individually. T explains that the SS have identified the 'Sound Spine' in the sentence – the sequence of stressed vowel sounds, which are the most important sounds in the sentence. They have to be pronounced correctly for the meaning to be clear.
7. SS repeat the process in their groups with the remaining sentences. T monitors, checks and corrects. Group feedback at the end. T elicits the main pronunciation point (the 'Sound Spine'): "So what have we learned from this...?"

Tips:

- SS will need to be able to read and write individual sounds of English phonetically with Clear Alphabet. This could be covered during an input lesson before running this session.
- For further information about the Stress, Reduce, Merge process, see *Talk a Lot Foundation Course*<sup>2</sup> and *Stress, Reduce, Merge*<sup>3</sup>.

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<sup>1</sup> See also: Clear Alphabet Chart on p.107; and Purland, Matt. *Clear Alphabet Dictionary*. Ostróda: English Banana.com, 2012. Hardback. Available for free download: <https://purlandtraining.com/>

<sup>2</sup> Purland, Matt. *Talk a Lot Foundation Course*. Ostróda: English Banana.com, 2011. Hardback. Available for free download: <https://purlandtraining.com/>

<sup>3</sup> Purland, Matt. *Stress, Reduce, Merge*. Ostróda: English Banana.com, 2012. Material pack. Available for free download: <https://purlandtraining.com/>

## PRONUNCIATION

### Stress, Reduce, Merge Part 2 – Connected Speech

Method:

1. T or SS write 3 or 4 sentences on the board, with not too many syllables in each – 8-10 will do fine. There should be space between them so there is room to write above and below each one. They could be from the SS's work or from a real text. SS copy them into their notebooks. T models each sentence and SS repeat – as a group and individually.
2. T asks one student to come to the board. T asks the SS to break a sentence up into syllables. They could draw lines between the syllables, or rewrite the sentence in syllables. T checks that it is correct with the whole group.
3. T elicits the sequence of stressed syllables from the group, and SS marks them.
4. T elicits the stressed vowel sound on each stressed syllable from the group, and SS marks them with Clear Alphabet. This is the 'Sound Spine' – the sequence of the most important sounds in the sentence, which must be heard clearly to convey meaning.
5. T asks SS to focus on the weak syllables and elicits whether any of them can be combined with contractions. SS changes the syllables on the board accordingly.
6. T elicits the sound connections between the syllables, and SS marks them:

VC	vowel sound to consonant sound
F	friendly connection (first syllable ends with m, n, ng, or l sound)
CV	consonant sound to vowel sound
VV	vowel sound to vowel sound
CC	consonant sound to consonant sound

7. T asks SS to circle VC and F connections. T elicits that VC and F connections are good because they are easy to pronounce.
8. T asks SS to look at the remaining 'bad' sound connections with their group or partner. SS should think about the 'Features of Connected Speech'<sup>1</sup> and what we can do to 'iron out' the bad connections and make them easier to pronounce. T may need to elicit or explain:

VC & F we don't need to change them – they are already easy to pronounce

CV FINAL CONSONANT LINKING (FCL): we usually move the consonant sound forward to join the next syllable

VV INTRUSION: we usually add a consonant sound: w, y, or r

CC we have three options:

- i. FCL: move the first consonant sound forward; if voiced, it changes to unvoiced, e.g. b changes to p (this is called ASSIMILATION)
- ii. ELISION: delete the first consonant sound; if it is t or d we could replace it with a glottal stop
- iii. ASSIMILATION: the first consonant sound changes to make the phrase easier to say

SS sound out the phrases and the whole sentence as they do this work. T monitors, checks, and corrects, then leads group feedback about the decisions taken to make the syllables fit together – to make the sentence easy to pronounce and sound natural.

9. SS write out the sentence – syllable by syllable – using Clear Alphabet. T monitors, checks, and corrects, then leads group feedback.

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<sup>1</sup> Purland, Matt. *Talk a Lot Foundation Course*. Ostróda: English Banana.com, 2011. Hardback. Available for free download: <https://purlandtraining.com/> p.4.2

10. SS repeat the process in their groups with one or all of the remaining sentences – depending on time allocated. T monitors, checks, and corrects. Group feedback at the end. T elicits the main pronunciation point: “So what have we learned from this...?”

Tips:

- Wait until SS are confident using the method in *Stress, Reduce, Merge Part 1 – Sentence Stress* (p.69) before running this session.
- SS should be familiar with writing sentences phonetically with Clear Alphabet before running this session, or T could model the Clear Alphabet text on the board and SS learn it by practising during a few of these sessions.
- For further information about the Stress, Reduce, Merge process, see *Talk a Lot Foundation Course* and *Stress, Reduce, Merge*<sup>2</sup>.

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<sup>2</sup> Purland, Matt. *Stress, Reduce, Merge*. Ostróda: English Banana.com, 2012. Material pack. Available for free download: <https://purlandtraining.com/>

## FREE PRACTICE

### Discussion Questions

Method:

1. T asks every SS to think of one discussion question based on a given topic. SS could use any of the discussion question templates on pp.67-71 of *You Are The Course Book*<sup>1</sup> for inspiration.  
  
*Or*– T gives each group a copy of Sample Question Set 1 or 2 (p.111) and gives them 10 minutes to write eight discussion questions.
2. T (or a SS) writes questions from each group on the board until there are a certain number, e.g. 6 or 8. The more questions there are, the longer the activity will last. The person writing the questions should choose the best ones from the many that SS have come up with.
3. SS discuss the questions on the board in pairs or small groups. One could ask the questions and the other answer – then change roles. SS should write down their partner’s answers in brief note form. T monitors, checks, and corrects. After a certain period, SS could change partners and either continue discussing the question they were on, or go back to the beginning.
4. Group feedback – T asks different SS for responses to each question. SS tell their partner’s answer as well as their own. T writes errors on the board and discusses corrections with the group.

Tips:

- SS should use wh- questions, which require a longer answer, rather than yes/ no questions which require only a one-word answer.
- Whoever asks the question should try to get a long answer from their partner by asking follow-up questions such as, “Why?” “...for example?” “Can you tell me more about that, please?” and so on.
- Encourage SS to write different kinds of discussion question. For example, there are 16 different kinds of question listed on p.111. There are further examples of discussion questions in the first four *Talk a Lot* books<sup>2</sup>.
- SS could use vocabulary words from the vocabulary stage as inspiration for their questions.
- Encourage SS to work with partners they do not know very well. This will help everybody get to know one another better.
- Getting SS to write their own discussion questions, rather than reading from a book or worksheet, will encourage them to engage with their learning more deeply, as well as make them more confident with question forms.
- You could ask SS to write up their answers to a set of questions for homework.

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<sup>1</sup> Purland, Matt. *You Are The Course Book*. Ostróda: English Banana.com, 2012. Hardback. Available for free download: <https://purlandtraining.com/>

<sup>2</sup> *Talk a Lot Elementary Book 1*, *Talk a Lot Elementary Book 2*, *Talk a Lot Elementary Book 3*, and *Talk a Lot Intermediate Book 1* are all available for free download: <https://purlandtraining.com/>

## FREE PRACTICE

### Agree or Disagree?

Method:

1. T asks every SS to think of one agree/disagree statement based on a given topic. These are statements with strong opinions, for example:
  - A strong statement about something: *x* is... because...
  - A strong statement about yourself, e.g. I like / hate *x* because... *Or*, I would like... / I want...  
*Or*, I would be good at... *Or*, I'm scared of...
  - A statement about your experience: I have never tried... / I would like to try... because...
  - *x* is the most / best / worst / (other superlative) because...
  - Comparative statements: *x* is better / easier / worse than *y* because... *Or*, *x* is like *y* because...  
*Or*, I prefer *x* to *y* because... *Or* *x* is different from *y* because...
  - Adverbs of frequency: I often / always / sometimes / rarely / never...
  - Feelings: I feel / believe that... / *x* is *y* (e.g. boring / interesting) because...
  - Moral issues: it is right / wrong to... *Or*, it is better to... than... *Or*, there should / shouldn't be... because...
  - Hypothetical statements with 2<sup>nd</sup> conditional: If... would... etc.
  - A statement about a different past with 3<sup>rd</sup> conditional
  - A prediction about the future
  - A quotation from a famous person

*Or* – T asks each group to write a set number of statements (e.g. 8) in a given period (e.g. 10 minutes).
2. T (or a SS) writes statements from each group on the board until there are a certain number, e.g. 6 or 8. The more statements there are, the longer the activity will last. The person writing the statements should choose the best ones from the many that SS have come up with.
3. SS discuss the statements on the board in pairs or small groups. They should say whether they agree or disagree and why. It is not enough to simply say: "Agree; disagree; agree; agree..." etc.! One could read the statements and the other answer – then change roles. SS should write down their partner's answers in brief note form. T monitors, checks, and corrects. After a certain period, SS could change partners and either continue discussing the statement they were on, or go back to the beginning.
4. Group feedback – T asks different SS for responses to each statement. SS tell their partner's answer as well as their own. T writes errors on the board and discusses corrections with the group.
5. If there is a particularly contentious statement that splits the group, it could be used in the group debate activity (see p.75).

Tips:

- Whoever reads the statement should try to get a long answer from their partner by asking follow-up questions such as, "Why?" "...for example?" "Could you tell me more about that, please?" and so on.
- Encourage SS to write different kinds of agree/disagree statements. See the examples above and in *Talk a Lot Elementary Book 3*<sup>1</sup>, e.g. p.179, for inspiration. T might allow SS to use reference books or the Internet to find relevant quotations.
- SS could use vocabulary words from the vocabulary stage to get ideas for their statements.

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<sup>1</sup> Purland, Matt. *Talk a Lot Elementary Book 3*. Ostróda: English Banana.com, 2010. Hardback. Available for free download: <https://purlandtraining.com/>

- SS do not have to agree with their own statements to be able to write them. They could make statements that are deliberately provocative and completely outrageous, for example: “Money is the most important thing in life.” The point is to stimulate plenty of discussion – either for or against the statement.
- SS may find it harder to write agree/disagree statements than discussion questions. You could give them time to prepare for this task by asking them to write  $x$  statements for homework.
- Encourage SS to work with partners they do not know very well. This will help everybody get to know one another better.
- Getting SS to write their own material, rather than reading from a book or worksheet, will encourage them to engage with their learning more deeply, as well as give them more confidence with making statements.
- You could ask SS to write up their responses to one or more of the statements for homework.

## FREE PRACTICE

### Debate

Method:

1. T or SS choose a contentious statement that they want to discuss. It could be linked to a topic and/or part of a syllabus.
2. The class splits into two teams. One team will agree with the statement and the other will disagree. It does not matter whether individual SS are on the team that they personally agree with. In fact, it would create a better opportunity for practice if students who disagreed with the statement in real life had to argue in favour of it, and vice versa. One SS could be designated neutral, unless T wishes to take on this role. They will act as the arbitrator.
3. T gives each team a period of time (e.g. 10-20 minutes) to work together and prepare their arguments either for or against the statement. The arbitrator spends time with both groups becoming familiar with their different arguments. Each team should write 3-4 main points, with 2-3 examples for each main point. Each team should also consider the drawbacks to their main points – i.e. the counter-argument which the opposing team is likely to make:

Argument 1: \_\_\_\_\_

Main Point 1: \_\_\_\_\_

Examples: \_\_\_\_\_

Drawbacks: \_\_\_\_\_

Main Point 2: \_\_\_\_\_

Examples: \_\_\_\_\_

Drawbacks: \_\_\_\_\_

Main Point 3: \_\_\_\_\_

Examples: \_\_\_\_\_

Drawbacks: \_\_\_\_\_

4. SS sit with their team, both teams facing each other. A member of the first team reads out their first point, and gives examples. Other members of their team can join in and make the argument stronger. One SS should talk about the drawbacks to their first main point but explain clearly why their team's argument is still stronger. T or the arbitrator could enforce a time limit of, say, 3-4 minutes for each main point. It is also their role to make sure that the language remains civil and that behaviour, though probably lively, remains suitable for a formal debate.
5. Then any member from the opposing team can answer the point, with other members of their team joining in to put their team's argument. Again, this could be with a time limit.
6. Then one member from the second team reads out their first point and gives examples. Other members of their team join in and make the argument stronger, while at the same time discussing the drawbacks of the argument and how they are not worth worrying about. The arbitrator ensures that nobody dominates and that proceedings move along swiftly.
7. Repeat steps 4-6 until all of the arguments have been heard. The arbitrator asks each member of each team whether they have been persuaded to change their mind, due to hearing the opposing arguments. All SS have to 'vote with their feet' and go and stand in one corner of the room if they agree with the statement, and in a different corner if they disagree. The argument that attracts the most SS at the end of the debate is declared the winner. In the case of a tie, the arbitrator must rule which argument has been consistently stronger – for or against – and declare it the winner, stating reasons for their choice.

8. Group feedback: T asks SS for their thoughts and feelings about doing this activity. Is there anything they would do differently another time? How did SS feel if they had to argue for something that they personally disagreed with? What was it like to be the arbitrator? And so on.

Tips:

- SS could write up their arguments for homework, contrasting them (if possible) with their own personal opinion of the statement.
- The role of the arbitrator is important for maintaining order and a logical way through the activity. If T chooses a SS to take this role, it will leave them free to monitor, check, and correct. In addition, it gives a SS the opportunity to practise their English in an important role, rather than T doing it, who is not there to practise their English. T can 'disappear' into the background. T should choose somebody fairly mature and independent, who is not too bothered what their peers think of them.
- T could give time for SS to research their arguments; they could use the library and/or Internet to find relevant statistics, information, and quotations that could make their points even stronger.



## FREE PRACTICE

### What Would You Do?

Method:

1. T asks each SS to imagine and write down one problem connected with the topic. They imagine that they have this problem, and write about 20-30 words explaining the problem and saying why it is a problem for them. The problem could concern any of the following issues:

Relationships:

- other people's behaviour
- family problems
- your bad behaviour
- personal habits
- your personal views conflict with the general view

Things

- money
- possessions
- damage

Health:

- physical or mental health problems

Moral Issues:

- addiction: drugs, alcohol, food, etc.
- prejudice
- bullying

Life in General:

- work
- ambition
- luck
- rearranging a plan
- sby / sth is unavailable
- crime
- delay
- not knowing how to do sth
- 7 deadly sins: lust, gluttony, greed, sloth, wrath, envy, pride

*Or*, T asks each group to write a set number of problems (e.g. 6-8) in a given period (e.g. 10 minutes). SS could look at the examples in *Talk a Lot Intermediate Book 1*<sup>1</sup> (e.g. p.56 of Unit 3: Media) to see what kind of text they should write. SS could write in note form. It is more important to get their ideas down on paper than to get everything grammatically correct.

2. T (or a SS) writes a few of the problems on the board until there are a certain number, e.g. 3 or 4. The more problems, the longer the activity will last. The person writing the problems should choose the best

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<sup>1</sup> Purland, Matt. *Talk a Lot Intermediate Book 1*. Ostróda: English Banana.com, 2011. Hardback. Available for free download: <https://purlandtraining.com/>

ones from the many that SS have thought up. *Or*, SS asks each team to swap their list of problems with another team.

3. SS discuss the problems in pairs or small groups. They should answer the main question: “What would you do?” SS have to put themselves in the place of the person who has the problem. T monitors, checks, and corrects.
4. Group feedback – T asks different SS for responses to each problem. T or a SS could lead a general discussion about each question with the whole group. T writes errors on the board and discusses corrections with the group.
5. T or SS could choose one or more of the problems and use them as the basis for a role play activity (see p.84).

Tips:

- SS could use vocabulary words from the vocabulary stage as they write their problems.
- Encourage SS to work with partners they do not know very well. This will help everybody get to know one another better.
- Getting SS to write their own material, rather than reading from a book or worksheet, will encourage them to engage with their learning more deeply, as well as make them more confident with expressing ideas in a group and writing short texts.
- SS could write a letter or email in reply to one or more of the problems as homework, to consolidate work done in class.

## FREE PRACTICE

### Class Survey

Method:

1. SS work in pairs or small groups thinking up and writing down a few controversial questions on a given topic. The questions should be opinion-based, e.g.

- Do you think that...?
- Do you believe that...?
- In your opinion, what is the most...?
- Do you like...?
- What is your favourite...?

...and so on. T monitors, checks, and corrects. By the end of this stage, each pair or small group will have their own questions that they can ask the other groups.

2. Each pair or group walks around the room asking other SS the questions and writing down their answers. In a larger school or college, SS could ask SS on other courses, members of staff, or members of the public.
3. SS work together to compile their results and create a written or multimedia report based on the findings of their research, e.g.

- 74% of respondents do not like table tennis, while 84% play football on a regular basis

...and so on.

4. Group feedback – each pair or group make a presentation of their findings to the whole class. T writes down errors and elicits corrections from the class, focusing on particular grammar / usage / pronunciation points as required.

Tips:

- The more questions SS begin with, the longer this activity will last.
- T could encourage SS to practise their English with people they do not know from outside the classroom, and, if possible, with English native speakers.
- Variation: to make a simpler survey, use the Class Survey Template on p.122. SS have to think of one contentious statement based on the topic, and write it after 'Survey Question', then write different possible answers along the top line of the grid, such as:

Agree   Strongly Agree   No Opinion   Disagree   Strongly Disagree

Or, if the question is something like, "What is your favourite fruit?" the different fruit options would go along the top line, e.g.

apple   orange   banana   grapefruit   melon

...and so on.

SS write the name of each person they ask and put a tick in the appropriate box for their answer. SS spend time writing up their results and then present them to the rest of the class. T elicits corrections to errors. To make this activity more diverse, each pair or group should ask a different question.

## FREE PRACTICE

### PPRR Role Play

Method:

1. This is a simple framework for creating a role play based on a given topic. T writes on the board:

Person:	Problem:	Reason:	Resolution:
---------	----------	---------	-------------

2. T asks SS to think about a given topic and write down in their notebooks 4 people connected with it. Then T takes feedback from each group and chooses the most interesting (most promising) 4 people and writes them on the board, underneath the heading 'Person'.
3. If it is the first time the class has done this activity, T could explain what they have to do. SS copy the grid from the board into their notebooks and, working as a team (or pair), think of a problem for each person, then a reason WHY it is a problem, then a possible resolution to the problem – positive or negative, or both, for example:

Topic: Sport

Person:	Problem:	Reason:	Resolution:
referee	has lost whistle	match in 10 mins	ref borrows a whistle (positive) ref cancels match (negative)

4. Option 1: After 10 mins, or so, T asks for feedback from each group and selects the best (most promising) problems, reasons, and resolutions, and writes them on the board. All groups have the same material with which to work.  
  
Option 2: SS work with what they have produced with their group.
5. T gives SS a short time, e.g. 10 mins, to produce a short role play drama or dialogue based on one of the story outlines. T monitors, checks, and corrects.
6. Group feedback: each team performs their work for the rest of the group. T notes grammar, usage, and pronunciation errors in a notebook. T could encourage the groups who are watching to take notes about errors too (constructive feedback) as well as what they like about the work (positive feedback).
7. T leads a group feedback session, outlining errors on the board and eliciting corrections and improvements.

Tips:

- SS will get a lot of satisfaction from thinking up and developing their own creative work, rather than reading a dialogue aloud from a book, because the level of involvement and use of skills involved in this activity far outweigh simply reading somebody else's ideas aloud.
- PPRR is the basic framework. T could encourage SS to be as creative as possible, developing the plot and characters, and working on making the dialogue individualised to the characters. SS could develop longer pieces, where a character might encounter more than one problem and resolution – as they might in a film or TV programme. SS could be more ambitious and use props and costumes, lighting, and staging, as part of a project that involves dedicated time in several consecutive lessons.
- SS could use the mood cards on p.128 and/or the character cards on p.129 to add variety to their characters. The 'audience' could be invited to guess which character had a particular mood or character; or a role play could be performed several times, but each time the characters have different moods or characters.

- SS could use the functions cards (from p.130) to give particular tasks to their characters. Again, the 'audience' could be invited to guess the functions, or match functions to characters.
- SS could give faces to their characters by using the picture cards (from p.132) or finding pictures in a newspaper/magazine/catalogue, etc.
- SS could write up their role play or dialogue as a script or short story (or comic book, etc.!) for homework.

## FREE PRACTICE

### PPRR Gossip (Monologue)

Method:

1. This is a simple framework for creating a short story based on a given topic. T writes on the board:

Person:	Problem:	Reason:	Resolution:
---------	----------	---------	-------------

2. T asks SS to think about a given topic and write down in their notebooks 4 people connected with it. Then T takes feedback from each group and chooses the most interesting (most promising) 4 people and writes them on the board, underneath the heading 'Person'.
3. If it is the first time the class has done this activity, T could explain what they have to do. SS copy the grid from the board into their notebooks and, working as a team (or pair), think of a problem for each person, then a reason WHY it is a problem, then a possible resolution to the problem – positive or negative, or both, for example:

Topic: Music

Person:	Problem:	Reason:	Resolution:
guitarist	hard to learn	selected for a concert	studies and is a success (positive) sells guitar online (negative)

4. Option 1: After 10 mins, or so, T asks for feedback from each group and selects the best (most promising) problems, reasons, and resolutions, and writes them on the board. All groups have the same material with which to work.

Option 2: SS work with what they have produced with their group.

5. SS work in pairs. One of them imagines that they know the person in the first situation, e.g. they are neighbours. They have to improvise the story about that person's problem, as if they are sharing gossip. Their partner asks questions and plays along, until the story comes to a natural end. T monitors, checks, and corrects.
6. SS change roles and the partner who listened last time talks about the next person and problem as if they know them. Again, T monitors, checks, and corrects.
7. T leads group feedback, asking SS from each pairs to talk about one or more of their stories. Some (or all) of the pairs might show examples of their work to the whole group.
8. T (or SS) could write errors from SS's work on the board and elicit corrections.

Tips:

- SS will get a lot of satisfaction from thinking up and developing their own creative work, rather than reading a dialogue aloud from a book, because the level of involvement and use of skills involved in the former far outweigh simply reading somebody else's ideas aloud.
- SS could write up one or more of their stories for homework, using a given text form, e.g. a short story, formal email, newspaper article, and so on.

## FREE PRACTICE

### Role Play

Method:

1. T writes the following template on the board:

Title: \_\_\_\_\_

Place: \_\_\_\_\_ Time: \_\_\_\_\_

Characters: \_\_\_\_\_

Situation: \_\_\_\_\_  
\_\_\_\_\_

Scenes: i) \_\_\_\_\_  
ii) \_\_\_\_\_  
iii) \_\_\_\_\_

2. T asks each group or pair to produce three different, distinct scenes connected with a given topic. T encourages them to think of the role play as three parts of a whole, with a through-line and a logical progression through the scenes, e.g.

- Scene 1: Setting up the situation
- Scene 2: Action
- Scene 3: Result

To make the task more challenging, everybody could agree that all role plays have to include particular things, for example:

- a) a person's name
- b) a place name
- c) an object (e.g. an aubergine or a giraffe's toothbrush)
- d) a certain phrase
- e) a prop
- f) a costume

...and so on.

3. SS work in pairs or small groups and devise their role play. T gives an appropriate amount of time, e.g. 10-15 minutes, then monitors, checks, and corrects.
4. Group feedback: each team performs their work for the rest of the group. T notes grammar, usage, and pronunciation errors in a notebook. T could encourage the groups who are watching to listen carefully and make notes about errors.
5. To encourage peer assessment, the 'audience' could make their voice heard too, perhaps by giving marks out of ten for each role play based on:
  - language accuracy
  - effort
  - imagination
  - best costumes, use of props, lighting, sound, etc.

Or they could give thumbs up (1 or 2) or thumbs down (1 or 2).



6. T leads group feedback session, outlining errors on the board and eliciting corrections and improvements.

Tips:

- SS will get a lot of satisfaction from thinking up and developing their own creative work, rather than reading a dialogue aloud from a book, because the level of involvement and use of skills involved in the former far outweigh simply reading somebody else's ideas aloud.
- T could encourage SS to be as creative as possible, developing the plot and characters, and working on making the dialogue individualised to the characters. SS could develop longer pieces, and use props, costumes, lighting, and staging, as part of a project that involves dedicated time in several consecutive lessons.
- SS could use the mood cards on p.128 and/or the character cards on p.129 to add variety to their characters. The 'audience' could be invited to guess which character had a particular mood or character; or a role play could be performed several times, but each time the characters have different moods or characters.
- SS could use the functions cards (from p.130) to give particular tasks to their characters. Again, the 'audience' could be invited to guess the functions, or match functions to characters.
- SS could give faces to their characters by using the picture cards (from p.132) or finding pictures in a newspaper/magazine/catalogue, etc.
- SS could write up their role play or dialogue as a script or short story (or comic book, etc.!) for homework.

## FREE PRACTICE

### Video Commentary

Method:

1. The whole class watches a short (e.g. 2 minutes) video clip without sound. The video could be linked to the topic that is being studied. While it is playing, SS work in pairs or small groups and write down what is happening. The clip could be played a second or third time, if required.
2. Group feedback: each pair or group has to come up to the front and describe the events in the clip as it is playing. If there are many pairs or groups, T could choose a few to give examples. T makes notes of any errors, then elicits corrections from the whole class.
3. Next, SS have to write alternative dialogue for the scene, acting it out where possible. After a short time of preparation (i.e. rehearsal), e.g. 10 minutes, with T monitoring, checking, and correcting, SS act out their work in front of the video clip. Again, T makes notes of errors, then elicits corrections from the whole class. Prizes could be given for the best / funniest / most imaginative work.

Tips:

- SS should be encouraged to use dictionaries when they are writing.
- SS could produce serious or humorous work – according to their wishes or T’s instructions.
- Variation #1: SS have to describe what is happening in the video clip with only negative sentences, e.g. if a man who is wearing glasses is reading the news, SS could say: “A man is not wearing glasses; he is not reading the news...” and so on. There could be a prize for the group or individual who is able to keep this surreal commentary going the longest!
- Variation #2: If T shows a clip from a film or TV programme, SS have to imagine they are from the cast or production team, e.g. the director or producer, and talk about the *making of* the film or programme – as in a real DVD commentary.
- Variation #3: T plays the video clip without sound and various SS come up to the front and *improvise* the dialogue.

## FREE PRACTICE

### Obviousness

Method:

1. SS work in pairs. One of them pretends to be an alien who knows nothing about Earth and the people who live there. They discuss a given topic, e.g. Sport, or Food and Drink. The 'alien' asks many obvious questions and the other SS has to answer in as much detail as possible, describing everything that the alien wants to know. The alien could ask the following questions, as repetitively as possible:

- What does *x* mean?
- What is *x*?
- Why?
- Who is *x*?
- Why do they...?
- Do you...?

...and so on. It is the alien's job to push the other SS to produce spoken English – which is the goal of this activity. T monitors, checks, and corrects, maybe making note of errors, which can be explored briefly on the board towards the end of the session.

2. After a short time, SS change roles and start again – either with a different aspect of the same topic, or a new topic.
3. Whole group version: one SS is the alien and the others have 20 seconds each (or longer) to answer their questions. Or, one SS is a 'normal' person and the rest are aliens, who have 20 seconds each (or longer) to try to get answers to their (many) questions about this strange new planet. This can be very funny with SS enjoying role playing in front of the whole group.
4. T asks SS what they have learned from this activity. Optional: T outlines grammar, usage, and pronunciation errors with the whole class and elicits corrections.

Tips:

- This is a good activity to use at the beginning of a lesson. It gets SS thinking about a topic and will hopefully activate most or all of the target vocabulary in a natural way.
- Variation #1: instead of being an alien, the questioner could be an inquisitive toddler who loves to ask "Why?" to whatever has been said. Of course, the aim is still to get the other person talking!
- Variation #2: SS could play this game in pairs as a card game, using the cards on p.123. One SS is the alien while the other describes things. The alien does not need to speak, just point at one of the cards. (SS could even practise with these cards on their own, if they are motivated enough. They just shuffle the cards, begin speaking about a topic, then when there is a pause, turn over the next card and follow the instructions. They could record their work for T or other SS to mark and give feedback.)
- See also *You Are The Course Book 2: In Practice*<sup>1</sup>, pp.158-159. 176.

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<sup>1</sup> Purland, Matt. *You Are The Course Book 2: In Practice*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/>

## FREE PRACTICE

### Pair or Small Group Project

Method:

1. SS work in pairs or small groups and develop a project idea linked to a topic, which has been agreed on by the whole class. SS could use the allotted free practice time (e.g. 30 minutes) in a series of different lessons to work on their project with their partner or small group, up to a total of, for example, 6 hours. The final goal would be for SS to give a short presentation of their work in English (e.g. 10 mins) and hand in their written work to T for marking.

Here are some examples of project ideas:

If the topic is:	SS could:
Animals	Plan their own safari park; <i>or</i> design their own animal(s)
Cars	Create and market their own car or range of vehicles
Music	Create a pop/rock song and record it, along with a video
Books	Create a multimedia presentation about a favourite book

The potential project ideas are endless – only limited by the imagination of the class. T should encourage SS to be as creative as possible and to use different media to present their ideas, for example:

- written work of various kinds, e.g. report, dialogue, advertisement, fiction, etc.
- music and sound, e.g. song, live music, spoken word, etc.
- visual arts, e.g. photos, drawings, cartoons, film, TV, etc.
- performing arts, e.g. drama, dance, ballet, mime, etc.

Of course, SS should use English language while working on their projects with their partners or small groups.

Tips:

- Project work is a good way for SS to get to know each other better, and is therefore an ideal activity to do early on in a course.
- If working in a large institution, like a college or university, SS could engage with individuals or groups from other disciplines and enlist them to collaborate on different projects.
- See also Design Your Own... (p.89) for a more structured approach to group project work.

## FREE PRACTICE

### Design Your Own...

Method:

1. T or SS think up something to design, which could be linked to a topic. For example, if the topic is Charity, SS could design their own charity (see below); if the topic is Football, SS could design their own football club, and so on.
2. The session follows a number of stages (see example below), with whole class feedback after each one. While SS work and discuss, T monitors, checks, and corrects.
3. Here is a suggestion for an activity with 5 stages:
  - i) BASIC INFORMATION: SS write basic information about whatever it is they are designing
  - ii) STARTING OUT: SS write a press release about their venture outlining the main points
  - iii) INITIAL SUCCESS: SS write a letter or email of thanks, praise, or support
  - iv) PROBLEM(S): SS write a newspaper article outlining problem(s) with their venture
  - v) RESOLUTION: SS write a statement to say how the problem(s) have or have not been resolved – or will be resolved in the future

Here is an example:

Topic: Charity

Task: Design a charity

- i) BASIC INFORMATION: name, location, size, staff, aims, recipients, conditions for receiving, etc.
- ii) STARTING OUT: SS write a press release describing their new charity, outlining their aims, and appealing for donations and volunteers
- iii) INITIAL SUCCESS: SS write a letter or email from somebody who is thankful for their work
- iv) PROBLEM(S): SS write a newspaper article describing a scandal connected with the charity
- v) RESOLUTION: SS write a statement from the director of the charity, detailing what they propose to do about the scandal, or how they have dealt with it

Tips:

- Note that at each stage SS should write a different kind of text. You do not need to follow the text types listed above, but do require a variety of text types. During the group feedback session, T should try to tie together the stages so that each text is part of the larger story.
- SS write their texts as a group or pair, with one person writing and the others pitching ideas. The person writing could change at each stage.
- Each pair or group will write a different set of texts about the same venture. It will be interesting to compare how each one develops during the group feedback stages. Or, each group could design a completely different thing.

- A suggestion: each text must be no more than 4 sentences long, to keep the activity moving along fairly quickly and to make it more manageable, although T could specify more or fewer sentences, depending on the time they have.
- Indeed, this is a flexible activity. The number of stages and the length of each one depends on how much time T wants to fill and how quickly SS complete each text – as well as how long T specifies the text to be. T needs to monitor the time closely so that SS get through the requisite number of stages. A quick rule of thumb might be 10 minutes for each stage, including group feedback afterwards, which would make the above activity with 5 stages last for around 50 minutes.
- Project work like this is a good way for SS to get to know one another better, and is therefore an ideal activity to do early on in a course.

## FREE PRACTICE

### A Day in the Life of...

Method:

1. T writes two times on the board, one at the top and the other at the bottom, e.g. 00:00 (midnight) at the top and 00:00 (midnight) at the bottom. T asks SS to name 8-10 different times between these times, and writes them on the board in time order, e.g.

00:00

03:45

08:10

...etc.

2. T elicits from the whole group 3-4 different people from a particular topic, e.g. if the topic is Music the people could be:

pianist

rock star

fan

critic

3. T asks SS to imagine and discuss what one of the people:

- **usually** does at these times (practising present simple)
- did **yesterday** at these times (practising past simple, past continuous, past perfect, etc.)
- will do **tomorrow** at these times (practising future simple, future continuous, future with going to, etc.)

SS work with their group or partner to produce 8-10 sentences about the person's activity at each time. SS could write in either 3<sup>rd</sup> person (he... / she...) or 1<sup>st</sup> person (I...). SS should try, where possible, to make each action relevant to the character and the topic. T monitors, checks, and corrects.

For example:

Topic:	Christmas
Person:	Father Christmas / Santa Claus
Usually:	Father Christmas usually has breakfast with his wife Mary at 8.10am.
Yesterday:	He chatted with the postman in the garden at 10.40am yesterday morning.
Tomorrow:	He will be working with his elves in his workshop at 1.45pm tomorrow.

SS should pay attention to word order in the sentence, e.g. SVOPT – subject-verb-object-place-time<sup>1</sup>.

4. After each time, T leads group feedback. SS read out their work, or different SS write sentences on the board to fill up all the time slots and make a group text. In either case, T elicits corrections to errors and improvements to each sentence from the whole group.
5. If time and goodwill permit, SS could repeat the activity with a different person from the list.
6. SS could use their work to form the basis of a role play about the person involved, or work in pairs to create an interview, with one SS being the person and the other an interviewer, e.g. on a chat show. Or, SS could use their work as the basis for a longer project (see below).

<sup>1</sup> See also: Purland, Matt. *You Are The Course Book – Syllabus*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/> p.76

Tips:

- This is a nice activity for combining verb forms revision and creative writing in a group setting.
- To make it more challenging, T could stipulate that SS have to write compound sentences (with at least two clauses); or, two (or more) compound sentences for each time slot.
- Variation: instead of writing different actions in the three different times, SS could write the 'usually' set of sentences then *convert* them into past and then future, e.g.

Usually:           Father Christmas usually **has** breakfast with his wife Mary at 8.10am.  
Yesterday:       Father Christmas **had** breakfast with his wife Mary at 8.10am yesterday.  
Tomorrow:        Father Christmas **will have** breakfast with his wife Mary at 8.10am tomorrow.

- T could use this activity to help SS to practise telling the time.
- As with many of the other YATCB activities, the timing of this session is flexible. SS may have time to work on only one of the times, or two, or all three. It will partly depend on their ability – the speed at which they can produce – and the time that is available in the process that they are doing. Also, the more time slots the SS suggest at the beginning, the more sentences they will have to write, so the longer the activity will last. Of course, the reverse also applies! On the other hand, T could allow SS to work on this project during several sessions on different days to produce a longer piece of multimedia work, e.g. a diary or pages from a biography, with illustrations using pictures found online or in a magazine/newspaper, or their own drawings and/or photographs.
- Or, SS could write up one or more of their descriptions of A Day in the Life of... (past, present, and/or future) for homework.



## FREE PRACTICE

### Topic Template

Method:

1. T or SS choose a situation based on a topic, for example:

<u>Topic:</u>	<u>Situation:</u>
Cars	Selling a car
The Human Body	Having plastic surgery
Christmas	Choosing Christmas presents

2. T elicits various elements for each situation to create a table. Note: at this stage, it is important that each SS in the class has the same table.

Example #1: Selling a car:

Make	Model	Price	Year	Colour	Mileage	Selling Points	Drawbacks	Outcome	etc.
Jeep									
Nissan									
Hyundai									
etc.									

Example #2: Having plastic surgery:

Person	Part to Change	Reason	Price	Procedure	What Friends & Family Think	Result	etc.
Pippa							
James							
Jane							
etc.							

Example #3: Choosing Christmas presents:

Recipient	Age	Relationship	Present	Price	Store	How Long Wanted	Reason	Outcome	etc.
Mum									
Dad									
Lucy									
etc.									

3. SS work in pairs to complete information in the table. T monitors, checks, and corrects. SS are free to use as much imagination as they possess!
4. SS find a different partner and sit back to back with them. One SS talks about their situation *as if it has happened to them or to somebody they know*, using the information they have written. The other partner listens, asks questions, and makes notes. For example, in the 'selling a car' activity:

Student A: I'm selling my Jeep.  
 Student B: What year is it?  
 Student A: 2010.

...and so on.

T reminds SS that they should use full sentences, rather than simply listing what is in each box of their grid. Then the second SS talks about their situation – again, as if it has happened to them – while the other listens, asks questions, and makes notes.

5. Or, this activity could be done as a straightforward information exchange: SS fill in the table separately, then ask each other questions to find out the information in their partner's table. For example, in the 'plastic surgery' activity, above, SS could ask:

Student A:       What procedure is Pippa having?

Student B:       Botox.

Student B:       What is the reason for Jane's procedure?

Student A:       She's unhappy with her nose.

...and so on.

SS could note down the questions they had to ask to get each piece of information.

6. Group feedback: T asks some or all of the pairs to present their work – or extracts from it – for the whole class. T writes down errors and elicits corrections and improvements from the class.

Tips:

- The more entries in the vertical column on the left, the longer the activity will last. For a short activity, SS should work with only one entry, e.g. one car, in the first example, above.
- The success of this activity will be determined by the quality of the situation that T and/or SS choose initially. Primarily, it should be something that is of interest to and relevant to the SS.
- SS could develop their ideas into:
  - role plays
  - dialogues
  - 'gossip' monologues (see p.83)
  - short stories (for homework)
- See also *You Are The Course Book 2: In Practice*<sup>1</sup>, pp.316-317.

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<sup>1</sup> Purland, Matt. *You Are The Course Book 2: In Practice*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/>

## FREE PRACTICE

### Picture Story

Method:

1. SS work in pairs or small groups and think up a 6-sentence short story based on the topic.
2. SS draw the story in 6 parts on 6 small pieces of paper – one set of pictures for each pair or group.
3. SS swap their story with another team, who receive the pieces of paper in mixed-up order.
4. Each team has to put the pieces of the new picture story they have received into order.
5. SS discuss and write the new story in present continuous form (where possible!) – what is happening in each picture now?
6. SS discuss and write the new story in past simple form – what happened in each picture?
7. SS discuss and write the new story with future forms – what will/is going to happen in each picture?
8. Group feedback – T asks some or all of the pairs or groups to read their new stories aloud and show the pictures. Or, T asks SS from one group to come up to the board and write the story in the correct order (in a given tense). T elicits corrections and improvements from the whole class.

Tips:

- From this activity, SS could move smoothly into a text reduction activity (p.47), making questions (p.61), Stress, Reduce, Merge (from p.69), or more free practice activities, e.g. role play (p.84).
- Variation: T plans the 6-sentence story and reads each sentence to the whole class – but out of sequence. SS have to draw a picture for each sentence, and then put the pictures into order to show what happened. Then they follow stages 5-8 above. Here is an example of a 6-sentence story on the topic of The Environment:
  1. Man sees the price of petrol and thinks about weird weather / global warming.
  2. Man decides to sell his car and start using public transport.
  3. He tells his wife. She tells him: "Do it and I'm leaving you!"
  4. He buys a bike and gives his car to his wife.
  5. His wife crashes it into a recycling bin.
  6. She buys a bike too and they both ride together.
- T could encourage SS to include humour. The best stories will have a satisfying twist in the final sentence.
- The more sentences and pictures that SS have to do, the longer the activity will last – and vice versa.
- If SS complain that they cannot draw, T encourages them that the pictures do not have to work as art, but simply tell the story.
- Instead of writing in different tenses in stages 5-7, SS could simply write the new story in the way that they prefer. This would be better if there is less time available.
- See also *You Are The Course Book 2: In Practice*<sup>1</sup>, pp.193-194, 224, 389, 419.

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<sup>1</sup> Purland, Matt. *You Are The Course Book 2: In Practice*. Ostróda: English Banana.com, 2013. Hardback. Available for free download: <https://purlandtraining.com/>

## FREE PRACTICE

### Improvisation Games

*Note: this is a short collection of games to give an example of the kind of thing that you could use during free practice sessions and warmers. T should add their own games and ask SS to suggest their favourites too.*

How can we improvise?

- Say yes! Be open – accept – do not block. Take another person's idea and modify/develop it; don't reject it
- Practise often; the more you practise something the easier it becomes and the better you become

#### The Boring Guest:

SS work in pairs. One describes a boring activity for as long as they can while the other tries to make them laugh. When they laugh, they have lost. Then SS change roles.

Variation: One describes a boring activity in minute detail, e.g. doing the washing up, and the other has to act it out.

#### Just a Minute:

One SS has to speak for 60 seconds (or 20, 30, 40...) about a given topic without hesitation, repetition, or deviation. Based upon the popular BBC Radio 4 quiz programme.

#### Group Story:

SS sit in a circle. One SS says a word and the next continues the sentence with another word. The sentence continues to be built as SS give one word each. When it comes to a natural end, a SS can say "Full stop!" The next sentence is built in the same way, and so on. Variation: SS build a story by suggesting one sentence at a time, until the story concludes. To make it more difficult, SS could agree to include various words and phrases that T elicits before the activity begins, e.g. a place name, a person's name, an object, a time of day, etc.

#### Positive or Negative:

SS work in pairs. One SS is always positive and makes suggestions (e.g. where to go, what to do, what to wear, who to invite... etc.), while the other is always negative and rejects each one, giving different reasons. Variation: one SS tries to sell things to the other SS, who always rejects the sales pitch, giving different reasons.

#### Mime the Description:

One SS describes a film, book, story, place, person, picture etc. and the other SS – or group of SS – have to mime whatever they say. Variation: whoever is miming has to do it blindfolded!

#### Draw the Description:

One SS describes a film, book, story, place, person, picture etc. and the other SS – or group of SS – have to draw whatever they say on the board or in their notebooks. Variation: whoever is drawing has to do it blindfolded!

### Yes or No Replies:

SS work in pairs. One interviews the other. Whatever the first SS says, the other must reply 'Yes'. Variation: the other must reply 'No.' This can be very funny, with the SS who is interviewing asking increasingly outlandish questions, while the other has to reply "Yes" or "No".

### What am I?

One SS pretends to be an item, object, place, colour, etc. (linked to a topic) and the others ask yes/no questions to find out what they are. The SS can only answer yes or no. When somebody guesses correctly, a different SS tries.

### What's my Problem?

One SS has a problem and the others ask yes/no questions to find out what it is. The SS can only answer yes or no. When somebody guesses correctly, a different SS tries. 'Problem' could be 'job', 'hobby', 'mood', 'nationality', etc.

### Random Sentence Starters

SS work in pairs. They choose a few random sentence starters from p.124 each (e.g. 6-8), then work together to create a dialogue by putting one of their sentence starters at the beginning of each of their sentences.

### Let's... Yes, and then let's...!

SS sit in a circle. One starts by saying: "Let's..." the next continues with, "Yes, and then let's..." the third continues with, "Good idea, and then let's..." and so on. SS continue for as long as they can, making suggestions, accepting them, then making new suggestions. This is really the basis of improvisation: acceptance-suggestion-acceptance-suggestion... without anyone blocking.

From: Salinsky, Tom, and Frances-White, Deborah. *The Improv Handbook*. London: Continuum International Publishing Group, 2008. Paperback. p.59

### What's Just Happened?

An improvisation game. One SS walks into a room in a particular state and the others have to guess what has happened, e.g. they have won the lottery, damaged T's car, fallen in love, been in a fight, etc. (present perfect focus). SS could be given their situation by T (pp.126-127) or another SS, or, preferably, think of it themselves. The other SS ask yes/no questions to find out the details of what has happened. The SS who walked in has to improvise the backstory and say what happened, while the other SS react. Variation: a SS walks into the room and says, "I've just made an important decision to..." e.g. quit my job, get married, become a monk, etc. Other SS have to guess the decision, then ask questions, and generally react to the situation. Variation: T challenges SS to turn a positive situation into a negative one, and vice versa. For example, if the situation is "I've just won the lottery", SS could have to say why this is negative for them, while the others try to congratulate them.

SS could also use the cards to discuss life experience with present perfect, e.g. with the question "Have you ever?" followed by each situation. To make it more improvisational, SS could imagine a character (or famous/fictional person) and answer as that character or person.

### I've Got a Secret:

One SS leaves the room, and the other SS think of a secret for them; when the SS returns, he or she has to guess it by asking questions; the others give clues. The others may only be allowed to answer yes or no, or may prefer to give cryptic answers to make it harder for the SS to guess.

### Describe then Accept Changes:

One SS describes the appearance of something in detail from memory, e.g. a room in their house, their car, a person, etc.; then others can ask questions and introduce fictional details, which the first SS has to accept and incorporate into the description, e.g.

Student A: "In my bedroom there's a table next to the door."  
Student B: [Making it up] "There's a green lamp on the table, isn't there?"  
Student A: "Er, yes, there is! I bought it when I went travelling in Italy..."

...and so on.

### Straight Face:

Tell a joke or a funny story while keeping a straight face. If you laugh, it is somebody else's turn.

### Feelings and Emotions Picture Cards:

Use the Feelings and Emotions Picture Cards and activities (from p.132) to improvise dialogues, stories, and situations. Or, do the same activities with pictures of people that you have collected from newspapers, magazines, and catalogues – or from SS's photographs of their friends and family.

### Mood and/or Character Dialogue

Practise reading a dialogue in different moods, e.g. happy, sad, angry, surprised, and so on, then continue the conversation. SS could use the Mood Cards on p.128 for inspiration, and combine them with the Character Cards on p.129.

### Good News and Bad News

SS work in pairs. One is the optimist and the other the pessimist. The optimist states: "The good news is..." along with some good news, while the pessimist thinks of something negative to say which is related to the good news: "But the bad news is..." and so on. For example:

Student A: The good news is that I'm going on holiday tomorrow.  
Student B: The bad news is that it is going to rain tomorrow.  
Student A: The good news is that I've just bought a new umbrella...

...and so on.

SS continue for as long as they can, then change roles. The news could be related to a topic or to their lives, or to random topics.

### Story Arc:

Students have to complete each line (in turn) to complete the story arc:

1. Once upon a time there was...
2. And every day...
3. Until one day...
4. And because of that... (repeat lines 2-4 as necessary)
5. Until finally...
6. And ever since then...

From: Salinsky, Tom, and Frances-White, Deborah. The Improv Handbook (as above).

## FREE PRACTICE

### Team Building Games

*Note: this is a short collection of games to give an example of the kind of thing that you could use during free practice sessions and warmers. T should add their own games and ask SS to suggest their favourites too.*

#### Random Way of Choosing Teams:

LISTENING

T asks SS to line up in order of their... height, age, shoe size, first initial, second initial of their street/pet/sister's name/favourite TV programme, etc. Then T gives each person a number, from left to right, or right to left, e.g. 1, 2, 3, 4, 1, 2, 3, 4 – if 4 teams are required. Then all the 1's work together, as do all the 2's, 3's, and 4's.

#### Creative Vocabulary:

ACTION, CREATIVITY

SS work in teams to create the best model of a vocabulary word out of:

- modelling clay
- balloons
- maize snacks / breakfast cereal
- recyclable material
- old newspapers / magazines
- other handy material

#### Wrong Stress, Wrong Sounds

PRONUNCIATION, LISTENING

SS read a sentence aloud and stress all the wrong syllables, then read it correctly. Or, SS read a sentence aloud and have the right stressed syllables, but the wrong vowel sounds on the stresses. How easy is it to understand? Use this activity to demonstrate the vital importance of SS having both the correct stressed syllable in a word and the correct vowel sound on that syllable.

#### Drama:

CREATIVITY, VOCABULARY, GRAMMAR

SS create and present a performance piece based on the topic and/or vocabulary that they have been studying. This could be in any of the following forms – or something else:

- Role play
- Dialogue
- Make a musical
- Puppet work
- Mime
- Dance

...and so on.

### Multiple Choice Quiz:

LISTENING, ACTION

A quiz where there are four possible answers – a, b, c, and d. SS have to stand in the middle of the room, then run to a corner – marked a, b, c, or d – to show their answer. If they are wrong, they leave the game and the remaining SS continue without them, until there is one winner.

### Simon Says:

LISTENING

A party game that works well with English students as a way of practising listening to and understanding commands. Say a number of simple commands, such as, “Put your hands on your head”, “Stand on one leg” or “Start humming”, and the students have to do what you say – but only if you have prefaced the command with “Simon says...” If you do not say “Simon says...” and the student follows the command, that student is out, and the game resumes until there is a winner. This is a fun game that SS can lead too.

### Party Invitations:

LISTENING

The whole class sits in a circle. Tell them that it is your birthday next week and that you’re planning a birthday party. They are all invited... but on one condition. They must bring you a present, and it must be something that you really want. Each student in turn tells you what he or she will bring to give you on your birthday. You will tell them either that they can come, or that they are not invited. This depends on what they offer to bring you. The item they are going to bring must begin with the same letter as your first name. If it does, they can come; if it does not, they cannot. For example, if your name is Lucy and they offer to bring “a lemon” as a present, they will be welcome. If they offer to bring “a bottle of wine”, they will be given short shrift! This game is hilarious, as some students will twig onto your ‘unspoken rule’ early on, while some will not get it at all, however obvious you make it!

### Whispering Trees:

LISTENING

Get the students standing in a line. Stand at one end and whisper a short phrase or sentence in the ear of the student next to you. For example, you could say, “My dad once met Brad Pitt in a bus queue in Dover.” Each student repeats the phrase to their neighbour until you get to the end of the line, when the last student tells the class the sentence they heard, and you can reveal what the original sentence was. A good game for practising listening skills.

### What’s Going On...?

LISTENING

Probably better for an intermediate or advanced class, this one. Prepare twenty questions, based on what is happening in the news (be it local, national or world news). You could include spelling questions too, and questions about different members of the class, for example, “Which country does Louisa come from?” Split the class into two teams and you are ready to play. Give five points for a correct answer and bonus points at your discretion for any extra information that the students give in their answers. If the first team does not know the answer, hand it over to a different team for a bonus point.



### My Butler Went To Meadowhall:

SPEAKING & LISTENING, MEMORY

The title refers to Meadowhall shopping centre near Sheffield. The game is really just a version of My Grandmother Went To Market. Students sit in a circle, away from desks and paper, and so on. Tell the students that you teach because you love it and do not need the money as you are actually rather well off. In fact, you have a butler who goes to Meadowhall every Friday to go shopping for you, and he buys you many different things. This week, however, you cannot decide what to buy, so you are asking the students to help you. You are going to make a list. Start with saying, "My butler is going to Meadowhall on Friday and will buy me..." (Think of any item that you can buy in a shop.) The next person has to say, "Your butler is going to Meadowhall on Friday and will buy you..." whatever you said, plus an item of their own. The list goes around the circle until the last person has to remember the whole list of items. Students usually give prompts if their fellow students are struggling. A good vocabulary game, as well as being fun and a test of the memory. Plus they get a laugh thinking about your (imaginary – unless you really have one...?) butler.

### What's In The Bag...?

SPEAKING & LISTENING

Have a 'lucky dip' style bag, or box, which you can use from time to time for this quick activity that draws the class together in mutual curiosity. Put something different in the bag (or box) each time, for example, a paper clip, or an orange. Students take it in turns to feel inside the bag (or box) – without looking – and then describe what the object feels like and what they think it is. This activity can easily be handed over to the students for them to facilitate among themselves, even using items that they have brought in from home.

### Board Game Boffins:

SPEAKING & LISTENING, PROJECT

As a project, get the students working in pairs or small groups to design a new board game. They have to form a games 'company', and then plan the concept and design of their game. After that, they have to make a working prototype, which they test out, and which is then tested along with all the other ideas in a games tournament. Each company has to explain the reasons behind the design choices that they made in constructing their game. The students then all vote for their favourite games in categories such as: 'Most playable game', 'Game most likely to make a \$million', 'Best design and construction', and so on. (You could use the board game template on p.125 as a starting point, or SS could start from scratch and perhaps be inspired by their own favourite board game.)

### Our Living Photo Album:

SPEAKING & LISTENING, PROJECT

Ask each student to bring in a few photographs of things that are important to them, that you can keep to put into a class photo album. Give them time to prepare a two-minute talk about their photograph(s), which could be, for example, of a place, or a family member or an event that has touched their life. Then sit in a circle with all the students and your 'living photo album' will come to life, as each student in turn explains why their photo is important or memorable to them. You could make a display with the pictures, or literally fill an album with them that everyone can enjoy looking at. Explain that you will give the photos back at the end of the course (or even at the end of the week). This is a good activity to help a relatively new group of SS get to know one another.

### What Time Is It On...?

SCAN READING, LISTENING, ACTION

A good one for testing telling the time, and as a general reading comprehension using realia. Select a page from the Radio Times, or any English language TV guide (or print out a page from a listings website) and photocopy it so that each student has a copy. Split the group into two teams and ask them questions based on the programme information given in the TV guide. For example, you could ask, "What time is x on?", and "What time does x

finish?”, before moving on to more complex reading comprehension questions such as, “Who stars in *x*?” Get the students to nominate a ‘runner’ from their team who runs and writes the answers on the board. You can even get them drawing clock faces as an answer, or writing the answer using the twenty-four hour clock.

### Ace Anagrams:

VOCABULARY

Students at all levels enjoy puzzling over this game. It is also a good way to get them looking in their dictionaries. Your students suggest nine letters at random, either vowel or consonant, which you write on the board. In small groups, students have five minutes to come up with as many real English words as they can from the original nine letters. The team with the most words spelt correctly gets 10 points, and the next round begins with a new set of nine letters.

### Hangman:

VOCABULARY, LISTENING

This is another good letters-based game. It is good because students can get up and lead this one just as well as the teacher. It’s also good because it’s quick and can pull students together for a quick bit of group work just before going home. Think of a word or phrase and draw a number of dashes on the board that corresponds to the number of letters. The other students suggest one letter at a time. If they are correct you have to fill in the letter on the board in its correct place. If they are incorrect you draw part of the hangman shape (see below). Students can take a guess if they know the word. The person who guesses correctly steps up to the board to think of a word for the next round.

### Ten Things:

VOCABULARY, ACTION

Get your students to leave the building and go out in small groups or pairs with the task of writing down ‘Ten things you can see at...’ various places near to your school or college. For example, they could write down ten things they see at... the leisure centre, the shopping centre, the sports stadium, the post office, the doctor’s, the bus station, the railway station, the market, the funfair, and so on. Ask them to make sure that their spellings are correct before coming back to you with their list(s). Of course, you could always make it ‘Fifty things you can see at...’ if your group are particularly gifted – or if you just want to get rid of them for the whole lesson...! When they come back, discuss together what each group has found.

### What Is It...?

VOCABULARY, ACTION

Put the class into teams. Take one student from each team out of the room, give them each a whiteboard pen (or chalk stick, or marker, etc.) and give them the name of a book, TV show, film, or famous person. They have to run back into the room and draw clues on the board, while the other students try to guess what it is. The SS who are drawing are not allowed to write any words or to talk. The game can be played just as well using vocab sets such as, furniture, food and drink, animals, and so on.

### What Am I...?

VOCABULARY, ACTION

For this game, you will need to put a sticker on the back of each student, with a noun written on it, for example, apple, chair, Wednesday, bathroom, or bottle of tomato ketchup. The students have to mingle with one another and ask questions to find out “What am I...?” Students can only reply with either “Yes” or “No”. Once they have found out what they are, they report to you and tell you what they are and what questions they had to ask in order

to work it out. They could then go and write down the different questions. You could also use specific vocabulary sets linked to a topic or syllabus. This is a great game for practising making questions and to get students talking.

#### Dead Heat:

##### ACTION

The class needs to be in groups of around eight people. Lay out a finish line at one end of the classroom with no desks or chairs in the way. The students stand in a line, as if about to start a race. On your signal, they either run or walk towards the finishing line. However, all of the students must cross the line at exactly the same time. This is a fun and energetic warmer that encourages students to talk to one another – particularly when they keep getting it wrong! If you give your teams several attempts at this, they should get it in the end.

#### Get A Move On:

##### ACTION

Split the class into two teams. Set a starting line and a finishing line. This is a slow-walking race, where both teams are competing to be the last to cross the finishing line. The only proviso is that everyone in the race must keep moving forward at all times. It's also good fun played with individuals in heats, building up to quarterfinals, semi-finals and a grand finale.

#### Something's Different:

##### ACTION

Get the whole class together. Ask one of them to leave the room, then get the remaining students to change a fixed number of things in the classroom (e.g. 6-8). For example, you could put a chair on a table, or get two students to swap jumpers, or anything – as long as it is not too subtle. Then bring the student back in and get them to guess what changes you have made.

## Related Material

# You Are The Course Book

How to get 3 hours + of English teaching material from one 4-minute song! (Oct '13)

You can prepare great lessons – you don't need a course book. Let's get 3 hours + of material out of one four-minute song!

## Preparation:

- Find a song that you want to use
  - students could choose it
  - something you and the students are interested in
  - something suitable, with interesting lyrics, not just "Yeah, Yeah...!"
  - a song with a story would be great
- Get the lyrics and choose the target vocabulary
- Create a gap-fill activity with the lyrics minus target vocabulary
- Mark sentences with sentence stress for Pronunciation stage, and prepare sentences in Clear Alphabet
- Decide what themes you can see in the text; choose some matching idioms

## My Example:

- I used the song "Gold Can Turn To Sand" (3:24) from *Kristina: the Musical (At Carnegie Hall)*
- Level: Intermediate – Upper Intermediate
- Target vocab (20 items): brother, one another, springtime, beside, guide, godforsaken, shared, mad, believed, company, desert, foolish, desperate, to will sb along, rest, grave, poisoned, fell, eyes, watch
- Idioms of fortune and risk:
  - for luck to run out
  - good luck!
  - to take a risk
  - to seek your fortune
  - fortune favours the brave
  - to strike gold
  - all that glitters is not gold
  - to risk life and limb

... and so on

## Lesson Plan:

- Follow the outline below, using your song as the text; you don't have to do every stage
- Timings are approximate. Of course you can spend longer or shorter time with any of the sections. My example is for two 90-minute lessons, which could be on separate days

### Lesson 1 (90 mins):

#### Warmer (00)

- Discuss the general topic: taking risks; following your dreams; dangers of greed

#### Vocabulary (10)

- Target vocab (gap-fill words; new words; stress & vowel sounds; rhyming words; song structure); try to predict the story from the target vocab

#### Text (Real) (25)

- Read the text once; check any more new vocab; try to predict missing words; listen once; check answers with a partner; listen again; check answers

#### Grammar Point (55)

- Focus on past simple to recount an event; include past continuous and/or past perfect

#### Verb Forms Revision (70)

- 8 questions: WHO, WHERE, WHAT, WERE, WHEN, HOW, HOW OLD, DID

# You Are The Course Book

How to get 3 hours + of English teaching material from one 4-minute song! (Oct '13)

## Lesson 2 (90 mins):

### Warmer (00)

- Act out the story of the song in mime (without speaking!)
- Or, act out the story of the song with only one of the gap-fill words, e.g. "Guide... guide... guide..." (using different intonation and mime to convey the story)

### Pronunciation (15)

- Sentence stress; study one or more sentences from the lyrics – identify content words, stressed syllables, and stressed vowel sounds; notice different stress (rhythm) because it's a song; notice more deliberate phrasing and clear SP accent; watch a performance of the song in its original language – Swedish. Note that both English and Swedish are stress-timed languages. What similarities and differences do you notice?
- Connected speech; SS identify passages written phonetically in Clear Alphabet; listen to the audio normal speed, then slowed down; discuss what happens and why (note: sound connections, especially cv which means consonant moves forward):
  - hi man Mee (him and me)
  - Dreem so Fgeu twer Grand (dreams of gold were grand)
  - hii Sheir din mai Dreem (he shared in my dream)
  - wi w Foo li shan dun Weir rii (we were foolish and unwary)
  - i n Leun lii Greiv (in a lonely grave)
  - fro m Wel (from a well) ... *and so on*

### Free Practice (50)

- SS identify the main points of the story
- SS role play the story as the main characters
- Introduce (and/or elicit if possible) idioms of risk; identify the literal meaning of each; SS note new idioms
- SS role play a story of when they have had to take a risk; use all the idioms

### Writing (Homework)

- SS write up one of their role plays (or both) as a dialogue or story; focus on using past verb forms
- Or, write the last will and testament of one of the main characters (both die!)
- SS find more idioms on the topic of risk and fortune, then write a text (e.g. an informal email) including all of them; write the text again using literal English instead of idioms; what's the difference?

### Further Study

- SS research the period described in the song: 1850s Gold Rush in California; then present their findings or create a multimedia account, e.g. imagining they are involved and recording their experiences with audio/video/photography/theatre, etc.

# You Are The Course Book

## Clear Alphabet – 48 Phonemes (Individual Sounds)

23 vowel sounds: **8 short** **5 long** **10 diphthongs** | 25 consonant sounds: **15 voiced** **10 unvoiced**

Each phoneme always has the same written identifier (ID). Letters not used from the old alphabet: c, q, x. When pronounced on their own, all consonant sounds (including unvoiced) are followed by a schwa sound, e.g. 7. buh. This is called an **embedded schwa sound**. Hear the sounds: <http://tinyurl.com/nea-sounds>


No.	Phonemic ID	Old IPA Symbol	Old Spelling	New Spelling	Type
1.	a	/æ/	bat	Bat	v / s
2.	ai	/aɪ/	time	Taim	d
3.	aiy	/aɪə/	hire	Haiy	d
4.	ar	/ɑː/	star	Star	v / l
5.	au	/aʊ/	cow	Kau	d
6.	auw	/aʊə/	power	Pauw	d
7.	b	/b/	bag	Bag	c / v
8.	ch	/tʃ/	cheese	Cheez	c / u
9.	d	/d/	dice	Dais	c / v
10.	e	/e/	leg	Leg	v / s
11.	ee	/iː/	three	Ttree	v / l
12.	ei	/eɪ/	plane	Plein	d
13.	eir	/eə/	pear	Peir	d
14.	er	/ɜː/	shirt	Shert	v / l
15.	eu	/əʊ/	home	Heum	d
16.	f	/f/	frog	Frog	c / u
17.	g	/g/	glass	Glars	c / v
18.	h	/h/	head	Hed	c / u
19.	hh	/x/	loch	Lohh	c / u
20.	i	/ɪ/	dish	Dish	v / s
21.	ii	/iː/	happy	Ha pii	v / s
22.	iy	/ɪə/	here	Hiy	d
23.	j	/dʒ/	jam	Jam	c / v
24.	k	/k/	kit	Kit	c / u
25.	l	/l/	lake	Leik	c / v
26.	m	/m/	music	Myoo zik	c / v
27.	n	/n/	nurse	Ners	c / v
28.	ng	/ŋ/	ring	Ring	c / v
29.	o	/ɒ/	sock	Sok	v / s
30.	oo	/uː/	shoot	Shoot	v / l
31.	or	/ɔː/	ball	Borl	v / l
32.	oy	/ɔɪ/	toy	Toy	d
33.	p	/p/	pig	Pig	c / u
34.	r	/r/	road	Reud	c / v
35.	s	/s/	snow	Sneu	c / u
36.	sh	/ʃ/	shop	Shop	c / u
37.	t	/t/	taxi	Ta ksii	c / u
38.	th	/ð/	brother	Bru th	c / v
39.	tt	/θ/	thousand	Ttau znd	c / u
40.	u	/ʌ/	cup	Kup	v / s
41.	uh	/ə/	arrive	uh Raiv	v / s
42.	uu	/u/	pull	Puul	v / s
43.	uuw	/uə/	pure	Pyuuw	d
44.	v	/v/	van	Van	c / v
45.	w	/w/	week	Week	c / v
46.	y	/j/	yoghurt	Yo gt	c / v
47.	z	/z/	zip	Zip	c / v
48.	zz	/ʒ/	revision	r Vi zzn	c / v
	—	/ʀ/	football	Fuu_ borl	

Key – v = vowel sound: s = short l = long d = diphthong | c = consonant sound: v = voiced u = unvoiced

# You Are The Course Book

## Discussion Words – Blank Template (40 Words)

Topic: \_\_\_\_\_




1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.
33.	34.	35.	36.
37.	38.	39.	40.



# You Are The Course Book

Discussion Words – Blank Template (20 Words)

Topic: \_\_\_\_\_



1.	2.
3.	4.
5.	6.
7.	8.
9.	10.
11.	12.
13.	14.
15.	16.
17.	18.
19.	20.

1. Think of a topic you are interested in: \_\_\_\_\_

2. Write six interesting and random words connected with this topic:


3. Underline the stressed syllable in each and write the stressed vowel sound using Clear Alphabet.

4. Think of a word that collocates with each word to make a phrase, adding other words if necessary (e.g. articles, prepositions). Write six phrases:


5. Choose a verb form: \_\_\_\_\_. What time is it? \_\_\_\_\_. What is the auxiliary verb? \_\_\_\_\_. Write one sentence in that form using a collocation:

--

6. Correct your sentence (e.g. check articles, verb forms), then extend them, if possible, using conjunctions and relative clause words, and improve vocabulary using higher-level words (e.g. synonyms, adjectives). Write the improved sentence below:

--

7. Underline the stressed syllables and write the stressed vowel sounds using CA (the sound spine).

8. Draw vertical lines to divide each sentence into syllables; then write the sound connections between each pair of syllables. Show how to make either vc or friendly connections.

9. Translate your sentence into Clear Alphabet. Practise saying it out loud. 10. Check your work carefully before giving it to your teacher.

--

# You Are The Course Book

## Discussion Questions – Sample Question Sets



### Sample Question Set 1:

1. What is your favourite / least favourite...? Why?
2. What are the advantages / disadvantages of...?
3. Describe... / Imagine I'm an alien who knows nothing about life on Earth. Describe something... / Describe an everyday activity in detail, e.g. brushing your teeth or tying your shoelaces.
4. Have you ever...? (experience)
5. How would you feel if...?
6. Will it ever be possible to / that...? Tell me more. If no, why not?
7. How many different ways can you think of to...?
8. Can you... (ability)? When did you first...? How did you start...? Why do you...?



### Sample Question Set 2:

1. Do you believe that it is right to / that...? (ethical issue) Why? / Why not?
2. Rank (e.g. 10 things)... in order of preference / importance / etc.
3. Describe a typical day for...
4. When did you last...? (experience) Why... What... How... When...? etc.
5. What would life be like without...? Could you live (in a world) without...? How would life be different if...? What would you do... if you no longer had...? / ...if there were no more...?
6. What five words come to mind when you hear the word *x*? Tell me more.
7. Tell me about a time when...
8. Invent your own... (e.g. sport, car, clothes, dessert, TV channel, etc.) Consider the following elements...



# You Are The Course Book

## General Statements on English Spelling and Vowel Sounds

*Below are some general statements that are often true regarding English spelling and vowel sounds. They are not strict rules, but you can often count on them.*

*Take any word set and focus on the vowel sound in each word and how it is spelled. Discuss which statements apply to which words and match the cards with the statement. Say why the exceptions are different, and then put the words in each group into sound or spelling subgroups.*

**For each statement, try to learn the possible spelling/sound combinations.**

1. Short vowel sounds are written with one vowel letter. These words are often phonetic.  
*In words of more than one syllable: the vowel letter will represent a short vowel sound when followed by two or more consonant letters.*

2. Long vowel sounds are written with an **r** in the spelling.

3. You can tell a word has a long vowel sound by the presence of two vowel letters which are the same: **ee** or **oo**.

4. Long vowel sounds are written with two different vowel letters (a vowel digraph).

5. When you see vowel + consonant + **e** the vowel will say its alphabet name.  
*In words of more than one syllable: this can apply with other vowel letters too, not only e.*

6. Diphthongs are written with an **r** in the spelling.

7. Diphthongs are written with two different vowel letters (a vowel digraph).

8. Other consonant letters like **w**, **y**, and **gh** count as part of long vowel sounds or diphthongs in spellings, rather than consonant sounds; other consonant letters can occur as silent letters, e.g. **b** in "debt".

Exceptions:  
Say why they don't fit into any category.

# You Are The Course Book

## General Statements on English Stress

*In English, every content word has one strong-stressed syllable. We stress the vowel sound in that syllable. Function words are not stressed, apart from pronouns at the end of a clause (I know **him**.) or in intonation (He **is** helpful.)*

**Generally, a word is stressed on the nearest strong syllable to the end.** A strong syllable is one with a long vowel sound (e.g. ar, ee), a diphthong (e.g. ai, ei), or a short vowel sound (not a schwa) plus consonant (e.g. in one-syllable words: big, hat). A weak syllable has the pattern: v (vowel) or cv (consonant-vowel) or cvc (with a schwa).

*Take any word set and find the stressed syllable in each word. Discuss which statements apply to which words and match the cards with the statements; then put the words into groups according to the spelling and sounds statements.*

A. The final syllable is strong: often in two-syllable verbs (**avoid**, **receive**) and when the suffix is stressed (**engineer**, **Chinese**). One-syllable content words are stressed on the whole word (**buy**, **cow**).

B. The penultimate (next to final) syllable is strong: often in words with suffixes, which are not usually stressed (**plumber**, **information**).

C. The antepenultimate (next to penultimate) is strong: if the final and penultimate are both weak (**cinema**, **emergency**). If this syllable is also weak, we have to keep moving back until we find a strong syllable.

*Here are some notable exceptions:*

D. Compound nouns are stressed on the first part: (**bookshop**; **popcorn**).

E. Both parts of phrasal verbs are stressed: (**wake up**, **put on**).

F. Acronyms are stressed on the final syllable: (**BBC**, **DVD**).

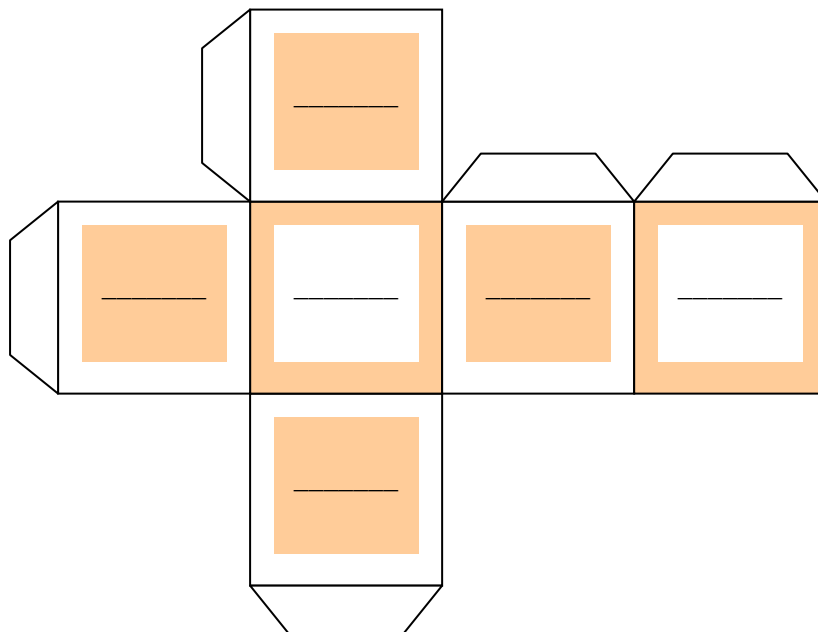
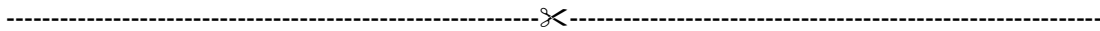
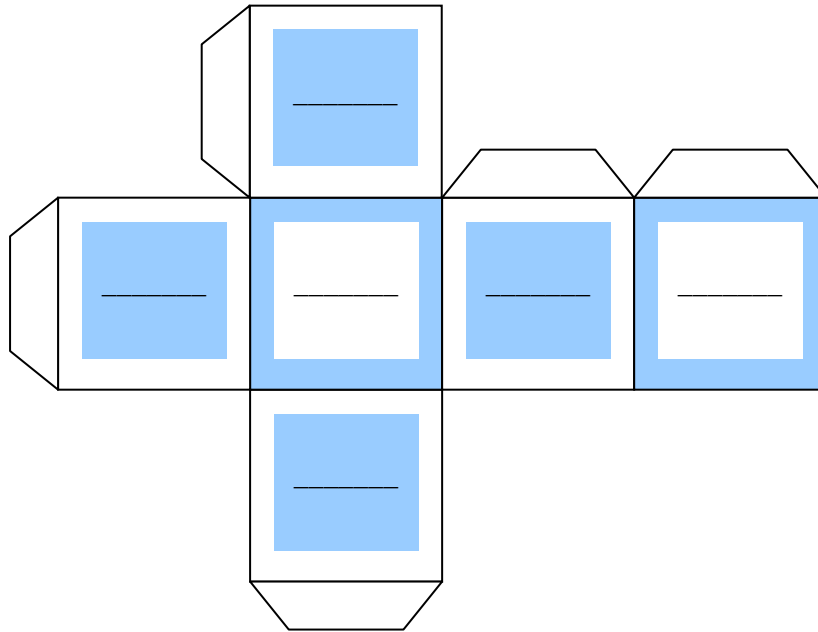
G. A small group of words (homographs) are spelled the same but have different stress depending on the type of word: **record** (noun), **record** (verb); **produce** (noun), **produce** (verb).

Exceptions:

Say why they don't fit into any category: (**hero**, **reptile**).

# You Are The Course Book

Make Your Own Dice



# You Are The Course Book

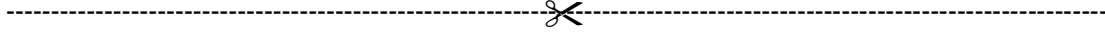
## Bingo Statements

1. This word is a place.
2. This word has seven or more letters.
3. This word has an adjective form.
4. This word is a concrete noun.
5. This word has four or more vowels in its spelling.
6. This word ends with a vowel sound.
7. This word has a verb form.
8. This word has three or more syllables.
9. This word has four or fewer letters.
10. This word has three or fewer consonants in its spelling.
11. This word has the strong stress on its first syllable.
12. This word does not contain any vowel clusters.
13. This word contains the letter 'k'.
14. This word begins with a consonant sound.
15. This word has three or fewer sounds.
16. This word is an abstract noun.
17. This word begins with a consonant sound.
18. This word is an object.
19. This word has one or two syllables.
20. This word has five or more sounds.
21. This word begins with a vowel sound.
22. This word has the strong stress on its fourth syllable.
23. This word begins with a vowel sound.
24. This word does not contain any double letters.
25. This word has only one vowel in the spelling.
26. This word does not contain the letter 'a'.
27. This word has six or more consonants in its spelling.
28. This word does not contain the schwa sound: uh
29. This word comes before 'milk' in the dictionary.
30. This word has a regular plural form.
31. This word has an irregular plural form.
32. This word contains the letter 'l'.
33. This word does not contain any consonant clusters.
34. This word contains double letters.
35. This word has the strong stress on its third syllable.
36. This word does not contain the letter 't'.
37. This word comes after 'milk' in the dictionary.
38. This word is a person.
39. This word contains a suffix.
40. This word is a countable noun
41. This word has the strong stress on its second syllable.
42. This word contains the schwa sound: uh
43. This word is an uncountable noun.
44. There is a smaller word hidden within this word.
45. This word ends with a consonant sound.

# You Are The Course Book

## Blank Bingo Cards

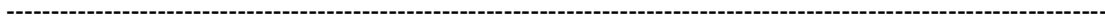
*SS choose 12 words and write them in the spaces on their card:*



BINGO!




BINGO!

BINGO!




# You Are The Course Book

## Big Word Game Question List – Mixed

No.	Question Category:	Question:
1.	WORD	Say any word that comes before this word and after it in the dictionary.
2.	ASSOCIATION	Tell me a person that you associate with this word.
3.	COLLOCATION	Tell me an adjective that can go before this word.
4.	SOUNDS	Say only the consonant sounds in this word.
5.	PRONUNCIATION	Does this word have any silent letters? If yes, what are they?
6.	SOUNDS	Tell me a word that rhymes with this word, or that sounds similar.
7.	COLLOCATION	Tell me a verb that can go before this word.
8.	MEANING	Describe this word using exactly one / two / three (etc.) words.
9.	DRAWING	Draw the shape of this word.
10.	SPELLING	Are there more than four letters in this word?
11.	WORD	Does this word have an adjective form?
12.	SYLLABLES	How many syllables does this word have?
13.	MEANING	Tell me a word or a phrase that means the same as this word.
14.	ASSOCIATION	Tell me a place that you associate with this word.
15.	SOUNDS	How many individual sounds does this word have?
16.	WORD	Does it have a colour? If yes, what colour is it usually?
17.	MEANING	Could I buy this thing? If yes, where could I buy it? How much would it cost?
18.	SOUNDS	Say only the vowel sounds in this word.
19.	SPELLING	How many vowels are there in the spelling of this word?
20.	DRAWING	Draw this word with your eyes closed.
21.	SOUNDS	Tell me the first / second / third (etc.) sound in this word.
22.	ASSOCIATION	Tell me an object that you associate with this word.
23.	SOUNDS	What is the vowel sound on the stressed syllable in this word?
24.	WORD	Does this word contain a suffix? If yes, what is it?
25.	SOUNDS	What kind of sound does this word begin with and end with – vowel or consonant?
26.	SPELLING	What is the second letter of this word?
27.	MEANING	Is this word a person, place, or thing?
28.	SYLLABLES	Which syllable is stressed in this word?
29.	SPELLING	How many vowel clusters does this word contain?
30.	SOUNDS	Does this word contain a weak stress schwa sound? uh
31.	DRAWING	Your partner has to draw this word from your instructions.
32.	SPELLING	How many consonant clusters does this word contain?
33.	WORD	Is it a phrase or a word?
34.	ASSOCIATION	What's the first thing you think of when you hear or see this word?
35.	DRAWING	Draw a picture of this word without lifting your pen from the paper.
36.	SPELLING	Does the spelling of this word contain any double letters?
37.	WORD	Is this word a countable or uncountable noun?
38.	SPELLING	Are there any smaller words hidden within this word?
39.	SPELLING	How many consonants are there in the spelling of this word?
40.	WORD	Is this noun concrete or abstract?
41.	PRONUNCIATION	Say the letters of this word out loud.
42.	QUESTION FORMS	Write a wh- question that includes this word.
43.	WORD	Translate this word into your language. Is there any similarity or link?
44.	PRONUNCIATION	Say this word broken up into its different syllables.
45.	QUESTION FORMS	Write a yes/no question that includes this word.
46.	SPELLING	Write this word using Clear Alphabet.
47.	PRONUNCIATION	Say this word very quickly.
48.	SPELLING	Tell me the plural form of this word.
49.	SPELLING	Say the letters of this word out loud backwards.
50.	PRONUNCIATION	Say this word very slowly.

*Note: questions 1-40 are for the competitive games, whilst questions 41-50 (in grey type) are only for the non-competitive activities. These questions cannot be used during the competitive games because the answers would reveal the identity of the word!*

# You Are The Course Book

## Big Word Game Question List – Categories

Question Category:	Question:
WORD	Say any word that comes before this word and after it in the dictionary.
WORD	Does this word have an adjective form?
WORD	Does it have a colour? If yes, what colour is it usually?
WORD	Does this word contain a suffix? If yes, what is it?
WORD	Is it a phrase or a word?
WORD	Is this word a countable or uncountable noun?
WORD	Is this noun concrete or abstract?
WORD	Translate this word into your language. Is there any similarity or link?
ASSOCIATION	Tell me a person that you associate with this word.
ASSOCIATION	Tell me a place that you associate with this word.
ASSOCIATION	Tell me an object that you associate with this word.
ASSOCIATION	What is the first thing you think of when you hear or see this word?
COLLOCATION	Tell me an adjective that can go before this word.
COLLOCATION	Tell me a verb that can go before or after this word.
SOUNDS	Say only the consonant sounds in this word.
SOUNDS	Tell me a word that rhymes with this word, or that sounds similar.
SOUNDS	How many individual sounds does this word have?
SOUNDS	Say only the vowel sounds in this word.
SOUNDS	Tell me the first / second / third (etc.) sound in this word.
SOUNDS	What is the vowel sound on the stressed syllable in this word?
SOUNDS	What kind of sound does this word begin with and end with – vowel or consonant?
SOUNDS	Does this word contain a weak stress schwa sound? uh
PRONUNCIATION	Does this word have any silent letters? If yes, what are they?
PRONUNCIATION	Say the letters of this word out loud.
PRONUNCIATION	Say this word broken up into its different syllables.
PRONUNCIATION	Say this word very quickly.
PRONUNCIATION	Say this word very slowly.
MEANING	Describe this word using exactly one / two / three (etc.) words.
MEANING	Tell me a word or a phrase that means the same as this word.
MEANING	Could I buy this thing? If yes, where could I buy it? How much would it cost?
MEANING	Is this word a person, place, or thing?
DRAWING	Draw the shape of this word.
DRAWING	Draw this word with your eyes closed.
DRAWING	Your partner has to draw this word from your instructions.
DRAWING	Draw a picture of this word without lifting your pen from the paper.
SPELLING	Are there more than four letters in this word?
SPELLING	How many vowels are there in the spelling of this word?
SPELLING	What is the second letter of this word?
SPELLING	How many vowel clusters does this word contain?
SPELLING	How many consonant clusters does this word contain?
SPELLING	Does the spelling of this word contain any double letters?
SPELLING	Are there any smaller words hidden within this word?
SPELLING	How many consonants are there in the spelling of this word?
SPELLING	Write this word using Clear Alphabet.
SPELLING	Tell me the plural form of this word.
SPELLING	Say the letters of this word out loud backwards.
SYLLABLES	How many syllables does this word have?
SYLLABLES	Which syllable is stressed in this word?
QUESTION FORMS	Write a wh- question that includes this word.
QUESTION FORMS	Write a yes/no question that includes this word.

*Note: the questions in grey type are only for the non-competitive activities. These questions cannot be used during the competitive games because the answers would reveal the identity of the word!*

# You Are The Course Book

## Useful List of One-Syllable Minimal Pairs

Minimal pairs are words that have the same sounds, apart from one sound. All of the words below have three sounds, so we can group these minimal pairs by: **first sound different**, **middle sound different**, and **final sound different**. SS could try to find more words in each group, or write a sentence containing all three words from a group:

### First Sound Different:

beat / sheet / heat  
bed / read / said / led  
bees / she's / knees  
boat / coat / vote  
book / look / took  
cat / hat / mat / that  
coin / join / loin  
face / race / base  
fan / man / can / van  
feel / kneel / real  
fill / hill / will / till  
food / rude / sued  
foot / put / soot  
fun / run / done  
gate / late / mate  
good / wood / hood  
hard / guard / card  
heard / word / third  
him / gym / limb  
heart / part / chart  
knife / wife / life  
learn / lawn / lone  
made / paid / laid  
moon / noon / soon  
rose / those / foes

### Middle Sound Different:

can / coin / cone  
caught / coat / kite  
cool / kill / coil / coal  
dark / duck / dock  
farm / firm / form  
fat / fit / fight / fate  
gate / get / got  
girl / goal / gale / gill  
heat / hit / hot / hat  
he'll / hill / heel  
leave / live / love  
like / lake / look  
meet / mate / might  
night / not / knit  
neck / knock / Nick  
pet / pit / port / part  
same / seem / sum  
seat / sit / sat / sight  
shirt / shout / sheet  
sing / sang / sung / song  
take / talk / tick / tyke  
tall / towel / tail / tile  
tan / turn / ten / ton  
while / will / wall  
win / wine / one

### Final Sound Different:

bed / bet / bell  
big / bin / bill  
cap / cash / can / cat  
cheap / cheat / cheek  
dog / dock / dot  
fame / fate / fail  
fig / fill / fit  
gain / gape / gaze  
ham / have / hat  
June / juice / jute  
knife / nice / night / nine  
lad / lamb / lap  
lake / late / lame  
made / main / male  
moan / mode / mope  
not / knock / nod  
port / pawed / Paul  
read / reef / reap  
root / rude / roof  
shop / shot / shock  
sword / sauce / sawn  
touch / tongue / ton  
thing / thick / thin  
vote / vogue / vole  
wrote / rode / rogue

## Verb Forms Revision Test

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Verb Form (Tense):	Time:	Auxiliary Verb(s):	Example Sentences:
			+
			-
			?
			<b>/ 5</b>
			+
			-
			?
			<b>/ 5</b>
			+
			-
			?
			<b>/ 5</b>
			+
			-
			?
			<b>/ 5</b>

<b>Total:</b>	<b>/ 20</b>
---------------	-------------

## Verb Forms Revision Test – Sample Answers

Verb Form (Tense):	Time:	Auxiliary Verb(s):	Example Sentences:*
present simple	regular time	do / does	+ I like chips. - I do not like chips. ? Do you like chips?
present continuous	now or future (with time phrase, e.g. “at 8pm”)	am / is / are	+ I am reading a book. - I am not reading a book. ? Are you reading a book?
past simple	finished time in the past, e.g. last week	did	+ I met my friend. - I did not meet my friend. ? Did you meet your friend?
past continuous	finished time in the past, e.g. last week	was / were	+ I was driving for two hours. - I was not driving for two hours. ? Were you driving for two hours?
present perfect	unfinished time, e.g. this week	have / has	+ I have finished my breakfast. - I have not finished my breakfast. ? Have you finished your breakfast?
present perfect continuous	unfinished time, e.g. this week	have / has + been	+ I have been playing football. - I have not been playing football. ? Have you been playing football?
past perfect	time before another past action	had	+ I had been to Italy before. - I had not been to Italy before. ? Had you been to Italy before?
modal forms	various times	modal auxiliary verbs	+ I can swim. - I cannot swim. ? Can you swim?
future with ‘will’	immediate future or predicted future	will	+ I will pay for lunch. - I will not pay for lunch. ? Will you pay for lunch?
future with ‘going to’	planned future	am / is / are + going to	+ I am going to join a gym. - I am not going to join a gym. ? Are you going to join a gym?

\*Contractions are also acceptable, e.g. ‘I don’t like chips’, ‘I’m reading a book’, ‘I’ve finished my breakfast’, etc.

# You Are The Course Book

## Class Survey Template

Survey Question: \_\_\_\_\_

Write the different options along the top row and the names of the people you ask down the left-hand column.

Put a tick ( ✓ ) or a cross ( ✗ ) for each reply, or write the answer:

Options → Names ↓								

# You Are The Course Book

Obviousness Card Game

✂

WHAT DOES [...] MEAN?	DESCRIBE [...]	AND...
TELL ME MORE ABOUT [...]	WHY?	SO...?
FOR EXAMPLE...	RETURN TO THE TOPIC	CHANGE TOPIC

What does [...] mean?

Why?

Describe [...]

So...?

And...

For example...

Tell me more about [...]

Return to the topic

Change topic

# You Are The Course Book

## Random Sentence Starters

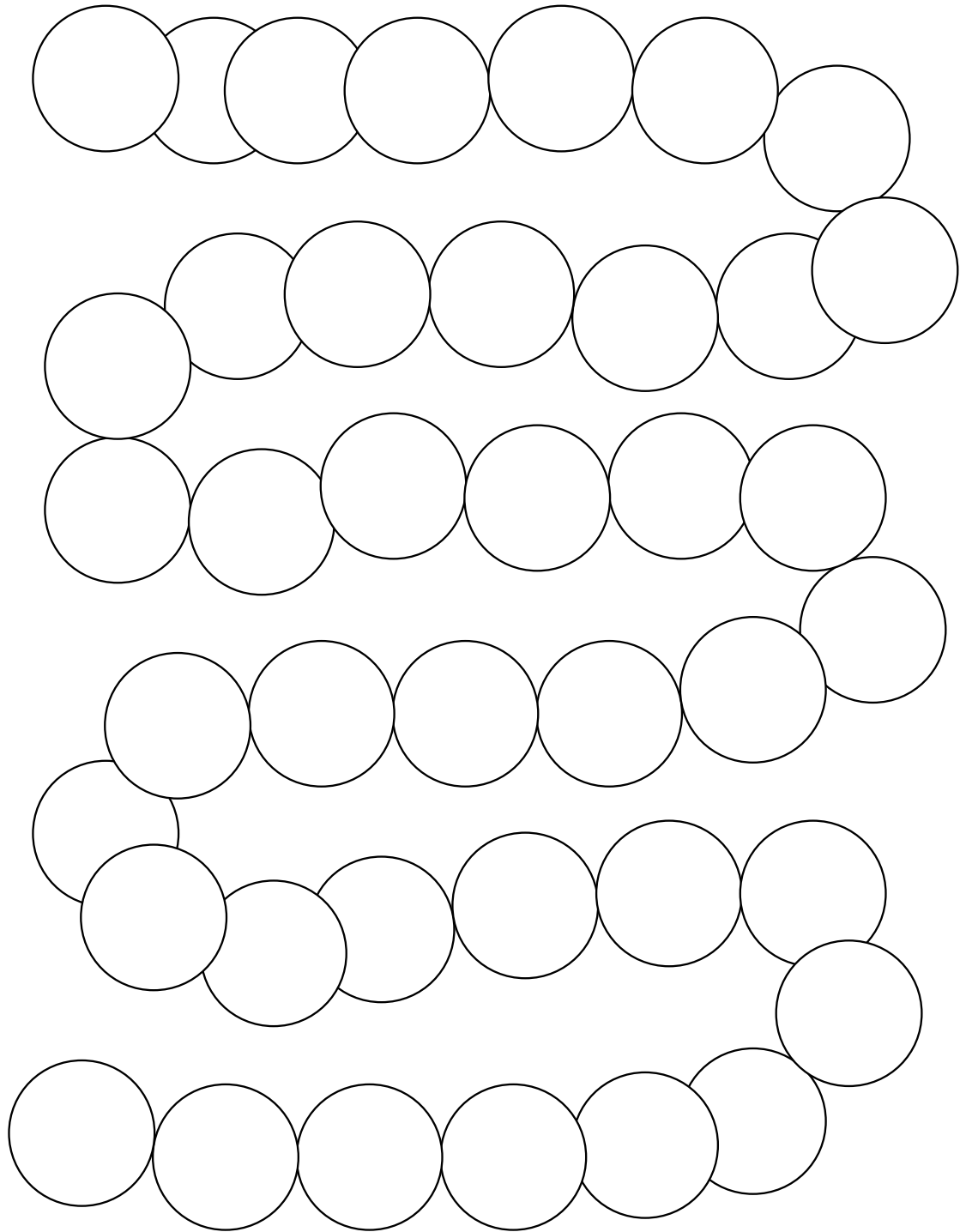
Have you seen  
You shouldn't  
You mustn't  
When  
It would be boring to  
Unhealthy people  
How  
Ugly people  
Stupid people  
I rarely  
What  
Tomorrow I will  
Who  
Yesterday  
So far  
Whenever  
Unfortunately  
Luckily  
Stop  
Because of this  
You can  
You will be able to  
You can't  
You're not allowed to  
I've never  
Wait  
I'd like to  
I must  
I need to  
It's going to  
Don't  
It will be impossible to  
I'd rather  
I couldn't  
It's a fact that  
Unbelievably  
Even if  
Whatever  
Where  
Which  
How much  
How often  
I usually  
Whoever  
I'm sorry  
He sometimes

She often  
I never  
I have never  
He regularly  
Can I  
Could I  
Should we  
Hurry up  
Will you  
When are you going to  
I'm going to  
It was a long day  
He ought to  
Come here  
Please  
My  
Go away  
Come here  
Give me  
Sit down  
Look out  
Be careful  
Mind  
Leave  
Go  
Write  
Have you  
Would you  
Did you  
What a lovely  
Hi!  
Hello  
Help!  
Hooray!  
For goodness' sake  
Oh dear!  
I love you  
Is that the time?  
What a mess  
What a pity that  
Maybe  
As luck would have it  
Please don't  
Just  
It's  
Because of your behaviour



# You Are The Course Book

## Design a Board Game



# You Are The Course Book

What's Just Happened?

Positive Situations – "I've just..."

1. won the lottery	2. fallen in love
3. met a famous person	4. met a famous person from history
5. bought something very expensive	6. bought an exotic pet
7. passed an important exam	8. passed my driving test
9. arrived home after an amazing trip	10. got back from the seaside
11. bought some new clothes	12. seen myself on TV
13. won an important match	14. written a song
15. seen a UFO	16. been dancing
17. had a tattoo	18. had plastic surgery
19. been jogging	20. been to a birthday party

# You Are The Course Book

What's Just Happened?

Negative Situations – "I've just..."

1. crashed my car	2. been in a fight
3. returned from a war	4. eaten too much
5. heard some bad news	6. been to a funeral
7. dropped my phone down the toilet	8. walked into a lamppost
9. stolen something	10. humiliated myself in public
11. lost some money	12. been sunbathing for too long
13. been bitten by a dog	14. had a row with my partner
15. upset somebody	16. been told I have two months to live
17. watched a really boring film	18. had a loan application rejected
19. been turned down for a job	20. been to the police station

# You Are The Course Book

## Role Plays – Mood Chart

I'm feeling...

1. nosey	2. bored	3. sad	4. cheerful
5. angry	6. happy	7. shocked	8. up
9. frightened	10. smug	11. apologetic	12. secretive
13. down	14. worried	15. so so	16. aggressive
17. guilty	18. ecstatic	19. paranoid	20. naughty
21. surprised	22. energetic	23. friendly	24. unwell
25. depressed	26. moody	27. determined	28. tired
29. giggly	30. upset	31. mischievous	32. disgusted
33. too hot	34. excited	35. cold	36. nervous
37. stupid	38. horrified	39. relieved	40. confused

# You Are The Course Book

## Character Types (Opposites)

1. nice	2. unpleasant	3. generous	4. selfish
5. trustworthy	6. unreliable	7. optimistic	8. pessimistic
9. content	10. restless	11. cheerful	12. miserable
13. trusting	14. suspicious	15. cautious	16. reckless
17. thoughtful	18. thoughtless	19. well-balanced	20. neurotic
21. modest	22. arrogant	23. confident	24. shy
25. brave	26. cowardly	27. patient	28. impatient
29. adventurous	30. boring	31. hard-working	32. lazy
33. independent	34. needy	35. genuine	36. false
37. obedient	38. disobedient	39. open	40. closed

# You Are The Course Book

## 40 Common Functions of Spoken English (Elementary)

1. ask	2. thank	3. offer	4. demand
5. describe	6. part	7. reply	8. attack
9. suggest	10. advise	11. persuade	12. order
13. praise	14. tell	15. criticise	16. mock
17. disagree	18. cancel	19. invite	20. agree
21. compare	22. warn	23. predict	24. greet
25. interrupt	26. explain	27. allow	28. introduce
29. apologise	30. receive	31. prohibit	32. complain
33. threaten	34. confirm	35. give	36. insult
37. promise	38. refuse	39. congratulate	40. arrange

# You Are The Course Book

## 40 Common Functions of Spoken English (Intermediate)

1. inform	2. check	3. remind	4. regret
5. sell	6. accept	7. pardon	8. express an opinion
9. choose	10. prefer	11. wish well	12. curse
13. stress	14. discuss	15. accuse	16. promote
17. express likes/dislikes	18. claim	19. protest	20. convince
21. renege	22. disown	23. clarify	24. admit
25. recommend	26. ask permission	27. guess	28. embarrass
29. refute	30. wish	31. condemn	32. assure
33. justify	34. beg	35. encourage	36. console
37. express an emotion	38. moan	39. contrast	40. berate

# You Are The Course Book

## Feelings and Emotions Picture Cards – Instructions

*These picture cards can be used in lots of different ways in the classroom. Here are a few ideas:*

### Beginner and Elementary:

- T writes simpler vocabulary on the blank cards and SS match them with the pictures. For example, instead of 'crushed' there could be the word 'sad'. Or SS could write their own adjective, or any word, to describe each feeling
- SS match the pictures with noun forms of each simpler adjective, e.g. 'sad' -> 'sadness'
- SS put the pictures into categories:
  - positive feelings
  - negative feelings
- SS practise describing people: "She's wearing..." and "He's got..." etc.

### Intermediate – Upper Intermediate:

- Using the picture cards with adjectives, SS match the vocabulary cards with the pictures
- SS put the pictures into categories:
  - 16 negative feelings:  
annoyed, anxious, scornful, preoccupied, confrontational, disappointed, affronted, apprehensive, perplexed, hesitant, awkward, dejected, crushed, vexed, suspicious, exhausted
  - 8 positive feelings:  
overjoyed, glad, delighted, vindicated, mischievous, animated, thoughtful, self-assured
- SS think of their own adjective or any word that better describes each picture
- Using the blank cards, SS write an idiom that matches each picture, e.g. 'overjoyed' -> 'over the moon' or 'on top of the world'; or T prepares this as a matching game
- SS discuss reasons why each person could feel the way they do, then role play possible situations
- Using the blank cards, SS write a caption for each picture as if it is part of a newspaper story, then role play or write up the story
- SS match pictures to noun forms of each adjective, e.g. 'anxious' -> 'anxiety', etc.
- Focus on the stressed syllable and stressed vowel sound in each word; then discuss how the vowel sound is spelled. Do you notice any patterns?



# You Are The Course Book

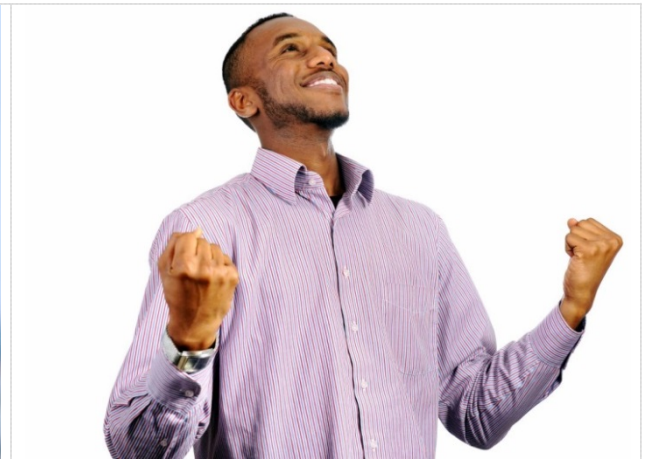
## Feelings and Emotions Picture Cards – Instructions

### Both Levels:

- In pairs or small groups SS discuss different feelings and emotions:
  - When did you last feel like...? Why? What happened? (past simple)
  - When do you usually feel like...? Why? What causes this feeling? (present simple)
  - Have you ever felt...? When? (present perfect)... and so on
- Use the people as inspiration for role plays. Use the role play activities in this book to guide you (e.g. p.84). You could add some of the other cards as well, i.e. mood cards (p.128), character cards (p.129), and function cards (from p.130).
- Guess who game: put all of the cards out on the table; somebody chooses a picture, but keeps it secret; the others in the group have to guess who it is by asking yes/no questions. The student who chooses the picture can only answer yes or no. For example, "Is it a woman?" "Yes." So take away all the men. "Is she wearing blue?" "No." So take away all the women who are wearing blue... and so on, until somebody guesses correctly

You Are The Course Book

Feelings and Emotions Picture Cards – Blank (Page 1 of 4)



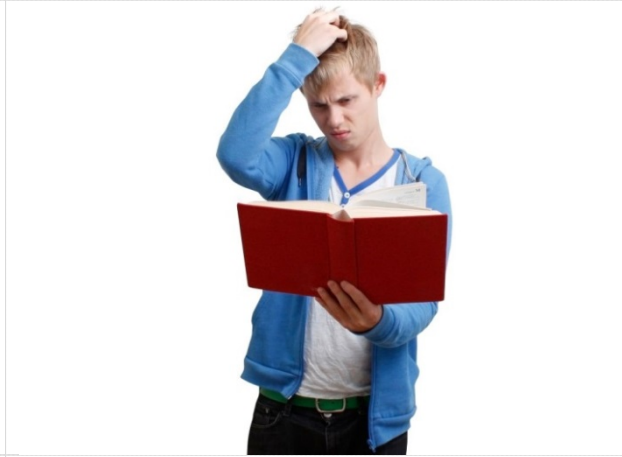
You Are The Course Book

Feelings and Emotions Picture Cards – Blank (Page 2 of 4)



You Are The Course Book

Feelings and Emotions Picture Cards – Blank (Page 3 of 4)



You Are The Course Book

Feelings and Emotions Picture Cards – Blank (Page 4 of 4)



Blank white rectangular box for labeling the first image.

Blank white rectangular box for labeling the second image.

Blank white rectangular box for labeling the third image.



Blank white rectangular box for labeling the fourth image.

Blank white rectangular box for labeling the fifth image.

Blank white rectangular box for labeling the sixth image.

You Are The Course Book

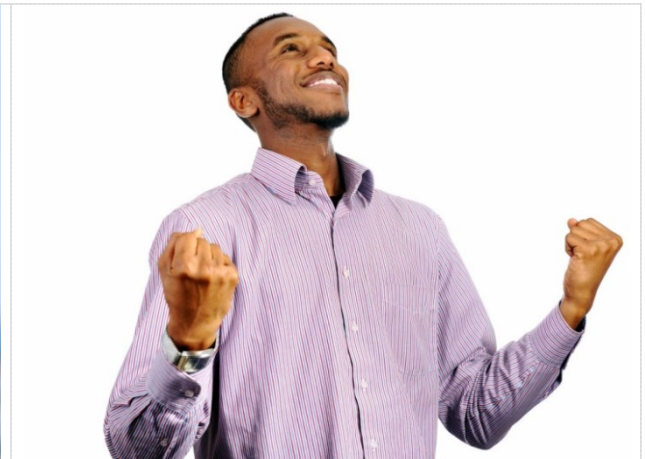
Feelings and Emotions Picture Cards – with Adjectives (Page 1 of 4)



annoyed



anxious



overjoyed



glad



scornful



preoccupied

You Are The Course Book

Feelings and Emotions Picture Cards – with Adjectives (Page 2 of 4)



delighted



confrontational



disappointed



affronted



apprehensive



vindicated

You Are The Course Book

Feelings and Emotions Picture Cards – with Adjectives (Page 3 of 4)



mischievous



perplexed



animated



hesitant



awkward



dejected



You Are The Course Book

Feelings and Emotions Picture Cards – with Adjectives (Page 4 of 4)



thoughtful



crushed



vexed



suspicious



exhausted



self-assured









# You Are The Course Book – Lesson Plans

Teach English without a course book

## About this Book:

This book contains a new collection of original lesson plans for teachers who want to teach English without a course book. To provide a balanced programme of learning, the lesson plans fall into 5 main categories:

- Vocabulary
- Text
- Verb Forms Revision
- Pronunciation
- Free Practice

Each lesson plan is written in an easy-to-follow step-by-step way and this book contains all the necessary materials to teach English the way you want to – without a course book.

## About the Author:

Matt Purland is an English teacher and writer. He has a BA Honours degree in Drama from the University of Wales and a Postgraduate Certificate in Further Education from the University of Derby.

He has written thousands of photocopiable worksheets for learning English, as well as eighteen books, all of which are freely available to download from [purlandtraining.com](http://purlandtraining.com).

Now he prefers to teach English *without* formal resources. This book will show you how.

## You Are The Course Book Method

### Sample Syllabus for a 20-Hour Elementary-Level General English Course

#### Notes

- The syllabus represents everything that T wants the SS to learn during the course, while at the same time allowing SS to create the majority of the content (60%), and enabling T to introduce new important concepts (e.g. sentence stress and connected speech).
- This is a sample syllabus for a 20-hour Elementary-level General English course. It is a working document – a series of negotiations with the students, rather than a set of rules which must be followed.
- Each lesson lasts for 90 mins and there is one lesson per week. The timings of another course may vary.
- The time allocated for each activity is approximate and may vary.
- This is a sample syllabus. T can choose different topics, modes, warmers, activities, tenses, input lessons, and so on, to suit the needs of their SS.
- The page numbers refer to *You Are The Course Book – Lesson Plans*<sup>1</sup>.
- While variety is important, especially to cater for different learning styles, repetition and reinforcement help SS to remember. The syllabus deliberately includes repetition of activities and concepts, e.g. tenses, pronunciation, etc., to provide reinforcement of learning.
- SS should be assessed before the course to make sure they are at the right level.
- Modes 1 and 2 are truncated versions; to do each mode in full requires at least 2 x 90 min lessons. I have tried to vary the activities in these particular lessons over the 10 weeks, in terms of verb forms revision, pronunciation, and free practice.
- It provides a firm foundation for further study in General English using YATCB Method.

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<sup>1</sup> Purland, Matt. *You Are The Course Book – Lesson Plans*. Ostróda: English Banana.com, 2014. Hardback. Available for free download: <https://purlandtraining.com/>

## Course Details

<b>Level:</b>	Elementary
<b>No. SS per class:</b>	8-15
<b>Age of SS:</b>	15 and above
<b>Lessons:</b>	10 x 90 min lessons = 20 x 45 min lesson hours
<b>Modes:</b>	Mode 1 x3 Mode 2 x2 Mode 3 x2 Input Lesson x2
<b>Elementary Topics:</b>	Chosen by SS: x2 Chosen by T: x5: Food and Drink, Shopping, Health, Transport, Family
<b>Mixed Activities:</b>	Warmer x9: team building activities: x4; improvisation games: x3; introductions: x1; test: x1 Vocabulary x7 Text activity x5 Grammar point x5 Verb forms revision x4 Free practice x4 Pronunciation x3 (+ 2 input lessons) Test x3 Homework x9
<b>Texts:</b>	Created by SS: x3 an informal email, an email of complaint, a newspaper report Chosen by T: x2 a magazine article, extract from fiction
<b>Vocabulary:</b>	30 interesting and random words (Mode 1) (upgraded if required) 40 keywords from texts (Mode 2) 80 vocab words (Mode 3) 5 Different ways of teaching the vocabulary session: <ul style="list-style-type: none"> <li>• Mode 1</li> <li>• Standard</li> <li>• with Quick Questions</li> <li>• with Clear Alphabet</li> <li>• with Big Word Game</li> </ul>
<b>Grammar:</b>	SS errors addressed (bespoke): every lesson, but especially Modes 1 & 3 = 5 lessons 6 elementary tenses studied: present simple/present continuous; past simple/present perfect; future simple/future with going to Also: parts of a sentence
<b>Writing:</b>	Homework assignments: <ul style="list-style-type: none"> <li>• Write final draft x3 lessons</li> <li>• Write up class work x2 lessons</li> <li>• Write more sentences x2 lessons</li> </ul>
<b>Elementary Functions Practised:</b>	19 (+ as dictated by 2 real texts): <i>advise, agree, apologise, arrange, ask, compare, correct, criticise, debate, describe, give opinions, introduce, make an appointment, negotiate, plan for the future, suggest, summarise, tell the time, thank</i>
<b>Pronunciation:</b>	Focus on: The 48 Sounds of English with Clear Alphabet x3 lessons Sentence Stress x2 lessons Connected Speech x2 lessons
<b>Homework:</b>	Writing x7 Prepare for a test x2
<b>Testing:</b>	Pre-course assessment x1 Vocabulary test x1 Verb forms revision test x1 End of course test x1
<b>SS-Created Lesson Content:</b>	60% over the whole course
<b>T Preparation Time:</b>	varies: none (x3); 10; 20; 30 x2; 40 x2; 80 (creating the end of course test); total: 4 hrs 10 mins (250 mins); avg: 25 mins preparation per lesson
<b>Input:</b>	varies (see each lesson for a breakdown of student/teacher input, out of a maximum of 5)
<b>Skills Practised:</b>	varies (see each lesson for level of skills practised, out of a maximum of 5 for each skill)
<b>USPs:</b>	no course book; SSs create lesson content – SS input predominates; focus on speaking; focus on SS grammar errors; focus on concepts not normally covered by the course book, e.g. sentence stress, connected speech, phonics, improvisation, etc.



10-Week Spoken English Course – General English (90 mins x 10)

Elementary Level (Page 1)

Lesson	Mode	Topic	Activities	Text	Vocabulary	Grammar	Writing	Functions
1	Mode 1	Chosen by SS	1 Warmer: introductions (10) 2 Vocabulary: Mode 1 (10) <i>p.26</i> 3 Original Text (20) <i>p.46</i> Corrections (10) Improvements (10) Grammar Point (10) 4 Free Practice: debate (20) <i>p.75</i>  Homework: write final draft of text	Created by SS	Chosen by SS	SS errors	Write an informal email to a friend	introduce negotiate correct debate
SS-created lesson content: <input type="text" value="100%"/>  T Preparation: NONE (but be prepared for grammar questions!)  Student Input: ●●●●● Teacher Input: ●					Skills Practised:  Speaking: ✓✓✓✓✓ Listening: ✓✓✓✓✓ Reading: ✓✓✓✓✓ Writing: ✓✓✓✓✓			

Lesson	Mode	Topic	Activities	Text	Vocabulary	Grammar	Writing	Functions
2	Mode 2	Food and Drink	1. Warmer: list game (10) <i>p.101</i> 2. Vocabulary: Standard (20) <i>p.27</i> 3. Text: reading race (25) <i>p.53</i> 4. Grammar Point (10) 5. Pronunciation: sentence stress (25) <i>p.69</i>  Homework: Write a response to the text	Magazine article (on topic)	Keywords from the text	SS errors from Lesson 1	Homework	Dictated by the text
SS-created lesson content: <input type="text" value="20%"/>  T Preparation: 30 mins: find text, prepare vocabulary words and pronunciation sentences; print text  Student Input: ●● Teacher Input: ●●●●					Skills Practised:  Speaking: ✓✓✓✓✓ Listening: ✓✓✓✓✓ Reading: ✓✓✓✓✓ Writing: ✓✓✓✓✓			

10-Week Spoken English Course – General English (90 mins x 10)

Elementary Level (Page 2)

Lesson	Mode	Topic	Activities	Text	Vocabulary	Grammar	Writing	Functions
3	Mode 3	Shopping	1 Warmer: party invitations (10) <i>p.100</i> 2 Discussion: obviousness (10) <i>p.87</i> 3 Vocabulary: with Quick Questions (15) <i>p.30</i> 4 Verb Forms Revision: Q & A (15) <i>p.66</i> 5 Sentence Building (20) <i>p.46</i> 6 Pronunciation: intro to the 48 sounds of English* (20) <i>p.107</i>  Homework: learn the 40 words for test next lesson	Created by SS – sentence building	40 vocab words on cards (on topic)	Tenses: pr/simple & pr/continuous; SS errors	Sentence building with collocations	ask thank compare suggest
SS-created lesson content: <input type="text" value="80%"/>  T Preparation: 20 mins: print and cut up discussion word cards; prepare quick questions (if necessary)  Student Input: ●●●● Teacher Input: ●					Skills Practised:  Speaking: ✓✓✓✓ Listening: ✓✓✓✓ Reading: ✓ Writing: ✓✓			

Lesson	Mode	Topic	Activities	Text	Vocabulary	Grammar	Writing	Functions
4	Input Lesson	The 48 Sounds of English with Clear Alphabet*	1. Warmer: vocab test (Shopping) (10) 2. Why Clear Alphabet? (10) 3. The 48 Sounds of English with Clear Alphabet (30) <i>p.107</i> 4. Practise reading CA (recognise) (20) 5. Practise writing CA (produce) (20)  Homework: Write 10 words with CA (on the topic of Health)	N/A	Vocab set: Home	N/A	Write vocab words with CA	N/A
SS-created lesson content: <input type="text" value="20%"/>  T Preparation: 40 mins: print handout(s); prepare notes on Clear Alphabet; be clear about the topic  Student Input: ●● Teacher Input: ●●●					Skills Practised:  Speaking: ✓✓✓ Listening: ✓✓✓✓ Reading: ✓✓ Writing: ✓✓			

\* See also Clear Alphabet Dictionary, p.41 for a sample lesson plan for this input lesson. Purland, Matt. Ostróda: English Banana.com, 2012. Hardback. Available for free download: <https://purlandtraining.com/>

10-Week Spoken English Course – General English (90 mins x 10)

Elementary Level (Page 3)

Lesson	Mode	Topic	Activities	Text	Vocabulary	Grammar	Writing	Functions
5	Mode 1	Health	1 Warmer: What Time Do You...? (10) 2 Vocabulary: Mode 1 (10) <i>p.26</i> 3 Original Text (20) <i>p.46</i> Corrections (10) Improvements (10) Grammar Point (10) 4 Verb Forms Revision: sentence blocks (20) <i>p.62</i>  Homework: write final draft of text	Created by SS	Numbers; telling the time Chosen by SS	SS errors	Write an email of complaint	tell the time make an appointment negotiate correct
SS-created lesson content: <input type="text" value="100%"/>  T Preparation: NONE (but be prepared for grammar questions!)  Student Input: ●●●●● Teacher Input: ●					Skills Practised:  Speaking: ✓✓✓✓✓ Listening: ✓✓✓✓✓ Reading: ✓✓✓✓ Writing: ✓✓✓✓			

Lesson	Mode	Topic	Activities	Text	Vocabulary	Grammar	Writing	Functions
6	Mode 2	Transport	1. Warmer: Yes/No game (10) <i>p.97</i> 2. Vocabulary: with CA (15) <i>p.35</i> 3. Text: listening (20 different words) (25) <i>p.55</i> 4. Grammar Point (15) 5. Free Practice: role play (booking a travel ticket) (25) <i>p.81</i>  Homework: write up role play dialogue; prepare for show and tell (a family-related item or picture)	Extract from fiction (on topic)	Keywords from the text	Parts of a sentence; tenses: future simple & future with going to	Homework	Dictated by the text
SS-created lesson content: <input type="text" value="40%"/>  T Preparation: 30 mins: find text, prepare vocabulary words and 20 different words for listening practice; print text  Student Input: ●● Teacher Input: ●●●●					Skills Practised:  Speaking: ✓✓✓✓ Listening: ✓✓✓✓✓ Reading: ✓✓✓ Writing: ✓✓			

10-Week Spoken English Course – General English (90 mins x 10)

Elementary Level (Page 4)

Lesson	Mode	Topic	Activities	Text	Vocabulary	Grammar	Writing	Functions
7	Mode 3	Family	1 Warmer: Show and Tell (15) 2 Discussion: discussion questions (10) <i>p.72</i> 3 Vocabulary: with Big Word Game (20) <i>p.43</i> 4 Verb Forms Revision: Q & A (10) <i>p.66</i> 5 Sentence Building (20) <i>p.46</i> 6 Pronunciation: intro to connected speech (15) <i>p.70</i>  Homework: write 10 more sentences using the vocab collocations & tenses	Created by SS – sentence building	40 vocab words on cards (on topic)	Tenses: pa/simple & pr/perfect; SS errors	Sentence building with collocations	agree criticise advise arrange
SS-created lesson content: <input type="text" value="80%"/>  T Preparation: 10 mins: print and cut up discussion word cards; prepare Big Word Game  Student Input: ●●●● Teacher Input: ●					Skills Practised:  Speaking: ✓✓✓✓ Listening: ✓✓✓✓ Reading: ✓ Writing: ✓✓			

Lesson	Mode	Topic	Activities	Text	Vocabulary	Grammar	Writing	Functions
8	Input Lesson	Connected Speech*	1. Warmer: What's Just Happened? (with pr/perfect) (10) <i>p.97</i> 2. Why Connected Speech? (10) 3. Sentence Stress (10) <i>p.69</i> 4. Weak Forms & Schwa Sound (10) <i>p.70</i> 5. 4 Sound Connections (10) 6. Techniques of C.S. (10) 7. Practice with example sentences (30)  Homework: Repeat the process with 4 sentences from a real text	N/A	N/A	N/A	Homework	N/A
SS-created lesson content: <input type="text" value="20%"/>  T Preparation: 40 mins: print handout(s); prepare notes on Connected Speech; be clear about topic  Student Input: ●● Teacher Input: ●●●					Skills Practised:  Speaking: ✓✓✓ Listening: ✓✓✓✓ Reading: ✓✓ Writing: ✓✓			

\* See also Talk a Lot Foundation Course, pp.79-92 for more information about connected speech. Purland, Matt. Ostróda: English Banana.com, 2011. Hardback. Available for free download: <https://purlandtraining.com/>

10-Week Spoken English Course – General English (90 mins x 10)

Elementary Level (Page 5)

Lesson	Mode	Topic	Activities	Text	Vocabulary	Grammar	Writing	Functions
9	Mode 1	Chosen by SS	1 Warmer: Good News/Bad News game (10) <i>p.98</i> 2 Vocabulary: Mode 1 (10) <i>p.26</i> 3 Original Text (20) <i>p.46</i> Corrections (10) Improvements (10) Grammar Point (10) 4 Verb Forms Revision: test (6 tenses) (20) <i>p.120</i>  Homework: write final draft of text; revise for end of course test	Created by SS	Chosen by SS	SS errors	Write a newspaper report	improvise negotiate correct describe apologise
SS-created lesson content: <input type="text" value="100%"/>  T Preparation: NONE (but be prepared for grammar questions!)  Student Input: ●●●● Teacher Input: ●					Skills Practised:  Speaking: ✓✓✓✓✓ Listening: ✓✓✓✓✓ Reading: ✓✓✓✓ Writing: ✓✓✓✓			

Lesson	Mode	Topic	Activities	Text	Vocabulary	Grammar	Writing	Functions
10	Test	N/A	1. End of Course Test (45) 2. Course Summary (15) 3. Feedback Forms (15) 4. Next Steps – Discussion (15)  Homework: none	N/A	Test	Test	Test Feedback form	summarise give opinions plan for the future
SS-created lesson content: <input type="text" value="40%"/>  T Preparation: 80 mins: prepare and print test based on course content; prepare and print feedback forms; plan some discussion questions for course summary and next steps  Student Input: ●●●● Teacher Input: ●●					Skills Practised:  Speaking: ✓✓ Listening: ✓✓ Reading: ✓✓✓ Writing: ✓✓✓✓			