

Hands up who
did their
homework?

shaunwilden.com



"Well, here we go again. ... Did anyone here *not* eat his or her homework on the way to school?"

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Stand up, go find someone you don't know. Go introduce yourself (or take the chance to say goodbye) and ask...

-What's the best / worst thing about teaching elementary students?

- How important is homework? For you? For your students?

- What is a 'typical' piece of homework you set?

Issues of homework

Elementary students find learning hard



How to balance real world and the classroom

- The absolute beginner
- The false beginner
- The adult beginner
- The young beginner
- The 'once a week' beginner
- The intensive beginner

Teaching beginners requires special skills and psychology

They're very satisfying to teach because enthusiasm and motivation is usually high (especially with real beginners), and progress rapid and measurable. But some beginners may lack confidence after several failed attempts to learn (false beginners) and may be easily discouraged. Others may have dogmatic ideas about how they want to learn. Older learners often think they can't learn as well as younger ones, which isn't true.

<http://www.teachingenglish.org.uk/blogs/martina-kliem/how-teach-beginners>



Aural comprehension; recognising where one word stops & the next starts, then linking what they hear to a visual/written form. Also pron.

tionamau, [+] Tue 03 May 13:06 via Direct Message



@shaunwilden biggest challenge I have w/ beginners is getting them to understand it's not instantaneous & they won't b fluent within a year

• CeciELT, [+] Tue 03 May 13:35 via TweetDeck



@Shaunwilden a big challenge for adults: not enough timetabled hours on courses - can make it diff. to progress #eltchat #jalt #kotesol



@Shaunwilden Re beginners: expressing their OWN thoughts, rather than 'My name is John & I'm 20 years old' - coursebook issue here #eltchat



@Shaunwilden Using don't and doesn't. Nothing similar in German or the Romance languages. They just use 'not'.



@shaunwilden Beginners- that nothing seems to be spelt how it is said and the way we run all the words together and swallow half of them.



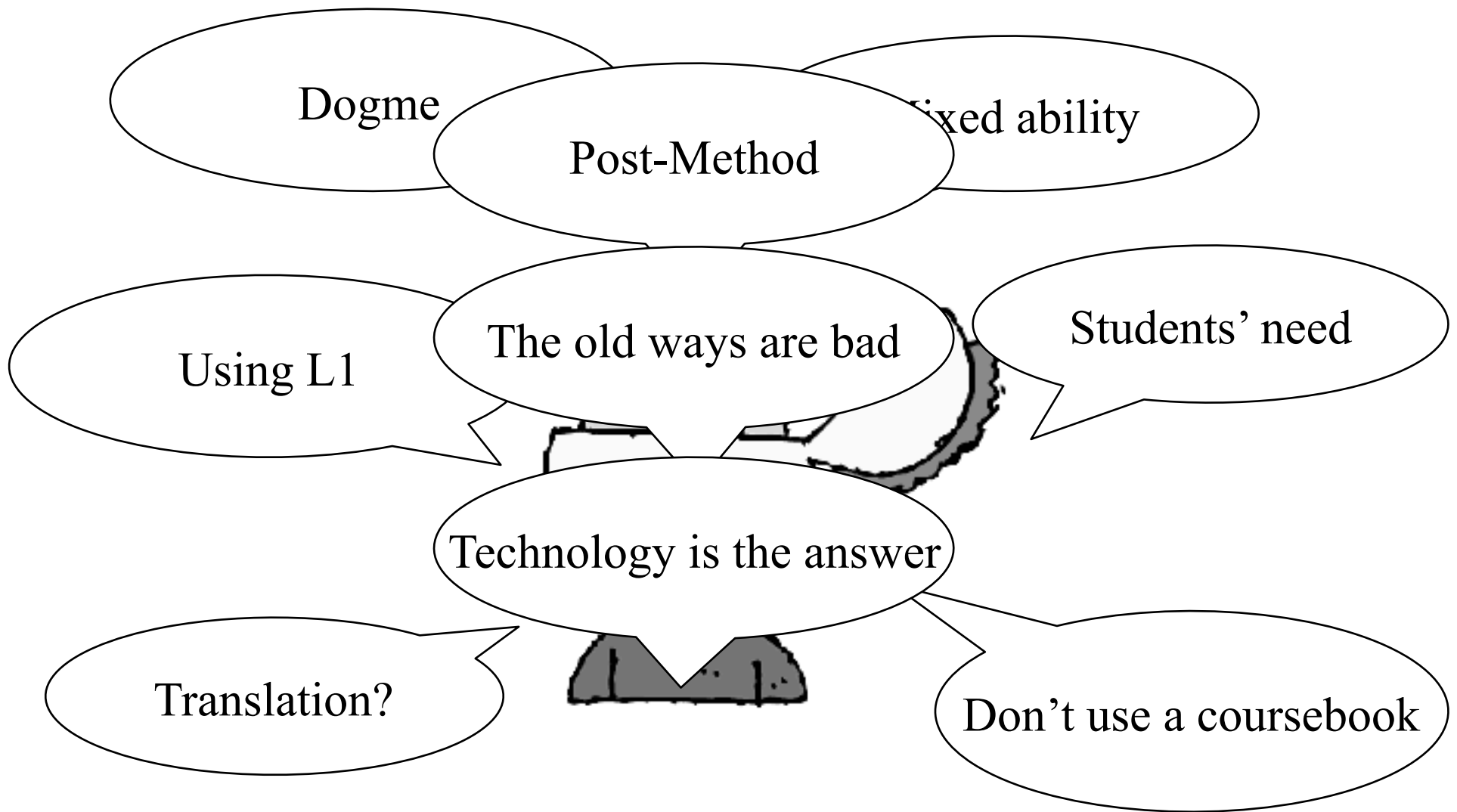
@shaunwilden biggest challenges: idioms, confidence in speaking, listening to English spoken at natural speeds to name a few



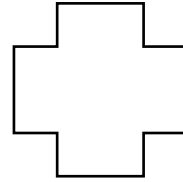
@Shaunwilden realise the difference between their L1 and target language > and learn to accept / expect it



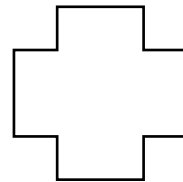
@Shaunwilden getting sounds pronounced right, acquiring confidence when starting to speak. T's encouragement is crucial at this 1st stage



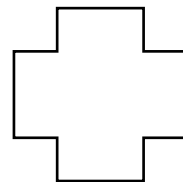
Manage different learning **styles**



Manage different learning **abilities**



Manage different learning **issues**



Student's Book

New texts, new topics,
new artwork



iTutor DVD-ROM

revise > review > improve >
with Elementary iTutor



iTools

A new version of the
digital teaching resource





ANNALISA'S BLOG

DAY 1: Welcome to my blog! It's in English!!
POSTED ON APRIL 5TH BY ANNALISA

Hello! I'm an Italian student. I'm in [Notting Hill](#), London, England! I'm here to learn English.

My English family are the Wilsons. Peter (the husband) and Helen (the wife) have three children: Edward, 16, Rick, 19, and Rosie, 23. Rosie's married. They're very friendly, but they speak very fast! It's difficult to understand them.

DAY 3: My first day at school!
POSTED ON APRIL 8TH BY ANNALISA

Today is my first English class at [St Martin's College](#). It's a big school in the centre – in [Covent Garden](#). It's near a lot of shops, cafés, and theatres. It's great!

My class is very international! The students are from Mexico, Japan, Egypt, Spain, Hungary, and Switzerland. Our teacher's name is Charlotte. She's very young and she's very nice. I really like her. She's a good teacher.

DAY 10: I love London!!
POSTED ON APRIL 15TH BY ANNALISA

Hello again! It's great here. I love London! It's big, but interesting. I like shopping, but it's very expensive. I go to the [parks](#). They are really beautiful. And I go to museums and galleries. The [National Gallery](#) is free! I go by bus or by Underground – it's very easy.

The weather's OK, cold but sunny. The food is OK, too! And the coffee is great! There are a lot of Italian coffee bars in London! Check out my photos!

GRAMMAR AND PRONUNCIATION

1 Say all persons of *can* and *can't*. What do you notice?

I can, you can, he ..., she ..., it ..., we ..., they ...,
I can't, you ...

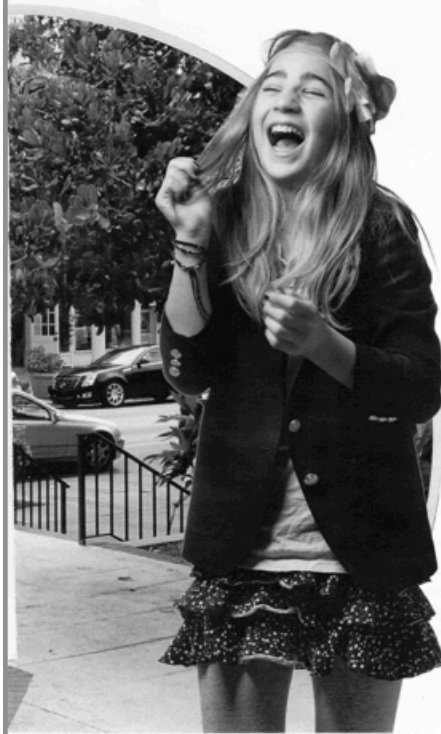
2 **T 5.5** Listen and repeat these sentences.

I **can** speak French. = /kən/
Can you speak French? = /kən/
Yes, I **can**. = /kæn/
No, I **can't**. = /kɑ:nt/

3 Say these sentences.

• • • • •
You can swim. I can't ski.

▶▶ Grammar Reference 5.1 p136



PRACTICE

Ivy can't cook. Can you?

1 **T 5.6** Listen and complete the chart for Ivy. Put (✓) or (X).

Can ...?	Ivy	your partner
speak a foreign language	✓	
cook	X	
skateboard		
swim		
play tennis		
ski		
play any musical instruments		

2 Work with a partner. Ask and answer questions about Ivy.

Can Ivy ... ? Yes, she can. / No, she can't.

3 Complete the sentences about Ivy with adverbs from the box.

(not) at all (x2) a (little) bit quite well
very well really well brilliantly

- She can speak Spanish a little bit.
- She can't cook _____.
- She can swim _____.
- She can play tennis _____.
- She can ski _____.
- Her dad can play the guitar _____.
- Her mum can play the piano _____.
- She can't play anything _____.

T 5.7 Listen and compare the sentences.

4 Ask questions to complete the chart in exercise 1 about your partner.

Can you speak Spanish? Yes, but not very well.

5 Tell the class about you and your partner.

José can speak Spanish really well, but I can't.

6 **T 5.8** Listen and underline what you hear.

- She can / can't cook.
- I can / can't hear you.
- They can / can't come to the party.
- Can / Can't you see my glasses anywhere?
- You can / can't always get what you want.
- Can / Can't you do the homework?

7 With a partner, take turns saying the sentences. Say if you hear *can* or *can't*?

NEW HEADWAY ELEMENTARY iTUTOR

UNITS

SKILLS

UNIT 1

UNIT 2

UNIT 3

UNIT 4

UNIT 5

UNIT 6

UNIT 7

UNIT 8

UNIT 9

UNIT 10

UNIT 11

UNIT 12

A-Z



UNIT 3



R Reading
My perfect weekend
(p26)

PLACEHOLDER

V Video
Jobs



L Listening
In my free time
(p24)



EE Everyday English
Social expressions
(p29)



W Writing
Lisa's two jobs
(p22)

G Grammar

Present Simple

TEACH ME

TEST ME

Adverbs of frequency

TEACH ME

TEST ME

like/love + verb + -ing

TEACH ME

TEST ME

(p135)



http://www.youtube.com/watch?v=4MpzcjhY_wl



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Computers have changed teachers' lives
even if teachers have no technology in their
schools.....

Sharma

- Give homework.

It sounds bad but if you give homework the students will open their book and be forced to review what they've learnt in class.

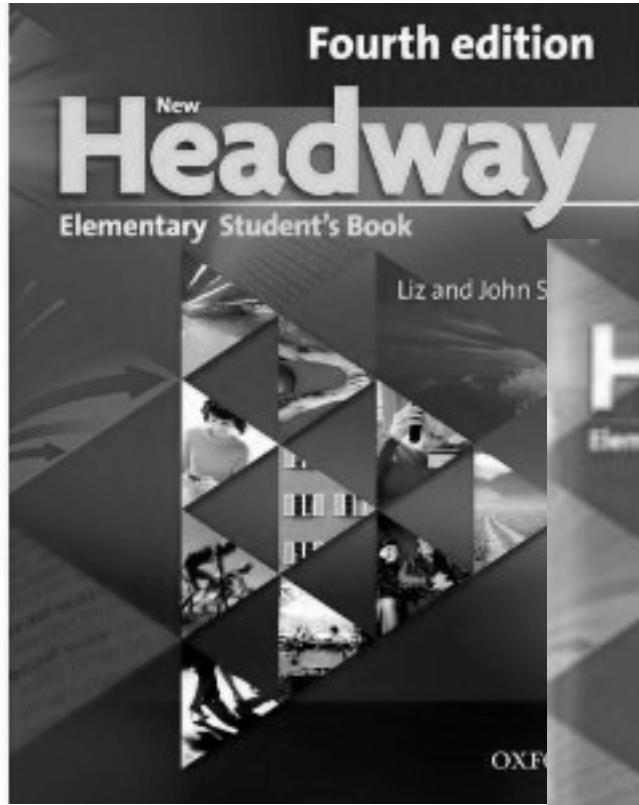
The majority of students won't open their books unless they have to .

<http://tefltips.blogspot.com/2008/01/teaching-beginners.html>

Golden Rules of Homework

- useful
- relevant, interesting and varied.
- different ability/learning style groups.
- manageable in terms of time
- no need to focus on a written product.
- students can contribute ideas and design their own tasks.
- challenging but achievable.
- find out time, preferences, resources
- consolidate classwork, it should not replicate it.
- tasks which are nearer to real life use of language





Itutor demo



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What's the difference between....?

- homework
- self study
- learner autonomy


inside outside take
ability classroom
to charge and the
readiness of learning
one's own

**...the readiness and ability to take charge of
one's own learning inside and outside
the classroom**

Why?

- Confidence
- Goals
- Time
- Different students
- Teacher not with students

howjsay . com

A free online Talking Dictionary of English Pronunciation 

VOXOPOP

Vocaroo

voicethread



 **FORVO**
All the words in the world. Pronounced.

fotobabble

Quizlet

Google maps

audio  **Boo**

Dvolver

UKSOUNDMAP



edublogs



podcasts in english . com

natural conversations
real English

 **Oxford**
Professional
Development

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Project

- 8 Research a famous building in your country. Where is it? Is it a government building? A cathedral? A museum? Tell the other students about it.

Project

What are popular traditional music and songs in your country? Choose your favourite. Does it tell a story? Tell the class.

▶▶ WRITING T 6.10 A biography p109

Project

Research another megacity. Make some notes. Present your findings to the rest of the class.

Project

What are your favourite recipes? Choose one. Find out the ingredients you need and how you make it. Tell the other students.

Project

Find out who is on board the ISS at the moment. Choose one of the astronauts and do some research. Answer some of the questions from exercise 7 about them.

Tell the rest of the class.

PRESENT SIMPLE OR CONTINUOUS?

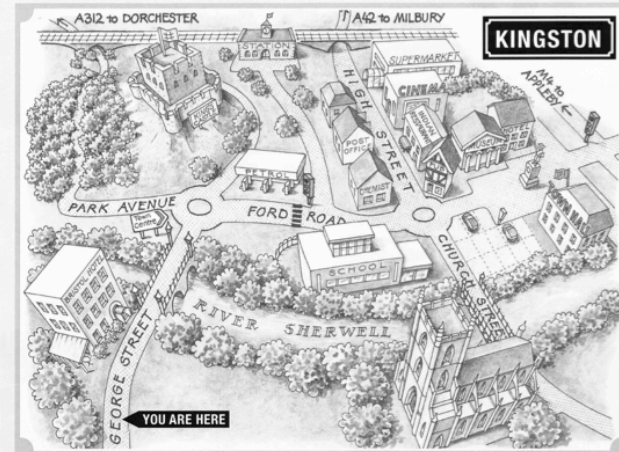
Who's who?



EVERYDAY ENGLISH

Directions

1 Look at the map of Kingston. Find these things. a roundabout traffic lights a pedestrian crossing a traffic sign



2 **T 9.12** Complete the directions from **YOU ARE HERE** to the A312 to Dorchester. Use the prepositions.

over along past round up down through under

Go along George Street, the Bristol Hotel on your left, and the bridge. At the roundabout turn left and go Park Avenue. Go the corner, the wood, and the hill. Then go the railway bridge and you are on the A312 to Dorchester.

3 **T 9.13** Start from **YOU ARE HERE**. Listen to the directions. Where do you finish?

1 _____ 2 _____ 3 _____

4 Work in pairs. Ask for and give directions to ...

- the railway station
- the church
- the M4 to Appleby
- a chemist's
- a supermarket
- a car park
- the Town Hall
- the A42 to Milbury

Excuse me!
Can you tell me how to get to ... ?

Is there a ... near here?

5 Give directions to places in your town from your school.

Go out of the school. Turn right and ...

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► Grammar Reference S1 p136

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[not] at all [a] a [little] bit quite well really well brilliantly

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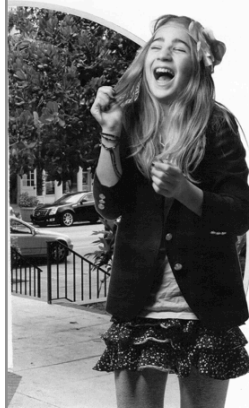
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Unit 5 • Super me! 35





Street View

Google maps and google street view



Teachers need to get students creating through their own intelligence and less by rote and design.

Give them projects.

Allow students the independence they need to arrive at the knowledge in their own way.



Thanks for listening

shaunwilden@gmail.com

