

Why the low level syllabus makes no sense:



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Is Julie right?

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Julie's theory of language learning?

What's your name? (unit 1)
 be (+short answers) (unit 2)
 countries / nationalities
 alphabet / spelling out (unit 1 or 2)
 present simple (unit 5)
 past be (unit 9)
 past simple regular/ irregular (unit 10)
 past simple questions (unit 11)
 present continuous (Unit 12-14)

No 'going to'? / have been ? / better or best?

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The conversations we end up having.

Ellie isn't from the United States. She's from England.
 Is Javier Bardem Mexican? No, he isn't.
 Is that a hat? Yes, it is.
 How do you spell Dubai? d-u-b-a-i.
 What did it eat? It ate insects.
 Is she going to be a ballerina? Yes, she is.

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Something more real. A better way to start?

Where's Javier from?

➤ I think he's from Spain.

Did you have a good journey?

➤ Yeah, it was fine.

Where's Javier from?

➤ I don't know.

What are you doing now?

➤ I'm going to have a coffee. Do you want one?

What's *gorro* in English?

➤ Hat

Have you been here before?

➤ No.

5

Lexical choice: ABC v Something else

26 names of letters

12 countries / nationalities

or

1-22, 30, 40, 50, 60

how, lunch, OK, where, class, how long, nice, teacher,
what time, who, the break, how old, how much.

6

But what if they don't know the answer?

What if they try to say language they don't know?

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The underlying principles: a very good place to start?

- grammar + words (sets)
- grammar as a building block
 - 'master' one area (all parts) before going on to the next
 - 'master' one *meaning* first and meanings are unambiguous
 - language shouldn't be *seen* before it's taught (by the *book*)
- genuine purpose and usage is *relatively* unimportant
- frequency relatively unimportant
- no acquisition or *self-teaching*!
- no encounters beyond the classroom
- a homogenous group

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Elementary books follow the same pattern and 'rules'!

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The underlying principle

- Don't repeat new structures until they have been forgotten?!!
- You can't see very frequent grammar and words for 200 hours of classroom teaching: been, have to, must, should, shall, was -ing, ...
- Students should be socially isolated and infantilised!

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An alternative view:

CONVERSATION not grammar driven

Students will always want to say more: HELP them

'Just enough' grammar and grammaticalized CHUNKS to enable conversation

REPEATED comprehensible **input** and interactive **output** OVER TIME

You can LEARN VOCABULARY but it's best NOT done in SETS.

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DEVELOPING CONVERSATIONS

best

We often use *best* to talk about one thing that is very good.

What's the *best* restaurant?

Where's the *best* place to go?

It's *best* to take a bus.

- 6** Work in groups. Think about your town/city.
What's the best:

- | | | |
|---------------|---------|-----------|
| 1 restaurant? | 3 area? | 5 hotel? |
| 2 museum? | 4 park? | 6 market? |

DEVELOPING CONVERSATIONS

Have you been ...?

A: *Have you been here before?*

B: Yes. Two years ago.

A: *Have you been to Poland?*

B: No, never.

- 11** Complete the question with the names of four countries and four cities.

- 1 Have you been to *Brazil*? Have you been to *Berlin*?

- 12** Work in pairs. Ask your questions.

Grammar as words (Low – repeat & copy / High – extend between T-S)

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DEVELOPING CONVERSATIONS

Where are you going?

A: *Where are you going?*

T: *Lausanne.*

A: *Single or return?*

A: *Is this the stop for the 98 bus?*

B: Yes. *Where are you going?*

A: *The museum.*

- 13** Think of the town or city you are in now. Write down five places you want to go to.

- 14** Work in pairs. Take turns. Have conversations like this.

A: *Where are you going?*

B: *The City museum.*

A: *You need to take the 73 bus. / You can walk there.*

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LISTENING

- 1** What do you normally do:

- after your class?
- after work?
- on holiday?

- 2** ▶ **92** Listen to three conversations about plans. Write the number of the conversations (1, 2 and 3) next to who is talking (a or b).

- a. friends at a hotel in the evening _____
b. friends at the end of a class _____

- 3** ▶ **92** Listen to the sentences. Repeat them.

- a. I need some money. _____
b. I need to study. _____
c. I need to eat something. _____
d. I'm going home. _____
e. I'm going to bed. _____
f. I'm going to have a coffee. 1 _____
g. I'm going to meet a friend. _____
h. I'm going to stay here. _____

- 4** ▶ **92** Listen to the conversations from Exercise 2 again. Write the number of the conversation next to each sentence (a–h) in Exercise 3.

- 5** In which conversations are the two people going to do:

- a. the same thing? b. different things?

Talking about plans
Conversation-driven
& needs-driven
not dictated by grammar

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GRAMMAR

Talking about plans: *I'm/We're going ...*

Plan	Where / What	When
<i>I'm going</i>	home	now
<i>We're going</i>	to the gym	this afternoon
	to the cinema	at six
<i>I'm going</i>	to have a coffee	tonight
<i>We're going</i>	to meet a friend	tomorrow
	to see a film	on Saturday
	to play football	after the class

Presenting and practising structures in a 'just enough' way:

- No you / he / they
- No negatives
- No questions
- Simple meaning
- Simple pattern manipulated / copied

6 Put the words in the correct order.

- 1 tonight / I'm going / to meet my brother
- 2 we're going / this afternoon / to the park
- 3 to the beach / we're going / on Sunday
- 4 now / to have a coffee / I'm going
- 5 tomorrow night / we're going / to have a party
- 6 I'm going / tomorrow morning / to the pool / with some friends

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Integrate in conversation already known (spiral)
Chance for repetition or student choice!

8 Work in pairs. Use the ideas from Exercise 6.
Invite your partner.A: *I'm going to meet my brother tonight. Do you want to come?*B: *Sorry, I can't.* or B: *OK. Great!*

9 Write more plans. Use a dictionary if you need to.

_____ after the class.
 _____ tonight.
 _____ tomorrow.
 _____ on Saturday.
 _____ next week.

10 Work in groups. Say your plans.

11 Tell the class who is going to do the same thing.

*We're all going for a coffee after the class!**Asim and I are going to the park on Saturday.*

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GRAMMARAsking about plans: *going* and *doing*

	<i>Are you going?</i>
What time	<i>are you going?</i>
Where	
What	<i>are you doing after the class?</i>
	<i>are you doing tonight?</i>

12 Write the questions.

1 A: I'm going to the beach on Saturday. Do you want to come?

B: _____?

A: Five or six in the afternoon.

2 A: I'm going to have a walk later.

B: _____?

A: Around the Old Town.

3 A: _____ tonight?

B: I'm going to see a film. Do you want to come?

A: Sorry. I can't. I need to study.

4 A: _____ to Dieter's party tomorrow?

B: Yes. _____?

A: Yes. Do you want to share a taxi?

13 Listen and repeat the questions in the Grammar box.**G** For more practice, see Exercises 1 and 2 on page 123.**14 Work in pairs. Ask about plans from Exercise 9. Ask questions to know more.**Conversation driven and **just enough** grammar:

- limited questions
- no short answers
- no negatives still

But **space** to extend

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Traditional syllabus

1	2	3	4	5	6	7	8	9	10	11	12
A	A (B)	A	A	B	B	B	C/A	D/B	E/F	F	F/D
A=5	B=4	C=1	D=2	E=1	F=3						

Spiral syllabus

A(B)	B	A/B/ (C)	E/B/ C	E/D	F/E	B/ D	D/B	F/E/(G)	D (C) F	F (A/B/C/D /)	H/B(F /E)
A=3	B=6	C=2	D=4	E=4	F=4	G=1	H=1				

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Exposure, repetition and re-use over time

Traditional beginner book

they 13
you 5
I 7
it 4
s/he 4
noun 1
we 1

Total 35

Distribution

10 lessons over
TWO units out of 14

Spiral (Outcomes!)

11
38
56
31
5
(is) 26
23

191 [*maybe a bit less*]

21 lessons over
SEVEN units out of 12

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	Traditional	Spiral
there + be	55	200 (284)

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Losing our **way** with lexical sets

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1. time	21. place	41. month	61. line	81. office
2. year	22. case	42. lot	62. end	82. door
3. people	23. week	43. right	63. member	83. health
4. way	24. company	44. study	64. law	84. person
5. day	25. system	45. book	65. car	85. art
6. man	26. program	46. eye	66. city	86. war
7. thing	27. question	47. job	67. community	87. history
8. woman	28. work	48. word	68. name	88. party
9. life	29. government	49. business	69. president	89. result
10. child	30. number	50. issue	70. team	90. change
11. world	31. night	51. side	71. minute	91. morning
12. school	32. point	52. kind	72. idea	92. reason
13. state	33. home	53. head	73. kid	93. research
14. family	34. water	54. house	74. body	94. girl
15. student	35. room	55. service	75. information	95. guy
16. group	36. mother	56. friend	76. back	96. moment
17. country	37. area	57. father	77. parent	97. air
18. problem	38. money	58. power	78. face	98. teacher
19. hand	39. story	59. hour	79. others	99. force
20. part	40. fact	60. game	80. level	100. education

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1. be	21. give	41. turn	61. pay	81. walk
2. have	22. tell	42. start	62. meet	82. win
3. do	23. work	43. might	63. include	83. offer
4. say	24. may	44. show	64. continue	84. remember
5. go	25. should	45. hear	65. set	85. love
6. can	26. call	46. play	66. learn	86. consider
7. get	27. try	47. run	67. change	87. appear
8. would	28. ask	48. move	68. lead	88. buy
9. make	29. need	49. like	69. understand	89. wait
10. know	30. feel	50. live	70. watch	90. serve
11. will	31. become	51. believe	71. follow	91. die
12. think	32. leave	52. hold	72. stop	92. send
13. take	33. put	53. bring	73. create	93. expect
14. see	34. mean	54. happen	74. speak	94. build
15. come	35. keep	55. must	75. read	95. stay
16. could	36. let	56. write	76. allow	96. fall
17. want	37. begin	57. provide	77. add	97. cut
18. look	38. seem	58. sit	78. spend	98. reach
19. use	39. help	59. stand	79. grow	99. kill
20. find	40. talk	60. lose	80. open	100. remain

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WORDS FOR UNIT 6

1 Look at the words and photos.

1 on the top floor	8 a lot of traffic
2 keys	9 make a booking
3 clean the bathroom	10 make dinner
4 play music	11 stay in a hostel
5 right and wrong	12 what's the WiFi password?
6 do exercise	13 a busy street
7 take the lift	14 modern art

2  Listen and repeat the words.

3 Work in pairs. Don't look at the words.

Student A: say the number.

Student B: say the words.

WORDS FOR UNIT 9

1 Look at the words and photos.

1 a road in the countryside	8 the World Cup
2 a sheep with two lambs	9 a lot of snow
3 in the army	10 it's not safe
4 it hurts	11 get some fresh air
5 study together	12 a war museum
6 education	13 have an operation
7 it broke its leg	14 at a conference

2  Listen and repeat the words.

3 Work in pairs. Don't look at the words.

Student A: say the number.

Student B: say the words.


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VOCABULARY Country and society

2 Match the sentences 1–5 with the groups of words a–e.

- 1 Education here is great.
- 2 The health system here is very bad.
- 3 The environment is very good.
- 4 The weather here is OK.
- 5 Crime is very bad.

- a rain sun snow
- b teachers schools university
- c safe police army
- d the air the water the countryside
- e hospitals doctors an operation

3  Listen to and repeat these words.

countryside	environment	hospital	university
education	health system	operation	weather

4 Tick (✓) the new words from Exercise 2 you didn't know before.

5 Why is somewhere good to live? Put the words in red from Exercise 2 in order of how important you think they are.

- | | |
|------------------|-------------------|
| 1 most important | 4 less important |
| 2 very important | 5 least important |
| 3 important | |

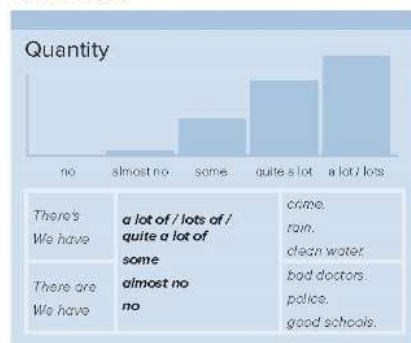
6 Compare in groups. Do you have the same order? What other things are important?

7 Choose one or two words from a–e in Exercise 2 to say something about the sentences 1–5 in Exercise 2.

- 1 Education here is great. The teachers are very good.
A lot of people go to university.

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GRAMMAR



8 Complete the sentences with *is*, *are* or *have*.

- 1 There _____ problems in our hospitals.
- 2 There _____ crime in the countryside.
- 3 We _____ snow where I live.
- 4 There _____ police on the streets here.
- 5 There _____ beautiful countryside near here.
- 6 There _____ women in the government.
- 7 We _____ holidays in our country.
- 8 I _____ free time at the moment.

9 Add a quantity word or phrase to the sentences in Exercise 8. Make them true for you or your country.

- There are **quite a lot of** problems in our hospitals.
There's **almost no** crime in the countryside.

15 Look at the question below. Write four similar questions. Use a dictionary if you need to.

What do you think of **education** (in **Russia** / here)?

16 Work in groups. Ask and answer your questions.

A: What do you think of education here?

B: It's better now. There are lots of good schools.

- opinions
- revisit and interleave
- repeat and build
- space for choice

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This is not about using coursebooks: it's about the SYLLABUS.

Teachers can:

- use flash cards to teach vocab
- provide 'word' lists
- build dialogues with students in class using the board
- use their own chat
- answer students questions / let them use a dictionary
- develop their own materials
- provide their own texts

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Three other key points:

Allow & Use L1

Forget about accuracy

Don't let students' learning be limited by your idea of level

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Two low-level conversations: students are capable of more

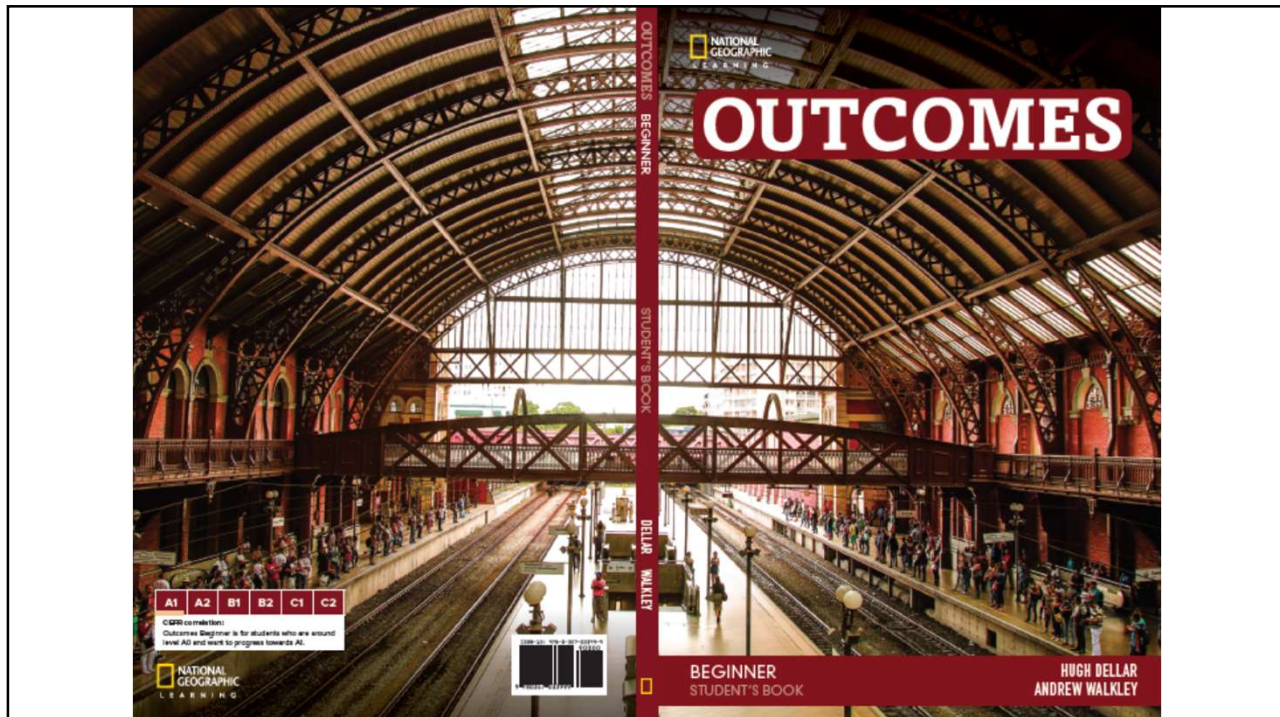


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