

# ESSENTIAL TEACHING PRINCIPLES YOU (MIGHT) HAVE FORGOTTEN

*Šárka Miková - Pearson*



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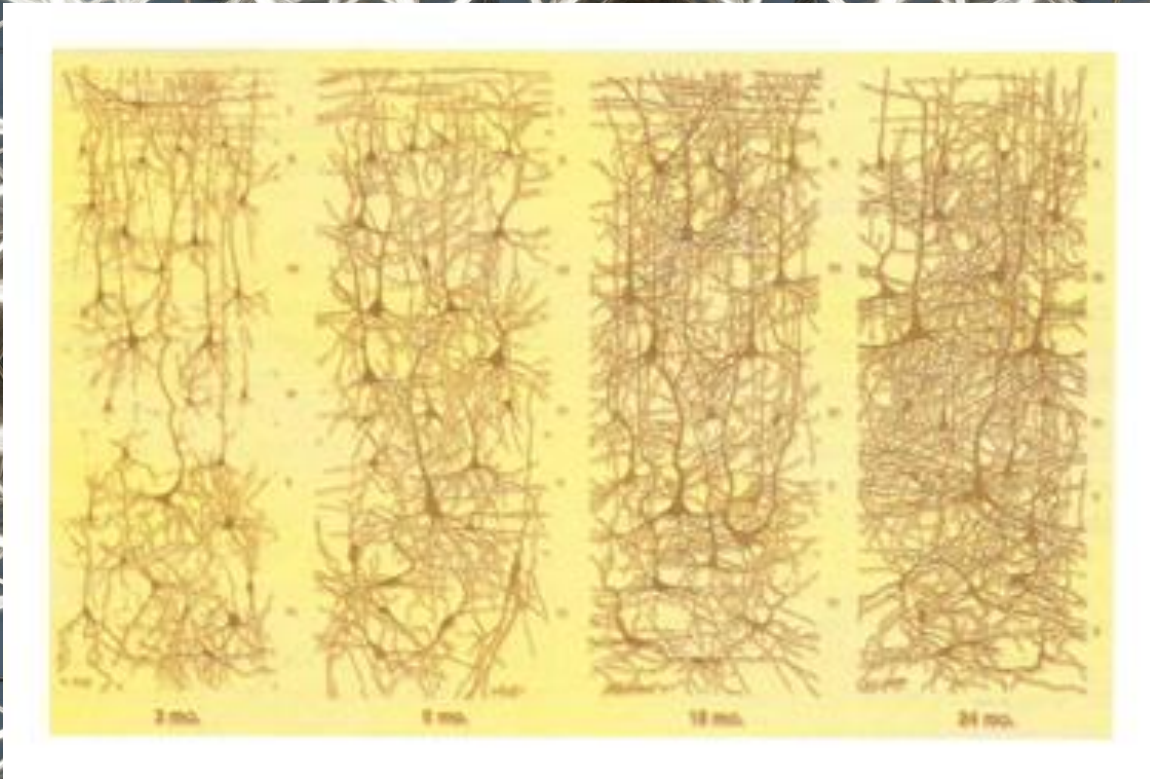
- **VOCABULARY**
  - ELICITATION (Principle 1)
  - PUTTING WORDS TO ACTION (Principle 2)
- **GRAMMAR**
  - BOOMERANG-TYPE LESSON (Principle 3)
  - USING VIDEO FOR TEACHING GRAMMAR (Principle 4)
- **PREPARATION**
  - TEACHING OFF-THE-PAGE (Principle 5)
  - TAKE ADVANTAGE OF TECHNOLOGIES (Principle 6)



# WHAT IS MENTAL LEXICON?

Words in human memory are not stored randomly or in the form of a list but in a **highly organised and interconnected fashion.**







Like in a house – things for washing are in the bathroom, things for cooking are in the kitchen, things for gardening are in the shed.





# EXPERIMENT

Which of these questions can be easier and quicker answered:

A) Name a fruit that begins with „p“.

B) Name a word that begins with „p“ that is a fruit.



# ELICITATION – Principle 1

- 1) See how well students use the language forms in question before deciding whether we need to introduce those forms as new.



# ELICITATION

2) Building on existing knowledge = building a house on a solid concrete foundation





# ELICITATION

3) Students do the teacher's job - may be assigned as pair/group work

**Grammar:** Defining relative clauses  
**Vocabulary:** Work

## SHOW WHAT YOU KNOW

- 1 In pairs, list all the jobs you can think of in sixty seconds.  
*doctor, ...*
- 2 Put the words from your list in Exercise 1 in groups 1–5. Some words can go in more than one group.
  - 1 jobs that pay a high salary: *doctor,*
  - 2 jobs which involve long hours: *doctor,*
  - 3 jobs where you can do overtime: *doctor,*
  - 4 jobs for people who are creative:
  - 5 jobs which you would like to do:



# ELICITATION

3) Compensating for mixed abilities – not just single correct answer

## 0.2 National dishes

Grammar: Quantifiers

Vocabulary: Food and drink

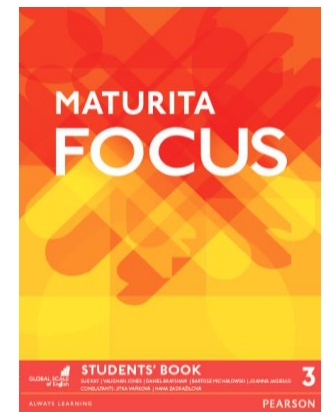
### SHOW WHAT YOU KNOW

1 In pairs, write a type of food or drink for each letter of the alphabet. How many can you write in sixty seconds?

apple bread carrot

2 Complete the table with your words from Exercise 1 and write the plural form of the countable nouns. Then tick the food or drink you like most and compare with a partner.

Countable nouns	Uncountable nouns
apple – apples carrot – carrots	bread



# ELICITATION

4) Elicited lists - EASIER PERSONALISATION - the students' own asset with which they start the lesson/topic

## 4.1 Vocabulary

Food • Flavours and textures

*I can describe food that I like and don't like.*

### SHOW WHAT YOU KNOW

1 Add the words in the box to the lists. Then add four more words to each category.

[ banana   carrots   chicken   jam   rice ]

1 meat or fish: chicken,

2 vegetables: \_\_\_\_\_

3 fruit: \_\_\_\_\_

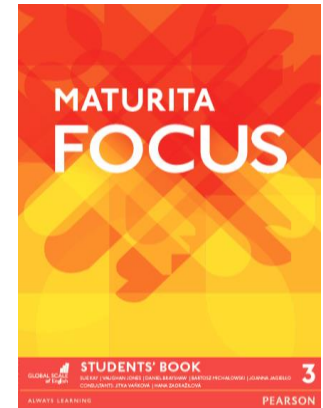
4 food bought in packets: \_\_\_\_\_

5 food bought in jars or tins: \_\_\_\_\_

2 In pairs, discuss the questions.

1 Who is the best cook in your family?

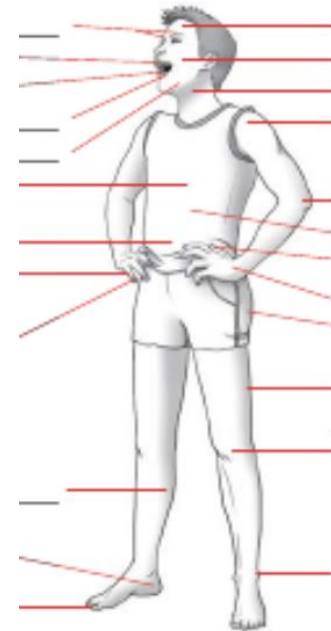
2 What dishes can you cook?



# ELICITATION

5) You can set time limit – reduce time, easier to access, you may reward students, make them work faster

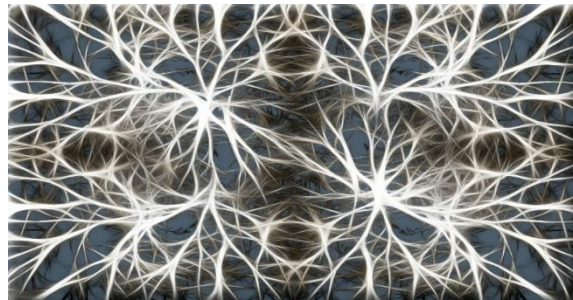
List as many parts of the body as you can in 60 seconds.





# LONG-TERM RETENTION OF VOCABULARY

Simply repeating newly learned words is no guarantee that they will move from the short-term memory into permanent memory



Integrating new words into learner's **mental lexicon** requires making a lot of „deep“ decisions about the word. In other words – vocabulary needs to be „put to work“.



# DECISION-MAKING TASKS

## RANKING AND SEQUENCING

IDENTIFYING



MATCHING

SORTING

SELECTING

# IDENTIFYING

2 Look at the photos of six celebrities and read the text. In which photos can you see the parts of the body in the box?

[ ankle calf eyebrows jaw knee lips thigh thumb ]



## How much are they worth?

...money for their talent and looks. But what would happen if their appearance changed? Football players, film studios and advertisers would lose a lot of money. So celebrities often insure parts of their body!

### TOP FOOTBALL PLAYERS

**RISKS:** Football injuries are common and can end a career. Most common injuries are sprained ankle, thigh, knee and calf injuries, broken bones and head injuries.

Who? Cristiano Ronaldo, football player  
What is insured? \$ \_\_\_\_\_  
How much? \$144 million

Who? Troy Polamalu, American football player  
What is insured? \$ \_\_\_\_\_  
How much? \$1 million

...the actor insists on doing their own stunts. But for some film and television roles, the star's looks are important.

Who? Daniel Craig, actor  
What is insured? \$ \_\_\_\_\_  
How much? \$9.5 million

Who? Julia Roberts, actor  
What is insured? \$ \_\_\_\_\_  
How much? \$30 million

### SINGERS AND MUSICIANS

**RISKS:** Imagine a singer who loses her voice or her attractive image, or a guitarist who can't use his hands. Their career would be over.

Who? Rihanna, singer  
What is insured? \$ \_\_\_\_\_  
How much? \$1 million

Who? Keith Richards, guitarist  
What is insured? \$ \_\_\_\_\_  
How much? \$1 million

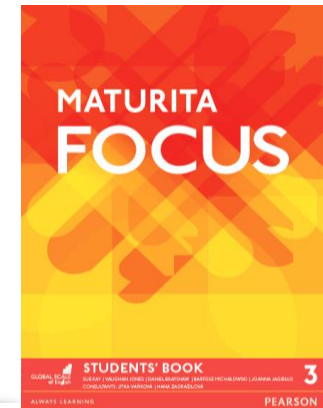


## SELECTING

9 Read the questions and cross out the injury that is impossible or very unlikely.

Have you ever:

- 1 broken your *leg* / ~~*chest*~~ / *toe*?
- 2 burnt your *tongue* / *fingers* / *ribs*?
- 3 cut your *teeth* / *lip* / *heel*?
- 4 dislocated your *shoulder* / *eyebrows* / *thumb*?
- 5 scratched your *knees* / *neck* / *hair*?
- 6 sprained your *lips* / *ankle* / *wrist*?



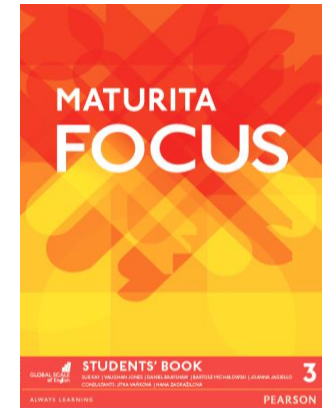
## MATCHING

### WORD STORE 6D

Compound nouns – health issues

[ bee    black    first    hay  
heart    nose    sun ]

- 1 first \_\_\_\_\_ aid
- 2 \_\_\_\_\_ attack
- 3 \_\_\_\_\_ bleed
- 4 \_\_\_\_\_ burn
- 5 \_\_\_\_\_ eye
- 6 \_\_\_\_\_ fever
- 7 \_\_\_\_\_ sting



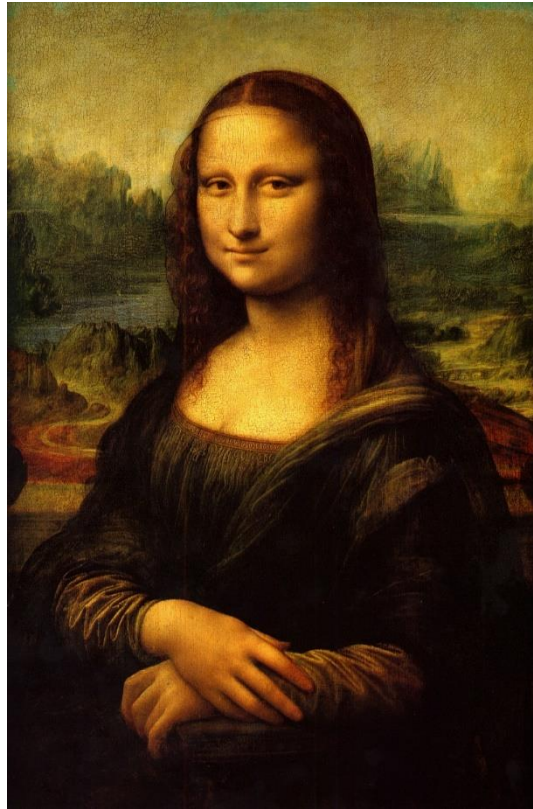
# GRAMMAR



When I was a kid, my  
English teacher looked  
my way and said,  
**“Name two pronouns.”**  
I said, **“Who, me?”**



Grammarly

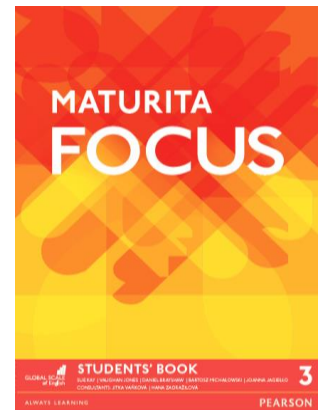






1 In pairs, look at the different versions of the *Mona Lisa* and answer the questions.

- 1 Which version do you like best? Why?
- 2 What do you know about the original painting?



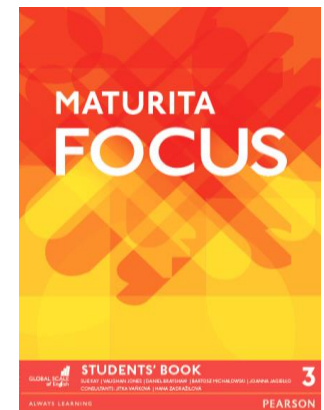
## 2 Read about the real *Mona Lisa*. Why does the curator think that the *Mona Lisa* is smiling?

### STOP ASKING SILLY QUESTIONS!

My name is Henri Dubois. I've been working at the Louvre Museum in Paris for twenty-one years and I've been looking after the *Mona Lisa* for nearly ten. So, for the past ten years I've been watching people's faces when they first see the *Mona Lisa*. There's something very special about that painting. I've also been answering the same questions over and over again. They ask me, 'How long has she been hanging in the Louvre?' I always say the *Mona Lisa* has been in the Louvre since 1804. But it isn't quite true. The *Mona Lisa* hasn't been hanging in the Louvre since then because someone stole it in 1911. Fortunately, the painting was returned two years later.



The other questions are impossible to answer. They ask me, 'Who was she? What is she thinking? Why is she smiling?' Why is the *Mona Lisa* smiling? Because she's been listening to people's silly questions for over 200 years! Stop asking questions and look at the painting – it's beautiful!



## BOOMERANG-TYPE LESSON – Principle 3

engage → activate → study (so-called inductive approach)

language study arises out of skills work on reading or listening texts



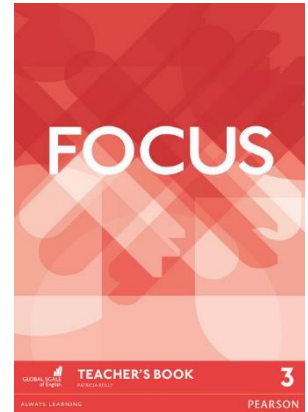
? A TYPICAL „QUEUE QUESTION“ ?



*Why have they been waiting in the queue?*



# GRAMMAR ANIMATIONS



Sarah: Good morning everybody. Yesterday we went to Your Fashion Talent auditions and interviewed people in the queue.  
Sarah: Hi, I'm Sarah from London TV. What's your name?  
Make-up artist: I'm Amy. I'm a make-up artist. And this is Jessica. We're here together.



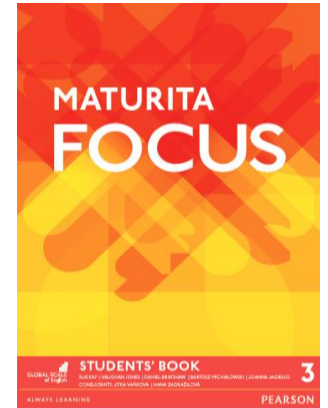


Sarah: Haha, everybody here is hoping for some success. Lots of people have turned up today. How long have you been waiting in the queue?  
Make-up artist: We've been waiting for five hours. Jessica has had the make-up on for almost eight hours so I hope they will see us soon because all this waiting is no good for the make-up.  
Sarah: Good luck to you then! I hope the judges will love it as much as I do.

## USING VIDEO FOR TEACHING GRAMMAR – Principle 4

- ✓ Understanding grammar in **authentic, digital and „distracting“ context**
- ✓ Allows for **more follow-up practice** using scripts, subtitles, screenshots, ...
- ✓ Gives teachers some **„time-off“ in the lesson**

# USING SCREENSHOTS



# PREPARATION

MY PERSONAL TIPS in other words: „What pays off“

- ✓ If possible, choose the coursebook you like – VERY IMPORTANT!
- ✓ Familiarize yourself with the „language“ of the book (unit structure – both Student´s Book as well as Workbook, unit follow-up materials – vocabulary lists, grammar summaries, listening scripts, answer keys, ...)
- ✓ Recycle! – photocopiable materials, audio scripts, even exercises
- ✓ Take advantage of technologies

# TEACHING „OFF-THE-PAGE“ SYSTEM – Principle 5

✓ squeeze as much material onto one Teacher's Book page as possible to avoid leafing

**KEY VOCAB**  
# tie, a dress, ...

**2 Put the words from your list in Exercise 1 in groups 1-5. Some words can go in more than one group.**

- Items usually worn by women only: dress, a shirt, a blouse, skirt
- Items usually worn by men only: tie, a shirt, jeans, shorts
- Outdoor items: a coat, a hat, gloves, a jacket
- Formal items: a tie, a suit, high-heeled shoes
- Items you would never wear: a tie, a beautiful, (cheap)

**3 Complete the texts with the words in the box.**

as (a2) enough more (a2) most richer than (a2) the (a2) too

**TEEN ATTITUDES TO MONEY**  
We ask brother and sister Tom and Zoey about their attitudes to money and shopping.

**Zoey, 16**  
I think I'm very good with money. I don't have much money though because I'm still at school, but I'm more careful than my brother. For example, he spends his birthday money as soon as he gets it. Also, he's not as careful as I am. To be honest, I think he's stupid with his money. He's not as expensive as I am. He bought a leather jacket, and that was second-hand, so it wasn't as expensive as a new one. I don't go out much. Tom says I'm not social, but I just like staying at home.

**Tom, 17**  
I'm more generous than Zoey is. In fact, I'm probably the most generous if I have money. I spend it. I'm richer than Zoey because I work at the weekend, but she's more careful than me, so she always has money and never has any. Actually, I think Zoey's the most careful person I know. My clothes are more expensive than Zoey's, but I buy expensive clothes because people who make cheap clothes have the worst working conditions in the world. I spend a lot of money on going out. Zoey isn't as popular as I am, so she stays at home most.

**4 LISTENING Listen and check your answers to Exercise 3. Who is more like you: Zoey or Tom?**

**EXTRA ACTIVITIES**  
Students write comparative and superlative sentences and sentences with enough about themselves and their family and friends, e.g. My dad is the tallest person in my family. My friend wears more fashionable clothes than most other people I know. My brother isn't old enough to go to secondary school. One them five tries to write as many as they can. Students share their sentences in pairs or small groups.

**WORKBOOK**  
**NEXT CLASS**  
Ask students to do Show what you know 6.5 in the WB, p. 6.

21

**Grammar Focus page 112**

**6 Complete the sentences with too or not enough and the adjective in brackets. Which sentences are true for you?**

- I'd like to buy designer clothes, but they are too expensive (expensive)
- I want to learn to drive, but I'm not old enough (old)
- I'd like a larger bed, but my room is not big enough (big)
- My brother never lends me money because he is too mean (mean)
- My parents won't let me have a motorbike, too. They say it is dangerous (dangerous)

**7 Complete the questions with the superlative form of adjectives from the box or your own ideas. Then, in pairs, ask and answer the questions.**

bad cheap funny good intelligent interesting stylish valuable

- What is the most interesting item of clothing you have?
- Who is the most popular person you know?
- Where is the best clothes shop in your town?
- What is the most interesting possession you have?
- Who is the most famous celebrity you know?

**Exercise 7**  
the worst, the cheapest, the fastest, the most, the most intelligent, the most interesting, the most stylish, the most valuable

7



**sixty seconds.**

a tie, a dress, ...

2 Put the words from your list in Exercise 1 in groups 1-5. Some words can go in more than one group.

- 1 items usually worn by women only: a dress, a skirt, a blouse, a high-heeled shoe
- 2 items usually worn by men only: a tie, a shirt, a jacket, a pair of trousers
- 3 outdoor items: a coat, a hat, gloves, a scarf, a jacket
- 4 formal items: a tie, a suit, high-heeled shoes
- 5 items you would never wear: a tie, a pair of trousers, a high-heeled shoe

3 Complete the texts with the words in the box.

as (x2) enough more (x2) most richer than (x3) the (x2) too

**TEEN ATTITUDES TO MONEY**

We ask brother and sister Tom and Zoey about their attitudes to money and shopping.

Zoey, 16

I think I'm very good with money. I don't have much money though because I'm still at school, but I'm more careful than my brother. For example, he spends his birthday money as soon as he gets it. Also, he's older than me and has a weekend job, so he's richer than I am. To be honest, I think he's stupid with his money. The most expensive thing I've ever bought is a leather jacket, and that was second-hand, so it wasn't as expensive as a new one. I don't go out much - Tom says I'm not sociable enough, but I just like staying at home.



I'm more generous than Zoey. In fact, I'm probably the generous! If I have money, I spend it. I'm richer than Zoey because I work at the weekend, but she's more careful than me, so she always has money and I never have any. Actually, I think Zoey's the meanest person I know! My clothes are more expensive than Zoey's, but I buy expensive clothes because people who make cheap clothes have the worst working conditions in the world! I spend a lot of money on going out. Zoey isn't as popular as I am, so she stays at home more!

Tom, 17



4 Listen and check your answers to Exercise 3. Who is more like you: Zoey or Tom?

**EXTRA ACTIVITIES**

Students write comparative and superlative sentences and sentences with enough about themselves and their family and friends, e.g. My dad is the tallest person in my family. My friend wears more fashionable clothes

than most other people I know. My brother isn't old enough to go to secondary school. Give them five minutes to write as many as they can. Students share their sentences in pairs or small groups.

**WORKBOOK**

p. 5

**NEXT CLASS**

Ask students to do Show what you know 0.5 in the WB, p. 6.

• regular adjectives: good/better/the best/bad/worse/the worst/far/further/the furthest

Note: You can use + adjective or not + adjective + enough to show there is a problem with something.

Mum, all my jeans are too short!

a track suit, boots, trainers, (high-heeled) shoes, sandals, socks, tights, a jacket, a hoodie, a blouse, a sweater

Don't worry, love. These are longer than your old ones. They may not be as fashionable as the ones in the shops, but I think they'll be long enough now.

**Grammar Focus page 112**

6 Complete the sentences with too or not enough and the adjective in brackets. Which sentences are true for you?

- 1 I'd like to buy designer clothes, but they are too expensive (expensive)
- 2 I want to learn to drive, but I'm not old enough (old)
- 3 I'd like a larger bed, but my room is not big enough (big)
- 4 My brother never lends me money because he is too mean (mean)
- 5 My parents won't let me have a motorbike. They say it is not safe enough (safe)

**Exercise 7**  
the worst, the cheapest, the funniest, the best, the most intelligent, the most interesting, the most stylish, the most valuable

- bad cheap funny good intelligent interesting stylish valuable
- 1 What is the most item of clothing you have?
  - 2 Who is the most person you know?
  - 3 Where is the most clothes shop in your town?
  - 4 What is the most possession you have?
  - 5 Who is the most celebrity you know?

**FOCUS**

TEACHER'S BOOK **3**

PEARSON

going out. Zoey isn't as popular as I am, so she stays at home more!

4 Listen and check your answers to Exercise 3. Who is more like you: Zoey or Tom?

**EXTRA ACTIVITIES**

Students write comparative and superlative sentences and sentences with enough about themselves and their family and friends, e.g. My dad is the tallest person in my family. My friend wears more fashionable clothes

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**WORKBOOK**

p. 5

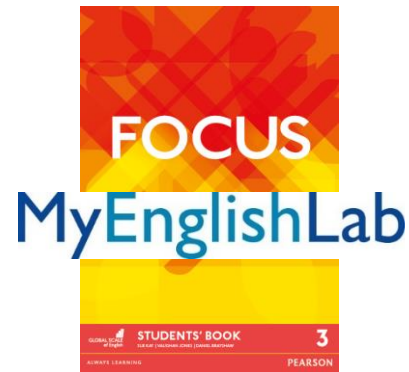
**NEXT CLASS**

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# TAKE ADVANTAGE OF TECHNOLOGIES – Principle 6

**MyEnglishLab** - digital online Workbook for students and the teacher

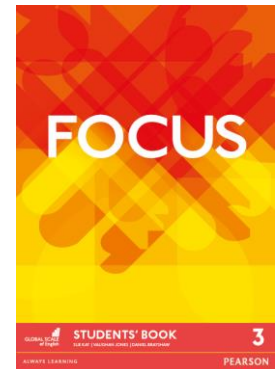


## The environment correlates with the Workbook

The screenshot displays the MyEnglishLab user interface. At the top, there is a navigation bar with 'HOME', 'COURSE', 'GRADEBOOK', 'MESSAGES', and 'SETTINGS'. The current course is 'Total English Elementary'. Below this, the 'Units' section shows a grid of 12 units with completion progress. The 'Contents' section on the right lists exercises for Unit 1.1, including vocabulary and grammar exercises.

Unit	Completed
UNIT 1	0/28
UNIT 2	0/30
UNIT 3	0/40
UNIT 4	0/30
UNIT 5	0/26
UNIT 6	0/37
UNIT 7	0/29
UNIT 8	0/26
UNIT 9	0/38
UNIT 10	0/28
UNIT 11	0/27
UNIT 12	0/36

Exercise	Topic	Action
Exercise 1a	Vocabulary – countries and nationalities	Open
Exercise 1b	Vocabulary – countries and nationalities	Open
Exercise 2	Pronunciation – word stress	Open
Exercise 3	Grammar – to be: positive	Open
Exercise 4	Grammar – to be: positive	Open
Exercise 5	Grammar – to be: positive	Open
Exercise 6	Grammar – to be: positive	Open
Exercise 7	Grammar – to be: positive	Open
Exercise 8a	Grammar – to be: positive	Open
Exercise 8b	Grammar – to be: positive	Open




## Student's view

6 Unit 32 Past simple or continuous? Attempt 1

**Practice 1**

Choose the correct words.

I took this picture while we  Iceland last year. We  the south of the country when a large volcano suddenly . When we  back to the camp, we immediately  our bags to go home. I  some pictures of the volcano as we were driving past in our car. When we  at the airport, everyone . We waited for three days until we could get on a flight. I  these pictures to a magazine when we  home.



Back to course Save Submit

## Teacher's view


Total Score 60%

6 Unit 32 Past simple or continuous? 6/10 60%

**Practice 1**

Choose the correct words.

I took this picture while we **were travelling** ✓ in Iceland last year. We **were exploring** ✓ the south of the country when a large volcano suddenly **erupted** ✓. When we **were getting** ✗ back to the camp, we immediately **were packing** ✗ our bags to go home. I **took** ✓ some pictures of the volcano as we were driving past in our car. When we **were arriving** ✗ at the airport, everyone **left** ✗. We waited for three days until we could get on a flight. I **sent** ✓ these pictures to a magazine when we **returned** ✓ home.



Back to course Try again Next

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## Automatic scoring

Activity	Score
Exit test (Part 1)	70%
Exit test (Part 2)	56%
Exit test (Part 3)	45%
Exit test (Part 4)	60%
<b>Total Score</b>	<b>57%</b>

1 Nouns and articles

Teacher view

## Exit test (Part 1)

7/10

70%

Choose the correct words.

**Monica:** I need to buy **a new pair of jeans** ✓. These jeans **have** ✓ got a hole in the knee.

**Soraya:** Are you free **this** ✓ Saturday? I need to do **some shoppings** x too, so we could go shopping together.

**Monica:** All right. Why don't we make **the special day** x of it and go to **London** ✓? There are so many more shops to choose from there.

**Soraya:** **That's** ✓ a great idea! We could do **some sightseeings** x too, if we have time.

**Monica:** And if we go **by train** ✓ we can use our student discount.

**Soraya:** OK. Let's meet early so that we have the whole day.

**Monica:** No problem. Shall we meet at **the entrance** ✓ to the station at 8 o'clock?

**Soraya:** Great. See you there.

# Common error report

## Common error report

**Assignment:** Module 1 Nouns and articles, Exit test, Exit test  
**Course:** MGL intermediate BV  
**Assigned by:** Gratova, Martina  
**Date assigned:** 17 Jan 2014, 9:45  
**Due date:** 29 Jan 2014, 20:00

[Preview activity](#) [Show filter](#)

Exercise no. ▾	Correct answer ▾	Error ▾	No. students ▾	Student(s)
Exit test (Part 4)	word_4	word_5 <a href="#">Accept</a>	3	Růňová, Michaela; B... <a href="#">Show more</a>
Exit test (Part 2)	Marketing Today	the Marketing Today <a href="#">Accept</a>	2	Binová, Helena; Jü... <a href="#">Show more</a>
Exit test (Part 2)	that position	this position <a href="#">Accept</a>	2	Binová, Helena; Jü... <a href="#">Show more</a>
Exit test (Part 1)	That's	This is <a href="#">Accept</a>	2	Havel, Jakub; Růňová... <a href="#">Show more</a>
Exit test (Part 1)	some sightseeing	some sightseeings <a href="#">Accept</a>	2	Růňová, Michaela; B... <a href="#">Show more</a>
Exit test (Part 1)	a new pair of jeans	a new jeans <a href="#">Accept</a>	2	Jünglingová, Lenka; H... <a href="#">Show more</a>
Exit test (Part 2)	at university	at the university <a href="#">Accept</a>	2	Jünglingová, Lenka; B... <a href="#">Show more</a>
Exit test (Part 1)	have	has <a href="#">Accept</a>	2	Jünglingová, Lenka; H... <a href="#">Show more</a>
Exit test (Part 2)	some work experience	some work experiences <a href="#">Accept</a>	2	Havel, Jakub; Binová, ... <a href="#">Show more</a>
Exit test (Part 3)	half a million	a half milion <a href="#">Accept</a>	2	Růňová, Michaela; Jü... <a href="#">Show more</a>

# Control over student's activity

**Data** **Diagnostics** ?

Change view: Assignments & Tests

Student	Assignments		Tests	
	Score	Completed	Score	Completed
BV, Student	90%	3/3	---	0/0
Summary	90%		---	

Export gradebook for [XML](#) [Excel](#) [Moodle](#) [Student Management](#)

**Data** **Diagnostics** ?

Click on a thumbnail image to view a diagnostic chart for the course.

**Time/Unit**

This shows the average time you have spent on units in the course.

**Score/Skill**

This shows the average score for each skill in this area.

**Time/Sub-section**

This shows the amount of time that has been spent in this area.

**Score/Student**

This shows the score for each student in this area.

**Attempt/Score**

This shows the average number of attempts and score.





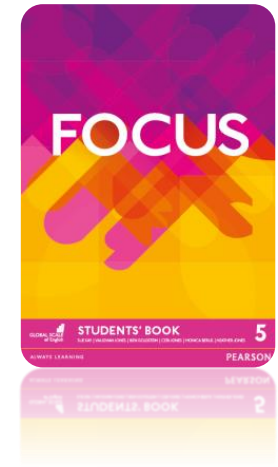
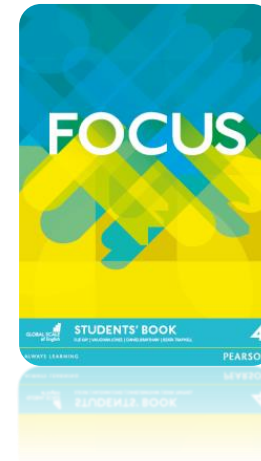
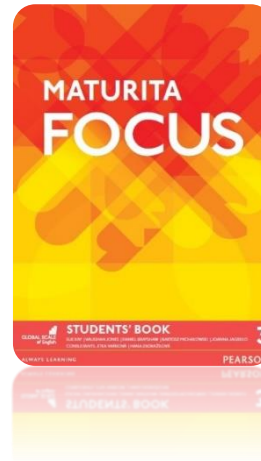
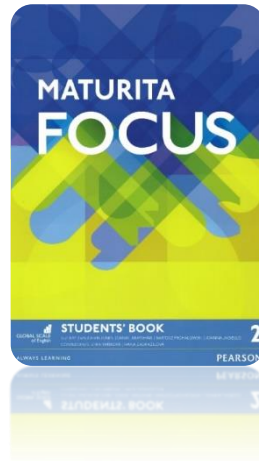
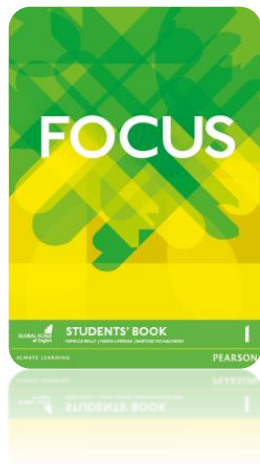
## SUMMARY



- ✓ Our wordstock is like a house – don't forget to clean up regularly!
- ✓ Elicitation saves your time and energy!
- ✓ Let students „put words in action“!
- ✓ Remember the „boomerang lesson“
- ✓ Get used to using video in your classes
- ✓ Choose a coursebook you like!
- ✓ And enjoy teaching!

For more information on Maturita Focus coursebook go to: [www.pearsonelt.com/focus](http://www.pearsonelt.com/focus)

or contact: [metodik@venturesbooks.com](mailto:metodik@venturesbooks.com)



THANK YOU FOR YOUR ATTENTION, HOPE YOU HAD A GOOD TIME!



**Pictures:** Pearson, [www.pixabay.com](http://www.pixabay.com), [www.pinterest.com](http://www.pinterest.com)  
**Sources:** Maturita Focus Pearson  
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Thornbury, S.: How to teach vocabulary, Pearson 2015