

How to Teach English (new edition) by Jeremy Harmer

DVD: Task File (5-7)

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 clip.

15 min

LIVEWORKSHEETS

ANSWER QUESTION 3 HERE:

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. ✓

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

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.



LIVEWORKSHEETS

15 min

ANSWER THE QUESTIONS 2 AND 3 HERE:

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?

ANSWER QUESTION 3 HERE: