

How to Teach English (new edition) by Jeremy Harmer

DVD: Task File (8-10)

LIVE  WORKSHEETS

8: Speaking tasks (DVD 00:51:08-1:05:20) - p. 249

1 Who does the following, Pip or Philip? ↗

- a The teacher answers a student's question in a demonstration by talking about him/herself.
- b The teacher demonstrates exactly how the activity should proceed.
- c The teacher engages the students with an amusing technique.
- d The teacher gives very precise instructions about the activity.
- e The teacher wants to make sure that the activity works exactly as it should.
- f The teacher gives general instructions about what the students should do.
- g The teacher is sure the activity will work as it should without too much explanation.

2 Answer the following questions.

- a Why does Pip prompt Ines (the student doing the demonstration) to ask her (Pip) a question during the demonstration?
- b Why does Pip say, 'ready, steady, go'?
- c Why does Pip say, 'well done, everyone, really good'?
- d Why do you think Philip organises a speaking activity at the end of his lesson?
- e Why does Philip pretend he cannot write vowels?

3 What are the reasons for the differences between the two teachers' approaches, in your opinion? NOTE: you can hear how the teachers themselves answered this question in the discussion with the teachers.

15 min  **LIVEWORKSHEETS**

Answer question 3 here:

9: Beginning the lesson (DVD 1:05:22-1:13:00) - p. 250

1 Match the teachers with the way they start their lessons. ↗

Mark	a After a quick greeting, the teacher launches straight into the lesson.
Pip	b The teacher gives a detailed explanation of what the lesson will be about.
Philip	c The teacher introduces the lesson and then gets students to brainstorm ideas.
Chris	d The teacher organises a quick warm-up game.

2 Why might it be a good idea to:

- a explain the order of the lesson?
- b start straightaway with a game?
- c get students to brainstorm ideas at the start of a lesson?
- d start the lesson with an activity which introduces the topic of the lesson?

3 What, in your opinion, is the best way to start a lesson if:

- a you want students to get a clear idea of the lesson contents?
- b students are tired and need animation?
- c you want to engage the students' curiosity?
- d the students are very noisy when you come into the lesson?
- e it is late in the evening and the students are tired?

LIVE **LIVEWORKSHEETS** 15 min

10: Games (DVD 1:13:03-1:26:56) - p. 250

- 1 Which game (Mark's or Louise's – or both): ✓
 - a is competitive?
 - b involves a change of classroom seating?
 - c involves student conversation as part of the game?
 - d has a winner in each group?
 - e involves movement as well as speech?
 - f depends on the students' speed?
 - g ends when the teacher says so?
 - h ends when the game task is complete?
 - i puts different individual students in prime position as the game continues?
- 2 Which game (Mark's or Louise's), in your opinion:
 - a provokes more student interaction?
 - b is more fun?
 - c is easier to use at lower levels?
 - d is the easiest for the teacher to organise and manage?
- 3 Which games from 'ordinary' life (e.g. *Charades*, *Noughts and crosses*) could be adapted for use in the English-language classroom, do you think?

15 min  **LIVEWORKSHEETS**

Answer question 3 here: