How to teach English ABC TO THE SECOND TO



How should teachers give instructions?

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, in the flat when I should have
	been watching sport on my new Flatpic 2 TV - great programme -
	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?
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Who is responsible for learning?



Who is a good learner?

Think of two successful learners you know (excluding yourself).

- What positive qualities did/do the share?
- What makes them successful learners?



Who is a good learner?

Rate the following learner qualities in order of importance from 1 (= most important) to 10 (= least important).

	getting to class on time
	liking English
	being careful about physical appearance
	asking questions
	having a go at every opportunity
L	reflecting on how individual learning takes place
L	doing homework
	looking for examples of English outside the classroom
\Box	learning how to use dictionaries and grammar books
	getting enough sleep

What other qualities would you add?

Levels of English Language Proficiency



Levels description

Я могу в двук словах рассназать о себе, семье, увлечениях, заполнить простую анкету с личными данными, написать небольшое личное письмо. Понимаю собеседнина, если он говорит медленно и гогов объяснить на пальцах. Я общаюсь на бытовые темы, могу выразить и аргументировать свое мнение, рассказать о планах. Могу написать личное и деловое письмо. Могу путешествовать и общаться в типичных туристических ситуациях. Говорю не очень быстро, подбирая слова.

Я могу общаться на большинство тем, написать деловое письмо, обзар яниги или фильма, небольшой рассказ. Чувствую себя уверенно в другой стране, по еще не могу использовать английский для работы. Я говорю бегло и понимаю тексты не только бытовые темы, но и узкоспециальные. Могу преподавать язык или использовать его в работе. Я могу без труда общаться с носителями на любые темы, в том числе в научной и профессиональной деятельности. Понимаю не телько основной смысл текстов но и подтексты, иронию и скрытый смысл. Я понимаю практически любое письменное или устное сообщение. Говорю быстро, точно подбирая слова и подчеркивая оттенки значений. От носителя языка меня часто отличает только акцент.



A1 Elementary

Словарный запас = 1000-1100 слов



Pre-Intermediate

Словарный запас = 1500-2000 слов



Intermediate

Словарный запас = 2500-3500 слов



Upper-Intermediate

B2

Словарный запас = 3500-4500 слов



Advanced

C1 C2

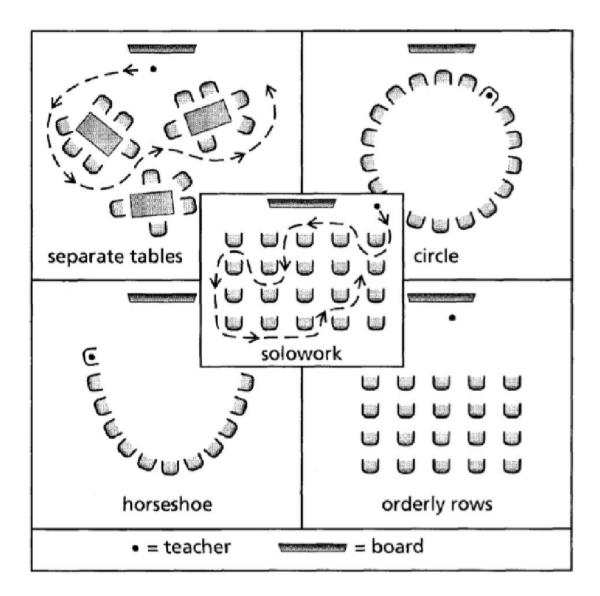
Словарный запас = 5000-6500 слов Словарный запас > 7000 слов

Why (not) use textbooks?

advantages of textbook use	disadvantages of textbook use

Will/Do you use a textbook a lot, often, sometimes, rarely or not at all?

Seating arrangements



Student groupings

- Whole class
- Groupwork
- Pairwork
- Solowork







To plan or not to plan?



What if?



What if students are all different levels?



What if the class is very big?



What if students keep using their own language?



What if students are uncooperative?



What if students don't want to talk?



What if students don't understand the listening tape?



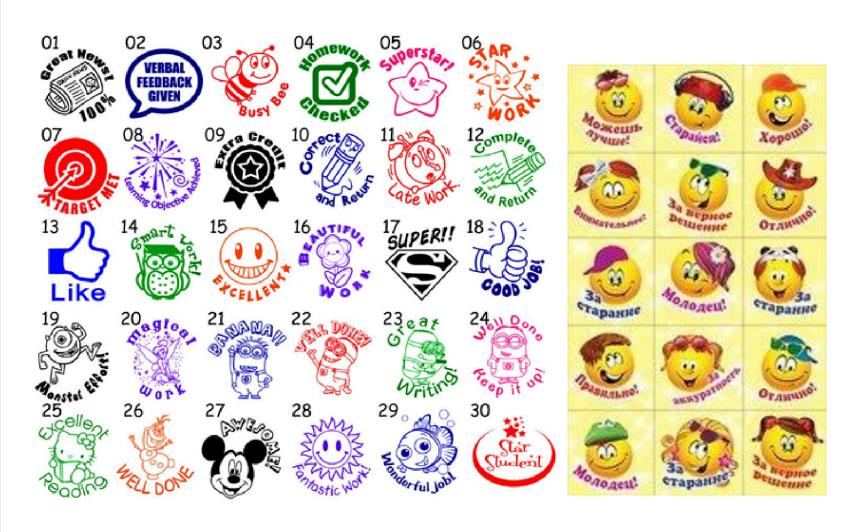
What if some students finish before everybody else?



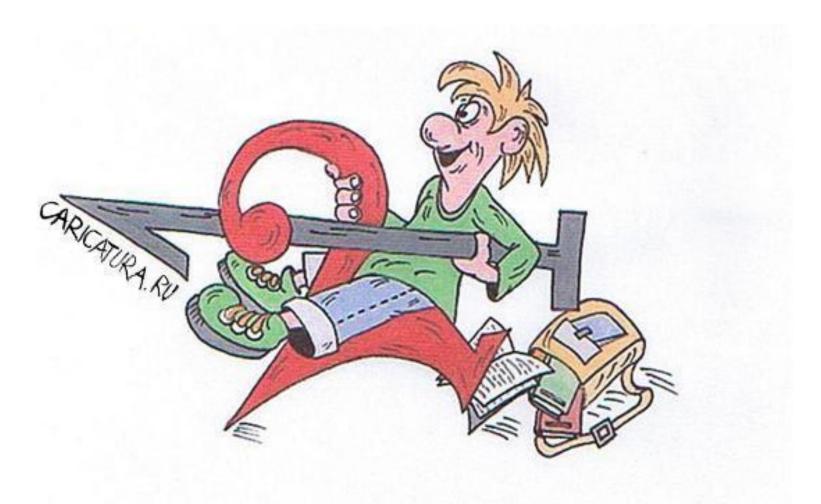
So many "What ifs"...)))



What is a mark for students?



Who and how evaluates a teacher?



How to teach language?

