

Chapter 3: Managing the classroom

**A The teacher in the classroom (pages 34–36)/
Using the voice (page 36)**

Give a rating of 1 (= just right) to 5 (= absolutely terrible) for a teacher you remember well.

appearance	general presence in class	
audibility	movement	
clarity	vocal quality	

- In the case of a low score, explain your reasons.
- Now score yourself as you are or are likely to be.

B Talking to students (page 37)/

Giving instructions (pages 37–38)

1 Put a tick (✓) in the boxes if you think the instructions are good.

- Teacher: Now I want you to work in pairs ... yes (*gesturing*) ... that's right ... you two ... you two ... you two. Good. Now listen carefully. I want you to read this text (*holding up the book and pointing to it*) on page 26 and answer the questions ... OK? Now then, Ilona, what's the page? ... Good ... What are you going to do, Danuta ...?
- Teacher: OK, this is the deal – and I hope you really enjoy this 'cos I spent a lot of time planning it, you know, well in between some wild contests on my gameboy – and I was going to watch Sky Sports but I got, you know, sidetracked – anyway, where was I, yes, well, because I'm ideologically committed to cooperative work, I thought you could probably access this grammar problem yourselves, by looking it up in your book in groups. OK?
- Teacher: (*sitting at desk, looking at his/her notes*). Open your books on page 26. What's the answer to question 1?
- Teacher: (*holding up large picture*): Right, we're going to do something a bit different now. Fumiko ... everybody ... are you listening? Good. Right. Now ask me questions about the picture (*pointing to the picture, gesturing*) ... questions with 'What' ... Anybody? Yes, Fumiko?

2 What information would you have to get over if you wanted to explain how to

- a change a tyre?
- b use a cash machine?
- c fry an egg?

Write the instructions you would give to a low-level group of students for one of these procedures.

C Student talk and teacher talk (page 38)

- 1 In a class of twenty students (working as a whole group) and one teacher, how much speaking time will each student have in a fifty-minute language practice class.
- 2 Make an A & D chart (see page 186) for teacher talking time (TTT) and student talking time (STT) in an English lesson.

D Using the L1 (pages 38–39)

Rewrite the following statement so that it reflects your own opinion.

'Students and teachers should be discouraged from using the students' mother tongue (L1) in the classroom.'

E Creating lesson stages (pages 39–40)

Number the following ways of regaining the initiative in a noisy class in order of personal preference and give your opinion of their effectiveness.

- a The teacher blows a whistle.
- b The teacher claps his or her hands.
- c The teacher raises his or her hand, expecting students to raise their hands, too, and quieten down.
- d The teacher shouts at students to be quiet.
- e The teacher stands on a table and shouts at students to be quiet.
- f The teacher speaks quietly in the hope that students will quieten down to listen.
- g The teacher stands in front of the class with arms folded, fixing the students with a baleful stare. The teacher waits.

F Different seating arrangements (pages 40–43)

What is the best seating arrangement for the following situations?

- a A team game with a class of forty
- b A class discussion with fifteen students
- c Pairwork in a group of thirty students
- d A reading task in a group of ten
- e Students design an advertisement in groups
- f Students all listen to an audio track
- g The teacher explains a grammar point

G Different student groupings (pages 43–45)

- 1 Make an A & D chart (see page 186) for whole class, groupwork, pairwork and solowork.
- 2 What is the best grouping for these activities, do you think? Put W = whole class, P = pairwork, G = groupwork or S = solowork in the boxes.

- a Students choose one of three alternatives when faced with an imaginary moral dilemma.
- b Students design a website for a school or special interest group.
- c Students listen to an audio recording of a conversation.
- d Students practise saying sentences with the present perfect ('I've lived here for six years', 'He's studied here for six months').
- e Students prepare a talk/presentation on a subject of their choice.
- f Students repeat words and phrases to make sure they can say them correctly.
- g Students work out the answers to a reading comprehension.
- h Students write a dialogue between a traveller and an immigration official.
- i Students write a paragraph about themselves.
- j The teacher explains the rule for the pronunciation of 's' plurals ('pings', 'cups', 'brushes').

Jargon buster

Copy the chart with your own definitions for the following terms (column 1) and explain their relevance to teaching (column 2).

	Your definition	Relevance to language learning/teaching
Gesture		
Expression		
Mime		
TTQ		
L1		
L2		
Mixed-ability class		
Collaborative writing		

TASK FILE

Chapter 4: Describing learning and teaching

A Children and language (pages 46–47)

Complete the chart with as many differences as you can think of between babies/young children learning their mother tongue and schoolchildren/adults learning a second or foreign language.

Mother tongue	Second/Foreign language

B Acquisition and learning (pages 47–48)

How like or unlike natural language acquisition was your experience of learning a foreign language at school?

C Different times, different methods (pages 48–51)

Which methods/approaches in the box are being described in the following statements (sometimes more than one statement applies to an approach).

Audio-lingualism Communicative Language Teaching (CLT) Grammar–translation PPP Task-Based Learning (TBL) the Lexical Approach the Silent Way teaching language functions

- a After students have been introduced to a situation which exemplifies the meaning and use of the new language (and had the language explained to them), they do some controlled practice before being asked to produce examples of the new language themselves.
- b By repeated drilling of new language (coupled with appropriate rewards and encouragement), students learn correct language habits.
- c Language consists of a number of lexical phrases (or chunks). These should form the basis of learning.
- d Language learning is a process of working out the similarities and differences between the language you speak and the language you are learning.
- e Students learn by being involved in communicating with each other.
- f Students study how language is used – and what language to use to perform certain functions, such as requesting, agreeing, etc.
- g The syllabus is organised into certain tasks; the students learn by trying to complete these tasks.
- h The teacher says almost nothing; the students have to listen to each other, think and correct themselves as far as possible.