

1 Presenting vocabulary

1 Introduction

Here are some techniques for teaching new words.

- Say the word clearly and write it on the board.
- Get the class to repeat the word in chorus.
- Translate the word into the students' own language.
- Ask students to translate the word.
- Draw a picture to show what the word means.
- Give an English example to show how the word is used.
- Ask questions using the new word.

Which are the most useful techniques?

Can you think of any other techniques you could use?

2 Giving examples

1. The examples beside the six words below are not enough to make the meaning of the words clear. *Add one or two sentences to each one, so that the meaning of the word is shown clearly.*
 - a) *market* You can buy food at the market.
 - b) *clothes* In the morning we put on our clothes.
 - c) *noisy* Students are often very noisy.
 - d) *look for* I'm looking for my pen.
 - e) *visit* Last weekend I visited my uncle.
 - f) *happiness* He was full of happiness.
 - g) *impossible* Your plan is quite impossible.
2. What *other* techniques could you use (pictures, mime, etc.) to make the meaning of each word clearer?

3 Combining different techniques

Look at these words. Decide exactly how you would present each one. If possible, think of a *variety* of techniques.

laugh absent cheese cold apron wall

Unit 1 Presenting vocabulary

4 Using a new word

- A. The teacher has just presented the word 'market'. Now she is asking questions using the new word. What is the purpose of this?

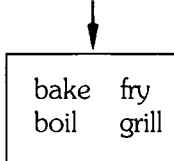


- B. Think of two or three questions you could ask the class, using these words.
to cook lion holiday magazine windy

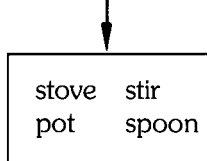
5 Vocabulary expansion

1. Look at these sets of words. How are the words in each box related to 'cook'?

a) cook



b) cook



2. Imagine you are teaching the words below. Think of four or five other related words that you could teach at the same time.
- thief
 - carpet
 - customs officer
 - marry

6 Active and passive vocabulary

In Britain, the weather is very varied; people never know what it will be like the next day.

The summer is warmer than the winter, but even in summer the average temperature is only 16°. Sometimes the sun shines, but at other times the sky is covered in cloud, and it often rains.

In winter it is sometimes very cold, especially in the north of the country. The temperature may fall below 0°, and then there is often snow and ice.

The best season of the year is probably late spring. At this time of year the weather is often sunny and quite warm; the countryside looks very green, and there are wild flowers everywhere.

(adapted from a text from *The Cambridge English Course Book 1*: M. Swan and C. Walter)

- Imagine you want to present these new words from the text.
 weather varied average temperature cloud snow
 ice season spring sunny countryside
 Which words would you present as *active* vocabulary, and which would you present as *passive* vocabulary? Write the words in *two lists*.
- How would you *present* the words?

7 Lesson preparation

- Choose a lesson which you will teach soon, or find a lesson in a suitable textbook. Identify the new vocabulary. Choose the most important words which you would focus on as active vocabulary.
- Prepare:
 - a presentation of each word, to show its meaning;
 - a few questions to ask, using each word.
- Look at the other new vocabulary in the lesson. Decide how you would teach it.

Unit 1 Presenting vocabulary

Self-evaluation sheet

Complete this after you have taught the lesson.

Write down the main new words you taught in the lesson.

What techniques did you use to present them?

a)

b)

c)

d)

e)

f)

Think about these questions.

Which techniques were the most successful? Why?
Which were the least successful? Why?

Did you use any new techniques for the first time?

If so, did they make the lesson better or worse? In what way?

Did you ask any questions during your presentation?
What replies did students give?

How much time did you spend in the lesson on presenting vocabulary?
Do you think this was: too much? too little? the right amount?

What might you do differently next time you present vocabulary?

2 Asking questions

1 Question types

What is the difference between these three types of question?

How might you reply to each question?

- a) Do you drink tea?
Can you swim?
Did he go to university?
Are they coming to the party?
- b) Do you prefer tea or coffee?
Are they brothers or just friends?
Will you walk or go by bus?
Did she study in Britain or in the United States?
- c) What do you usually drink?
Where did she study?
How long have they known each other?
When are you leaving?

2 Checking questions

Imagine that you have just presented each of these words or phrases.

wide/narrow belong to inside/outside far from depend on

Write down one or two questions you could ask in class, to check that students understand each item.

3 Real classroom questions

What questions could you ask in these situations?

- a) It's a hot day, and all the windows are closed.
- b) One of your students looks pale and tired.
- c) You set homework last lesson. Today you are going to check the answers with the class.
- d) Several students are absent today.
- e) When you come into class, you find a bag on your desk.
- f) When you come into class, you find a face drawn on the blackboard.

Unit 2 Asking questions

4 Eliciting long answers

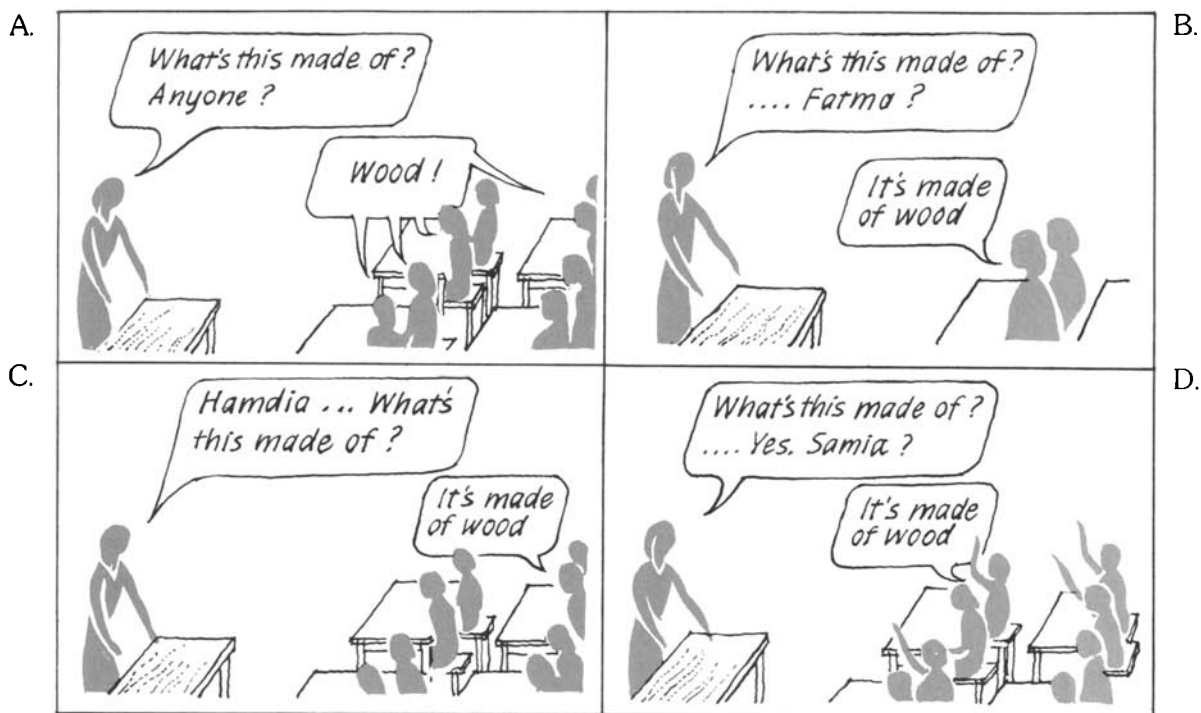
A teacher is reviewing a text from an earlier lesson. Now he wants the students to reproduce it in their own words. What prompts or questions could he ask which would naturally lead students to answer with complete sentences from the text?



On their first day in the capital, Diana and Peter visited the Old Tower which stood on a hill near the city centre. There were stairs leading to the top, but Diana and Peter decided to take the lift. At the top there was a café and a balcony where visitors could stand and admire the view. It was magnificent – you could see the whole city, the river and the hills beyond. On their way back from the Tower, Diana and Peter went past the main square in the city centre. They stopped at a stall to have some orange juice, and sat and watched the traffic for a while. The square was very busy, with cars, buses, bicycles and pedestrians going in all directions. In the centre of the square there was a policeman controlling the traffic.

5 Questioning strategies

Here are four different strategies for asking questions in class.



1. Which of these strategies do you use in your own class? Which do you use most often?
2. What are the advantages and disadvantages of each strategy?
Consider which strategies:
 - help the teacher to control the class;
 - help to keep the attention of the whole class;
 - give good students a chance to show their knowledge;
 - give weak or shy students a chance to answer;
 - give lazy students a chance *not* to answer.

6 Lesson preparation

1. Choose a lesson which you will teach soon, or find a lesson in a suitable textbook. Focus on one part of the lesson, in which you would want the class to answer questions.
2. Write down all the questions which you plan to ask. Beside each question, write the answer which you hope the students would give.
3. Decide what questioning strategies you would use.

Unit 2 Asking questions

Self-evaluation sheet

Complete this after you have taught the lesson.

Write down questions you asked in the lesson.

What answers did students give?

a)

b)

c)

d)

e)

f)

g)

h)

Think about these questions.

Did students give the answers which you expected?

Did they give natural answers?

How many students answered each question?

Were the questions: too easy? too difficult? the right level?

What strategy did you use for asking your questions?

Was the strategy successful, or would a different strategy have been better?

Think of two good students, two average students, and two weak students in your class.

What did each of them *do* during this part of the lesson?