vk.com/teaching_buddies

How to Teach English (new edition) by Jeremy Harmer

DVD: Task File (5-7)

LIVEWORKSHEETS

vk.com/teaching_buddies

5: Different seating arrangements (DVD 26:15-30:15) - p. 248

1 **Describe the seating arrangements for the following events from the film clips.** ✔

a The students are working individually.
b The teacher is explaining some pronunciation.
c The teacher is explaining something using the board.
d The teacher is handing out a worksheet and explaining a task.
e The students are listening to a tape.
f The teacher uses the board to explain vocabulary and then sets up groupwork.

2 **Which of the seating arrangements you noted would you use in the following situations?**

a The teacher is explaining a grammar point to the class.
b Students are writing group stories.
c The class is having a formal debate.
d All students are reading individual graded readers for a ten-minute reading period.
e Students are helping each other to do an exercise from a workbook.
f Students are acting out a dialogue in front of their classmates.
g Students are playing a teacher-directed team game.

3 **What are the advantages and disadvantages of the seating arrangements you have seen, in your opinion?** NOTE: **think of what the teacher or the students is/are actually doing in the clips.**

15 min

LIVEWORKSHEETS

ANSWER QUESTION 3 HERE:

LIVEWORKSHEETS

vk.com/teaching_buddies

6: Teaching vocabulary (DVD 30:15–39:00) – p. 248

1 Match the word or phrase on the left with the techniques on the right that the teacher used to explain/elicit it. Some words or phrases are explained in more than one way.

poetry	**a** The teacher asks students to supply alternatives and discusses them.
frying pan	**b** The teacher draws the object.
stir	**c** The teacher explains the vocabulary with words.
scramble	**d** The teacher explains what it does, or what you do it with.
slice	**e** The teacher gives students the beginning of a word to try to elicit it.
chop	**f** The teacher mimes/gestures.
beat	**g** The teacher shows an object (realia) to explain the meaning.
grate	**h** The teacher uses facial expression.
bitter	**i** The teacher uses sound effects.
sour	
uncertain	
it seems	
increasing	

2 Which of the techniques in Task 1 do you think you would find easiest/most challenging?

3 Take any two of the words from Task 1 and think of two other ways you could explain them.

15 min

LIVEWORKSHEETS

ANSWER THE QUESTIONS 2 AND 3 HERE:

LIVEWORKSHEETS

vk.com/teaching_buddies

7: A reading sequence (DVD 39:00-51:05) - p. 249

1 Match the two reading tasks on the left with their purpose on the right. ✔

a The students find the information they discussed at the beginning of the sequence.	i quick reading for gist
b The students find out what the caption means.	ii reading for more detailed information

Where does Pip get the questions for activity b from?

2 Put the following events in order. ✔

a ☐ The students read the text again in pairs.
b ☐ The students read the text to find out what the title of the text means.
c ☐ The teacher asks the students to predict what the title of the text means.
d ☐ The teacher checks the answer to the first comprehension task.
e ☐ The teacher holds up a photocopy of the text the students are going to read.
f ☐ The teacher shows the students a picture of JK Rowling.
g ☐ The teacher tells the students to read the text again in more detail.
h ☐ The teacher asks students to say what they know about JK Rowling.
i ☐ The teacher goes through the answers with the students.

3 Why does Pip spend some time getting students to: (a) think of what they know about JK Rowling? (b) think about what the text caption might mean?

LIVEWORKSHEETS

15 min

ANSWER QUESTION 3 HERE:

LIVEWORKSHEETS