

Contents

	<i>Page</i>
Acknowledgements	8
Introduction	9
1 Learners	11
• Reasons for learning	
• Different contexts for learning	
• Learner differences	
• The importance of student motivation	
• Responsibility for learning	
2 Teachers	23
• Describing good teachers	
• Who teachers are in class	
• Rapport	
• Teacher tasks	
• Teacher skills	
• Teacher knowledge	
• Art or science?	
3 Managing the classroom	34
• Classroom management	
• The teacher in the classroom	
• Using the voice	
• Talking to students	
• Giving instructions	
• Student talk and teacher talk	
• Using the L1	
• Creating lesson stages	
• Different seating arrangements	
• Different student groupings	
4 Describing learning and teaching	46
• Children and language	
• Acquisition and learning	
• Different times, different methods	
• Elements for successful language learning (ESA)	
• ESA lesson sequences	
• ESA and planning	

- 5 Describing language 59
- Meaning in context
 - The elements of language
 - Forms and meanings
 - Parts of speech
 - Hypothetical meaning
 - Words together
 - Language functions
 - Text and discourse
 - Language variables
- 6 Teaching the language system 81
- Teaching specific aspects of language
 - Explaining meaning
 - Explaining language construction
 - Practice and controlled practice
 - Examples of language system teaching
 - Mistakes, slips, errors and attempts
 - Correcting students
- 7 Teaching reading 99
- Reasons for reading
 - Different kinds of reading
 - Reading levels
 - Reading skills
 - Reading principles
 - Reading sequences
 - More reading suggestions
 - Encouraging students to read extensively
- 8 Teaching writing 112
- Reasons for teaching writing
 - Writing issues
 - Writing sequences
 - More writing suggestions
 - Correcting written work
 - Handwriting
- 9 Teaching speaking 123
- Reasons for teaching speaking
 - Speaking sequences
 - Discussion
 - More speaking suggestions
 - Correcting speaking
 - What teachers do during a speaking activity

10	Teaching listening	133
	<ul style="list-style-type: none"> • Reasons for listening • Different kinds of listening • Listening levels • Listening skills • Listening principles • Listening sequences • More listening suggestions • Audio and video 	
11	Using coursebooks	146
	<ul style="list-style-type: none"> • Options for coursebook use • Adding, adapting and replacing • Reasons for (and against) coursebook use • Choosing coursebooks 	
12	Planning lessons	156
	<ul style="list-style-type: none"> • Reasons for planning • A proposal for action • Lesson shapes • Planning questions • Plan formats • Planning a sequence of lessons • After the lesson (and before the next) 	
13	Testing	166
	<ul style="list-style-type: none"> • Reasons for testing students • Good tests • Test types • Marking tests • Designing tests 	
14	What if?	176
	<ul style="list-style-type: none"> • What if students are all at different levels? • What if the class is very big? • What if students keep using their own language? • What if students don't do homework? • What if students are uncooperative? • What if students don't want to talk? • What if students don't understand the audio track? • What if some students finish before everybody else? 	

Task File	186
Task File Key	233
DVD Task File	245
Appendices	252
• Appendix A: Classroom equipment, classroom technology	
• Appendix B: Useful organisations and websites	
• Appendix C: Chapter notes and further reading	
• Appendix D: Phonemic symbols	
Glossary	268
Index	286