

The NEST: English for Rural Tourism

The NEST Trust

(Nicaragua English and Sustainable Tourism)



Teachers' manual
Methodology
(English and Spanish versions)
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and
Unit notes
(English only)

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Background information

The syllabus and The NEST the materials

The teaching materials: The NEST

These provide you with a structure and core language and activities. You can modify activities and add games to take account of your learners' particular situation.

The syllabus is built on modules, each consisting of ~8-10 units. Most units need at least 3 lessons to cover the material in depth. Some will need much more than that.

The units do not have the traditional formula of published books. They vary in length according to how much practice learners need. While most units have a listening task, a reading passage, new vocabulary, new language, and dialogues, these are not presented in a fixed order.

At the end of each unit the building section provides material for recycling language from earlier units. You can use these activities at different stages of the unit and for homework, class work and for encouraging independent learning. Get learners to practise dialogues in pairs / groups and encourage them to then perform to you / the class. In class building activities can be lesson starters, fillers, or endings. Students who finish early can use them while waiting for others while slower learners can do them at home.

Your teaching should probably not resemble how you were taught a language because you are teaching English for a Specific Purpose (ESP) and you learnt for general purposes, probably with an emphasis on accuracy and grammar.

For our students it is about communicating – small mistakes don't matter if comprehension takes place. It takes years for learners to get rid of minor errors (such as: he do, she play). We don't ignore them – we repeat correctly so students gradually absorb the form.

Whenever we are teaching we should only use English (they do not need to learn about the language, only to understand and use it). However there are times when we need to explain or discuss and it can be a better use of time to do this in Spanish and be sure everyone understands. Make sure you do this separately from the teaching time and that it is never more than 5-10% of time.

Learning styles

Some lucky language learners have a good musical ear and are audio learners: they can learn very quickly by listening, and their pronunciation will be better. Others of us have a much harder time!

A visual learner needs to see the words and then follow them as s/he hears them spoken.

A kinaesthetic learner needs movement – they benefit from writing things down. They also benefit from drama, role play and making gestures.

In presenting and practising new language it's very important that we provide the necessary stimulus for all our learners. So our lesson planning has to take account of learning styles.

Real and carrier content

Real content is the language or the skill we want our students to learn. Carrier content is the topic, the information, the subject we talk about.

For example, Dialogues in Unit 1.4

A Hello, this is Shane. He studies Spanish.

B No he doesn't. He studies science.

A Sorry.

The real content is the negative of the present simple – *he doesn't, they don't*

The carrier content in these examples is jobs and places people live.

The golden rule is to introduce new language and skills with well known carrier content. That way the students can concentrate on the new language. If they are unsure of the carrier content – knowledge / meaning / vocabulary – then they are distracted.

Guidance on teaching

Lesson planning

Good lesson planning is vital. If you spend a lot of time planning lessons, then expect to do very little in the actual class because the students are doing all the work and talking! Remember: every time you talk the students are losing the chance to. Every time just one of them is talking, the others are losing the chance. So lots of pair work and small group work gives students the most chance to practice and learn.

Without planning lessons, it is easy to ‘forget’ to do regular pronunciation work, recycle language through games, include listening, change the readers, ensure everyone has had the opportunity to speak in English each lesson / week

Varying the pace and type of activity in a lesson also needs planning and is very important. When we teach a class we need to be very aware of when students are working well because they are active, involved and learning, and when it is time to change the activity because they have finished, lost the focus or do not understand. We can’t concentrate for long when learning; we need to switch the type of activity so that we engage different parts of our minds.

Dealing with different ability levels is an inevitable part of teaching! It is important to recognise that no group is ever homogeneous in ability and level. We want everyone active all the time, so we need to plan for weaker and stronger students. One way is to have core activities for everyone and then extension activities for those who will finish first. In addition, we can sometimes ask stronger students to help weaker students

Board work

This is something else to plan. If your board is big enough, try dividing it into 3 sections: one for organisational points: the date, the objectives, instructions for an activity, the homework; the largest, central section for ongoing work that gets rubbed off, and the third one for language reference points which students need throughout the lesson. It is good to get students writing on the board: they can write up the day of the week and date, objectives, vocabulary lists, answers – it all builds confidence.

Weekly checklist

A lesson should include all the following:

- Review / recycle previous lesson(s). Use the homework.
- Introduce the new learning
- Practice: Group or pair work
- Activities in which students talk
- Homework

Each week check that there has been:

- | | | | |
|-------------------|-----------------|-----------|-----------|
| • Pronunciation | Reading | Mini quiz | Dictation |
| • Listening input | Vocabulary work | Games | |

Home and independent-study

Encourage students to study for half an hour every day: some will, some won't. Our expectations do make a difference so we do need to ask each person what they have done and make suggestions regularly. Try to give students ideas of ways and places to practise that don't involve sitting down with pen and paper. Some suggestions for homework are:

Specific activities based on that day's lessons – to complete unfinished class work, to write what was only spoken work in class, to make new word circles.

Prepare for the next session - make sure you use the work: when teachers set work and don't follow up then students lose heart!

Reading. If you have graded readers, ensure every student has one all the time and you check regularly that they are reading, see whether they need to swap books or go up a level. It is best to have a regular time each week in one of your lesson plans for this. It shouldn't take long – it could be just before the break so that they can use that time to choose a new one. Always have a signing in and out book.

Listening: there is a lot of material on the CDs so encourage students to listen regularly.

Self-study isn't just sitting with a book in a chair. It can **include having mini-conversations with ourselves, practising class dialogues, recalling vocabulary** whilst we sit or stand on a bus, wait in the queue at the bank, weed fields, grind maize, stir beans, fish, harvest coffee. They need our help with different ideas on how, where and when to learn because most of their education has consisted of rote learning only.

Mini quizzes, team games, a speaking practice, a word circle on the board are all quick fun ways to start a lesson and check that homework has happened.

Assessments and quizzes

Plan in at least one mini-quiz each week, a longer quiz each month and an 'official' assessment at the end of each block of time, that is before a holiday break.

The purpose of all quizzes and tests is for learners (and you) to know how they are getting on. It is not about pass and fail. So after each quiz learners need to know what to revise over the next few weeks, and then you can give them another quiz to see if they have got better.

Mini-quizzes don't have to be paper-based but they do have to be planned so that they are fair. They can be individual or team based. They could be giving a short talk, having a dialogue with someone, talking on a topic, vocabulary word circles. They should not take more than 10 minutes and they should encourage self-study and home learning.

The assessments should evaluate the key objectives, not all the details.

Reading

How and why we read

In ESP reading is for gaining information. So the way we work with a written text must reflect this. We read for a purpose and we need that purpose before we start.

Reading is a guessing game: we take in up to 7 words, give them meaning, take in the next chunk, give it a meaning. If the two meanings fit we carry on. If not we have to go back. The better we guess the easier and faster we read. One way we guess successfully is by using all the information we know, so we always need a quick pre-reading activity to focus appropriately.

Reading skills

Good readers use a number of skills and one way we can help our students is to introduce them to these. They have so little opportunity to read even in Spanish that they are unlikely to have good skills:

- Scanning What we do to quickly find specific bits of information. Easiest to do when looking for information that will stand out – numbers, dates, examples, names.
- Skimming Taking a quick look through the text to get an overall idea of what it is about. This helps us decide whether we need to read it at all, what parts we need to read, how closely we need to read it. We usually look at headings, beginnings of paragraphs and the first and last paragraphs of the text or key sections.

These two skills can be practised with most texts and it is important to give students a time limit – a few seconds to 2/3 minutes for scanning, maybe 3/5 minutes to skim. Typical behaviour otherwise is to start at the beginning and work slowly through.

- Guessing vocabulary in context: Guessing vocabulary from context is another important skill. Within this is the skill of realising when you do / do not need to understand a word well / partly / not at all. Techniques and ideas for this are in the vocabulary section of this handbook (pages 12 – 13).

Main stages of a reading activity

a) Pre-reading

This is any activity that helps students to think about the topic - by discussing it, brainstorming ideas or creating word associations - before reading the text. It may include some specific vocabulary teaching of essential new words but never introduce all the new vocabulary: remember, two of the skills of reading are guessing meaning and ignoring what is not important.

b) Reading phase

- scanning / skimming work as a whole group
- reading the tasks/ activities. This gives students their purpose for reading.
- students working on the task(s) on their own

- students comparing answers. This is the most efficient way for them to check whether they've understood / got it 'right'. You could also have an answer sheet and let them check their responses with yours. (*see peer correction, p15*)
- re-reading sections they misunderstood; decide whether they need questions from you to help them. Try and work out why they have got something incorrect so you can help them deduce the correct meaning.

c) Post reading phase

- Once students have achieved the purpose - understood the text enough, there is nearly always useful vocabulary and language to practice.
- Finally, try and have an activity that gets them to use the information in some way – preferably to generate speaking.

What sort of tasks in the reading phase?

Those that need minimal writing so the focus is on understanding.

- Ticking statements about what they have read.
- Numbering the order in which points occur.
- Labelling a diagram
- Filling in a table, or making a list
- Ticking true or false, and giving the paragraph or line number(s) where they found the information. This is important as it prevents guess work and means you can check their understanding.

Reading aloud

This is about pronunciation and intonation, not reading. Only use a student reading aloud as a one on one activity to help them practise the music, the phrasing, of the language. However, if you read a text aloud while they follow, their understanding can increase significantly. So in the early modules it is good for them to hear the text read aloud, by you or from the CD, after skimming and scanning work.

Listening

As with reading, learners should always have a task to complete and be listening for a purpose, listening for specific information to complete a task. A listening activity has much the same structure as a reading one.

Main stages of a listening activity

a) Pre-listening

- Set the scene, do vocabulary work if necessary.
- Give the task, the purpose for listening.

b) Listening

- Let students hear the whole recording first.
- Let students hear the recording in parts, with pauses for thinking / doing the task

- Play the recording in parts again.
- Repeat individual sections that may be causing difficulty.
- Play the whole again.

c) Post listening / follow up

- Use the information from the task in some way – preferably to generate speaking.
- Let them listen and fill in blanks in the script; this can be a recycling activity in another lesson.

d) Match sounds to script

At some stage (it could be a later lesson) let students hear the whole recording while following the written script, so they can match sounds and symbols.

What sort of tasks?

As with reading, those that need minimal writing so the focus is on understanding.

- Ticking statements they hear.
- Numbering the order in which points occur.
- Labelling a diagram
- Filling in a table
- Ticking true or false
-

What do you blank out of a script?

- a) What you want them to focus on, the key learning point.
- b) Not too much!
- c) What they can write / spell / have seen.

Pronunciation and intonation

Pronunciation difficulties make our students shy!

Try to include some specific pronunciation work in each lesson. A suggestion is to plan something for one lesson and do something spontaneous in the next based on what you are hearing. The CDs contain a lot of material that can be used for pronunciation and intonation

How do you help learners with pronunciation?

Most people have to be able to hear different sounds before they can say them correctly so we need to teach receptive (listening) and productive (speaking) skills. This is one reason for getting our learners out of the habit of immediately repeating what we say. They need to just listen first!

What are the most important features of pronunciation to teach?

Those likely to cause misunderstandings:

- Word stress – this is a major cause of misunderstandings especially with Spanish because of the difference in stress patterns. The *word friends* activities are to make students aware of the basic difference – in English the stress is generally early in a word; in Spanish it is the penultimate syllable, or else it is marked.
- Consonants – using the wrong one is more likely to cause misunderstanding than the wrong vowel sound.
- Consonant clusters – missing out consonants and adding unnecessary vowels (this last one is very common).
- Vowel length – producing short for long or long for short can seriously affect understanding, eg *this/these; tins/teens*.
- (more advanced) Tonic words – which word of a sequence is stressed.

These are general rules but there are specific consonants, vowels and clusters that are particularly difficult for Spanish speakers.

Mouth shape and tongue position

One of the best ways to help students with pronunciation is to become very aware yourself of how you use your tongue and mouth to make sounds. Then you can get them to watch the shape of your mouth and feel inside their own to notice where their tongue is – between the teeth (*the, this*), touching the back of their top teeth (*like, leaves, July*), teeth on top of their bottom lip (*leaves, very*), teeth close together (*July*).

With sounds like ‘*h*’ and ‘*p*’ place the palm of your hand in front of your mouth and feel your breath when you say these sounds: help, pea, happy, hope, have.

Backchaining

This simple technique is extremely effective. For any word that causes pronunciation difficulties, get your students to pronounce just **the last syllable**; then get them to pronounce **the last two**, then **the last three** until they are saying the whole word. It works!

Read more about pronunciation and how to teach it. Please take time to study what’s available and experiment. Our students need specific pronunciation work in class. The next section provides some basic points.

What is pronunciation?

The building blocks are the sounds – **20 vowel sounds** and **24 consonant sounds** in English – known as **phonemes**. Pairs of words that differ in just one sound (*bit/pit; bit/but*) are called **minimal pairs**.

Vowels and consonants combine into **syllables** in 4 ways in English:

- Vowel only (*a*)
- Consonant + vowel (*me*)
- Vowel + consonant (*eat*)
- Consonant + vowel + consonant (*bag*)

Consonant clusters

In English it is possible, at the start of a syllable to have a **consonant cluster** of up to 3 consonant sounds (*string, split*, and at the end, 4 (*texts, glimpsed*). This is rare in other major languages and so can cause pronunciation difficulties for students.

Word stress

Words can be single syllable (*cat, own*) or a sequence of 2 or more (*window, lemonade, electricity*). When there is more than one syllable, one of them is stressed (*window, about*). Words of 3 or more syllables may have a **primary and secondary stress** (*elecTRicity, lemoNADE*) and then there can be the added difficulty of **stress shift**: this is when we change the stress pattern in certain contexts (*Chinese, a Chinese company*).

Spanish has one main stress pattern (plus it marks the exceptions in the written form) but English has a wide variety of **stress patterns**, yet another difficulty! In English many word friends will stress the first syllable, but the penultimate in Spanish.

Correct stress is often more important than correct sound. Focus on helping the students to hear where the stress is. Use clapping, tapping on a table, tapping a foot on the floor to help the kinaesthetic learners. Mark the stress on the word to help the visual learners.

Intonation

Intonation is the way the pitch of our voice rises and falls. English speech is divided into a sequence of units (**tone units**), each of which has one main fall or rise (a tone) beginning on a word which is heard as highlighted (the **tonic word**).

Intonation carries a number of meanings in English, for example new information has a falling tone, while the known that follows has a rising one. Questions have a rising tone. Intonation is also in part an indicator of our attitude – for example, pleasure or annoyance. A falling-rising tone is often associated with politeness.

Spelling and pronunciation

Students need help to develop an awareness of spelling and pronunciation. The way we store vocabulary partly depends on the stress pattern so the pronunciation is needed for learning vocabulary. Mother tongue speakers who make a mistake and say the wrong word nearly always produce one of the same stress pattern, for example: *magician* for *musician*.

Around 75% of English words are spelt according to a pattern – it is just that the 400 or so most common ones are irregular!

Different accents

We want our students to be understood. They will not speak like a native-speaker, whether North American, British or other. Remember they have teachers with different accents; if their pronunciation is different to yours but comprehensible – fine. We give them a ‘model’ which is a guide, not a target.

Getting students talking

Some of our students can be very shy. We have to find ways to encourage them to speak. For example:

1. A general rule is to make sure they have heard language before they have to say it.
2. A second general rule is to make sure that shy and less advanced students have been able to think and prepare before asking for a contribution from them.
3. Giving everyone in a group a particular role / task ensures that at the end when reporting back everyone contributes.

Circle dialogues

This is very useful with beginners. Sit everyone in a circle, yourself included. Ask the person next to you a question; they answer and then ask the same question of the next person. Keep this going until they are asking and answering smoothly. Then build in a second question / the next part of a dialogue so they have to remember more.

It's a good idea to have a couple of confident students next to you and then to mix the others up. That way the activity works well at the start and weaker students have more time to absorb.

Remember some of your learners will be visual so make sure that they have seen the language before speaking (*see learning styles.*)

Who asks the questions?

Teachers are used to asking the questions. In your classes it is the students who need to ask the questions. It will take time and effort to get them to do this but it is essential. They'll never get enough practice if you do most of the questioning / talking. Once you've introduced a question form, encourage them to ask each other. Once they've got the hang of it they'll enjoy having the responsibility.

So for example, in unit 1.4 when you want to practise the verb to have: Instead of you asking lots of questions of them: *Do you have ... / Does (name) have ...?* after a couple of examples, get them to ask each other: first as the class and then in pairs / small groups.

They need training in this – and so will you! To begin with it's harder to get them to do the work than to do it ourselves but we have to resist the easy, natural way!

Speaking to a group

Many of our learners will be talking to groups of people – as guides, often out and about. Communicating clearly, interestingly and loudly enough are more important than total accuracy. Our learners are often shy so we have to help them with this.

- Encourage them to act – if they practise in an 'over the top' way, they'll find it easier to be loud enough when being 'normal'.

- Don't correct them while they are speaking, or just after. Make a note of language that needs to be worked on and deal with it later.
- If they need help to say something, let the group help them and only do so yourself as the last resort. If your Spanish is good enough, then you can use the bilingual approach: students can give you a phrase in Spanish and you can give them the English.
- Remember they need (we all need) lots of praise and encouragement. Clap, smile, encourage the others to praise.

Vocabulary

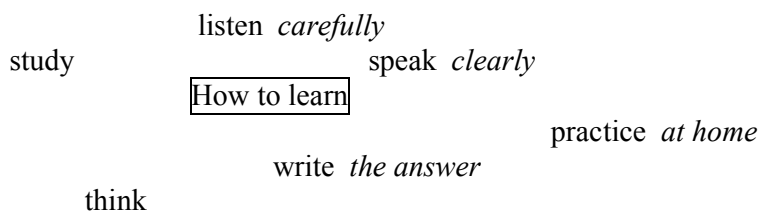
How we learn / memorise vocabulary

Research shows that we store vocabulary by sound so students need to hear all new words. We also learn and recall through context so it's important to:

- introduce linked words;
- present words in phrases, not just on their own.

So these materials use **word circles** for recording linked vocabulary.

Word circles consist of a class or concept word which you write in the centre of a space and draw a circle around (sorry I only know how to put a rectangle with this software!). Then you draw lines out to linked words (which I can't do either!). You can also take each word in this first level and have lines out from it. Don't just have words; phrases are good, see the additions in *italics*.



Making new word circles is a good homework activity that revises classwork and practices dictionary skills

A mini-test or filler activity can be students writing everything they can for a word circle you give them. It can be surprising how many new connections they will make.

Remember it's okay for the learners to write the Spanish equivalent (when there is one) but try not to do it yourself in the early lessons. Later, when the habit of all lessons being in English is well established, it may be helpful to give them the Spanish if they aren't sure (and you are!)

Pictures are great for learning the names of tangible objects and help the visual learners.

Guessing vocabulary in context

This is a vital skill and is about recognizing different features of individual words, for example:

- *co-operation*: **-tion** tells us it is a noun, **co-** tells us it may about ‘togetherness’
- *prepare*: **-pre** may indicate a meaning associated with *before*.

Word features to look for include:

- Prefixes and suffixes:
Suffixes help students to recognise the role of the word – noun, verb, adjective, adverb.
 Nouns: -ion, -ment
 Adjectives: -ic, -ical
 Adverbs: ly, lly

Prefixes indicate a part of the meaning, for example: *co* – together, *trans* – across, *pre-*before, *post-* after. Most prefixes have a Latin origin and will also be ‘friends’,

- Word friends
 These show students that they do ‘know’ some English and can guess meaning. For example, *hotel* / *hotel*, *present* / *presentar*. **But** not all similar looking words have the same meaning, so students also need to be aware of ‘false friends’.

When do you pre-teach vocabulary?

When students need to use it actively – so before speaking activities.

Only pre-teach for reading and listening if there are key words that have to be understood; mostly to do the task, understanding the new words exactly is not necessary. The learning of the new vocabulary is a post task activity.

Passive vocabulary is what we recognise / understand but don’t use and is always greater than our active vocabulary which is the range we produce (spoken or written).

Dictionary work

All students above basic level need a **dictionary**. And they need some activities to help them be comfortable using a dictionary and so that they learn all the different information that is there.

Odd one out (Unit 1.7, page 41 in student’s book) is a useful activity and one that students can create. It consists of selecting groups of four (usually) words with three related and one different. The difference can be a range of reasons. And what finally matters is not the ‘correct’ odd one out but a good explanation for the selected odd one out. All exercises which require processing and thinking aid learning. This is an activity that you can use regularly and your students can prepare the groups; a good option for better students who finish an activity early.

Role of Writing

As eco-tourism grows in Nicaragua it is going to become essential for communities to correspond by email responding to queries, explaining possibilities and making suggestions, otherwise they'll lose potential business. Help your learners to write in a structured, logical manner – this matters more than 100% accuracy.

The first stage of any writing activity is to ascertain the purpose and the audience, as these determine the content. Then collect the information and decide how best to group and order it. Only then is it worth creating sentences – that is to write a first version.

Check the first version for content and structure. Don't revise the sentences until that is fixed: changes to content and structure change the language so working on language detail too soon is a waste of time!

Correcting written work

Do not do small corrections for the students. Correction should be a learning activity for them and research shows they do not learn from having little errors corrected, nor from having every error marked up. Rather than point out corrections you can indicate where the writing wants to be redrafted. Select sentences that relate to the most recent learning point.

If there's a real communication problem, a good technique is to rewrite a section with them, on the board and let them study it.

Fit for purpose is the goal.

Important tips for student learning

Silent signals

These are specific gestures you use to give directions to students. For example

Finger on lip = listen don't speak / repeat

Hand up behind your ear, palm to the front = listen

Hand on head (or flat on table or actually put down a pen) = don't write now.

Hands upright and separate in front of you and bring together = work in pairs

Touch / pull your ear = something they said isn't quite right, for example the *s* of the 3rd person present singular is missing.

Point behind you = the past

Point down = now

Point out in front = future

Correcting students when they speak in class

Learners need confidence. Of course they'll make mistakes; that's part of the learning process. Our role is to help them know what they can do well, then show them where

they can improve and help them to do so. Lots of positive feedback builds confidence which encourages learning. Before correcting, be clear of the purpose of the activity.

- Is it accuracy practice? If yes, then:

If students say something not quite right, don't interrupt them, correct after they have spoken. Correct them, just by repeating what they said correctly, stressing by intonation the corrected part.

- If it is fluency practice, decide whether the meaning is clear. If it is, then just note what needs working on later.

A shake of the finger can help students realize they are going wrong.

Peer correction

Help your students to take responsibility for checking their own work and to learn from each other. When pairs or groups have done an activity, let them compare their answers. The process of checking and looking again at any questions where they don't have the same answer is very valuable. If they all have the same answer, it usually means they are correct. As a class activity, you then only need to check any points they disagree about. This gives them autonomy and confidence, and saves a lot of time too. The material on the CD can often be used; let them listen and correct.

Getting students to see the grammar patterns

Grammar is the pattern of the language. Some students will find it OK to learn by heart. Others will learn best if they *see* the pattern in use. When you introduce grammar always try to have the students see the pattern. So write sentences on the board so the *pattern* falls in the same place and is easily seen.

Once students understand the concept they'll begin to look for the patterns themselves

Dictation

Dictation is a simple but effective activity. Students have to listen carefully, match spoken and written forms, use their knowledge of how the language works, and their knowledge of the topic.

How to give a dictation:

1. Prepare a short passage with language students learnt a few lessons ago.
2. Read it aloud once in full, at normal speed (for the level of your students).
3. Now read it out in short phrases (the more advanced students are the longer the phrases can be). With elementary students you might read each phrase twice the first few times. However, one purpose of dictation is careful listening so the goal is once only.
4. Give students time to look through what they have written. They should check their spelling (and punctuation) and also the sense of what they have written.
5. Read it aloud in full again. Give students time to correct.
6. Then either take in their papers to check or class correct. It is easier to check someone else's work. The quickest way is for them to swap papers and check them against a copy of the passage.

You can encourage students to practise dictations using the CDs and the pause button.

Listen, listen + repeat, practice pattern

Every time you're introducing new words / language follow the pattern that means they hear and see, then they hear and say, and finally they practice together.

- say the words – make sure they do not repeat at this stage (they'll want to – it's how they're taught at school). They need to learn to just listen and look.
- say the word / phrase and have them repeat (more than once if necessary)
- give them practice. Don't expect them all to get everything right first time.

Keep saying it correctly for them and gradually over the lessons they'll get it.

How to wear two hats

This is a useful way to present a dialogue. You wear a different hat for each speaker and swap so learners know who you are – and it makes them smile / laugh too.

- a) have different hats in the classroom
- b) draw different hats on the board at your head height and move backwards and forwards.

Jigsaw activities

These are where students have only part of the information. They have to work on their own information first to understand it and extract details. Then they have to think what they are missing and find someone who has the missing information. A variation is to give them slightly different versions of the same type of information and through questions and answers they have to discover that they do not have the same details, and so share and compare.

Tasks

After the first units, much of the material is presented as tasks. Tasks, activities with specific goals and outcomes, are a great way for learners to gain confidence. What matters is success in the task. Exactly how they achieve that is less important. The task is broken down into stages to help them with it and develop particular language and skills. The aim is for them to focus on the task and worry less about the language.

Our role, after good preparation, when they are actually working on the task is to:

- provide support when asked / when we can see it's needed.
- note what language / knowledge they are lacking and to provide input and practise later.
- praise them for success, on an ongoing basis, not merely at the end.

Key tasks come at the end of a unit. They are tasks that need the learning of the unit to do them well. At the beginning of the unit, talk about the key task briefly with the students so they can be thinking about it. Then together you can collect material as you work through the unit. The key tasks nearly all have a tangible outcome so learners can see their achievement. (*see unit 3.6 notes for more detail.*)

Games Class games are very popular, especially team ones. Team games are often based on writing correct information on the board. In early units these can be numbers, vocabulary, parts of the body, colours ... Some simple language games include:

Bingo You can invent quite a few kinds. Look at some sample cards. How to play:

- each learner has a different card and enough dried beans / stones / slips of paper to cover all the boxes.
- You read out the items clearly and at a reasonable pace. When it's an early learning stage you can tell them you'll repeat each item. Later tell them they'll only hear the items once. You are helping them to listen carefully and accurately and to relate sound to symbol /spelling
- They cover the items they hear.
- When all their items are covered they call BINGO. The aim is to be the 1st.

Varieties include: number and alphabet bingo, word bingos: fruits, vegetables, parts of body, nationalities, jobs, prepositional phrases ... You can also play horizontal or vertical line bingo – players only have to cover a horizontal or vertical line.

Aunt Sally's suitcase: in this everyone sits in a circle. You explain that your Aunt Sally is going on a trip. She is taking X with her. X is always a category of objects or activities. First she packs an item that begins with A then B then C and so on. Someone begins by saying: *In her suitcase Aunt Sally packed an A...* The second person says: *In her suitcase Aunt Sally packed an A...and a B...* the third person says: *In her suitcase Aunt Sally packed an A., a B and a C.* And so one to Z wherever possible. You can also have a small bag and pass it round: "*in this bag, there's...*"

Snap you need a pack of cards, shared between players. Aim: for one player to get all the cards.

In turn, each player turns a card face up for everyone to see at the same time. This needs to be quick. When there are two identical or related (depending on the game) cards face up the first person to say *snap* gets both those piles of cards.

As this is for language practice you can later add rules that mean students have to be able to pronounce the words to get the pile or to make a sentence with the word or say how the words are related – and any logical answer is acceptable – this is language practice so the more they think about the words the better.

Describe and draw

A useful listening activity. The basic idea is that students sit back to back so they cannot see each others cue card. Their cue card will usually be a diagram or picture. Sometimes they'll draw what their partner describes; sometimes they'll look for differences between their picture and their partners.


Simple Simon

The children's game has a caller and participants. The caller gives instructions that participants follow, but only when the instruction begins *Simple Simon says*. Any instruction without that phrase should be ignored. If you follow, it you are out. For language beginners don't use that version, just give instructions for them to follow.

Kim's game is good for memorising Students see a number of objects for some seconds and then you cover them. See who can remember the most. You must use vocabulary they know. At first, try to select objects that are related in some way.

Attendance certificate

The NEST: English for rural tourism



In the session from to 200

participated on _____ of the _____ days of classes,
and obtained a score of.....

Teacher _____
Date _____

Feedback please

I would welcome feedback from you so that these teachers' notes can be improved (and corrected).

It will also be useful for those that follow you, to have an updated version of the notes, particularly the unit notes that follow on pages 22 – 75.

All word processed files of support material that you create, especially cue card masters, snap cards, bingo cards, flash cards, and games would also save future teachers work.

Please send all your ideas and contributions to:

info@thenesttrust.org.uk

Many thanks,

Maggie Jo St John