

STAGE D'IMMERSION ET DE PERFECTIONNEMENT A LA DIDACTIQUE DE L'ANGLAIS



EDIMBOURG



17-25 octobre 2014



**PROJET ERASMUS PLUS
ACTION CLE 1 (KA1)**

- Sébastien Le Maire, professeur d'anglais
- Olivier Martelly, professeur d'économie et gestion, chef de travaux, Enseignant Référent aux Actions Européennes et Internationales (ERA EI)



**Lycée Antoine Roussin, Saint-Louis, La
Réunion**



Préambule

Ce stage que nous avons suivi du 17 au 25 octobre 2014 dans le cadre d'Erasmus plus a été animé par les intervenants de Confluence Scotland, organisme de formation pour les professionnels de l'éducation. Dédié à l'origine aux professeurs d'anglais, il offre aussi la possibilité aux enseignants d'autres matières intervenant en classes européennes d'améliorer leur anglais, de découvrir des pratiques pédagogiques innovantes et de partager leur expérience.

Le rapport suivant se présente sous la forme d'un compte rendu journalier de toutes les activités menées pendant cette semaine de stage à Edimbourg. Il présente une description détaillée du programme de la semaine, les horaires, les activités menées en classe et les sorties culturelles.

Les activités menées en classe sont toutes réutilisables en cours d'anglais ou de DNL. C'est le cas par exemple des *Ice breaking activities* et *Warming up activities* proposées à chacune des sessions. La notion de Mixed Ability Classes, présentée en détail en annexe, a été le fil conducteur de cette formation. Les activités décrites dans ce rapport et les annexes correspondantes offrent selon nous un regard différent et proposent des activités originales concernant la gestion de la classe, l'apprentissage du vocabulaire, le travail en groupes hétérogènes, la re-motivation des élèves plus fragiles, l'utilisation des TICE. De nombreuses applications en ligne et faciles d'utilisation permettant de stimuler la créativité des élèves et de travailler l'interactivité et l'expression sont disponibles dans ce rapport.

Ce stage a proposé aux professeurs participants de partager leur expérience et leurs pratiques pédagogiques en présentant une ou plusieurs leçons. Le volet *Sharing Best Practices* de ce rapport comporte donc diverses activités de classe et permet de s'ouvrir à des pratiques différentes de l'enseignement de l'anglais dans des pays de la communauté européenne. Au delà des quelques différences dans la gestion didactique de ces activités, il permet surtout de prendre conscience de ce qui nous rassemble en tant que professeurs de langue, notamment au niveau de l'approche communicative.

Ce stage a aussi été l'occasion de découvrir l'Ecosse et le système éducatif écossais. De nombreux liens sont disponibles dans ce rapport (voir annexes), qui peuvent être l'occasion d'une séquence pédagogique sur ce pays à la culture si riche et variée.

STAGE D'IMMERSION ET DE PERFECTIONNEMENT A LA DIDACTIQUE DE L'ANGLAIS

But:

- permettre aux participants de se remettre dans un bain linguistique, de renforcer leurs compétences discursives dans le cadre de l'approche communicative.
- renforcer les compétences en matière de méthodologie de l'apprentissage de l'anglais, renforcer les initiatives pédagogiques dans la classe pour améliorer la qualité de l'enseignement.
- renforcer le vocabulaire, consolider les méthodes et développer une approche innovante de l'apprentissage, ainsi que de l'utilisation du matériel et des supports pour la classe.
- développer l'utilisation des TICE en classe d'anglais en utilisant des supports authentiques audio et vidéo.
- développer la connaissance du système éducatif britannique et prendre conscience des enjeux de la Grande-Bretagne aujourd'hui.
- partager son expérience professionnelle avec des collègues venant d'horizons différents.
- découvrir la culture et l'histoire de l'Ecosse
- renforcer la motivation, la confiance en soi.

Impact:

- les participants se verront remettre un certificat de présence à la fin du stage et pourront faire partie d'un réseau de professeurs au niveau de la Grande-Bretagne et de l'Europe.
- il s'agira pour les participants de mettre en application des stratégies innovantes.
- il s'agira pour les participants de s'assurer de la diffusion auprès de leurs collègues du contenu de ce stage.
- par les contacts qu'ils auront pris, les professeurs pourront faire bénéficier à leurs élèves, par le biais d'échanges avec des élèves d'Europe, des avantages de ces nouvelles pratiques.

sommaire

• Rapport	5-17
• Annexe 1 <i>Getting to know you</i>	18
• Annexe 2 <i>Find someone who ...</i>	19
• Annexe 3 <i>Websites/Links Teaching English/Scotland</i>	20
• Annexe 4 <i>Wedding Party Mingling Lesson</i>	21-23
• Annexe 5 <i>Four Weddings and a Funeral (exercice lacunaire)</i>	24-26
• Annexe 6 <i>Four Weddings and a Funeral (correction)</i>	27-29
• Annexe 7 <i>Instant Poem</i>	30
• Annexe 8A <i>Example of graded dictation</i>	31-32
• Annexe 8B <i>Using graded tasks (Mixed Ability Classes)</i>	33-36
• Annexe 9 <i>Language Activity for teenagers : Kill the text</i>	37-39
• Annexe 10 <i>Language Activity for teenagers : Flash the picture</i>	40
• Annexe 11 <i>The Mad Hatter's Party</i>	41
• Annexe 12A <i>Mr Noisy</i>	42-45
• Annexe 12B <i>CLIL classes Content and Language Integrated Learning (PPT) ...</i>	46-51
• Annexe 13 <i>CLIL activity 1 World War I</i>	52
• Annexe 14 <i>CLIL activity 2 Travelling blue jeans</i>	53
• Annexe 15 <i>CLIL activity 2 Travelling blue jeans (suite)</i>	54
• Annexe 16 <i>CLIL activity 3 Bardabunga Eruption, Central Iceland</i>	55
• Annexe 17 <i>Education in Scotland and the U.K (PPT)</i>	56-76
• Annexe 18 <i>Motivation questionnaire</i>	77
• Annexe 19A <i>Motivating the Learner</i>	78
• Annexe 19B <i>Listening activity : Oscar</i>	79-80
• Annexe 20 <i>ICT Workshop : Apps and Websites</i>	81
• Annexe 21 <i>ICT Tutorial : How to create a Moovly</i>	82-85
• Annexe 22A <i>ICT Tutorial : Kahoot</i>	86-89
• Annexe 22B <i>ICT : 20 of the most popular apps</i>	90-93
• Annexe 23A <i>I just called to say I love you - Activity sheet</i>	94
• Annexe 23B <i>I just called to say I love you - Activity sheet (suite)</i>	95
• Annexe 24 <i>It's a wonderful world - Activity sheet</i>	96
• Annexe 25A <i>Jazz chants</i>	97
• Annexe 25B <i>Teacher's notes - Classic chants</i>	98
• Annexe 26 <i>Jazz chants - Banker's wife's blues</i>	99
• Annexe 27A <i>Teaching Mixed Levels</i>	100
• Annexe 27B <i>Teaching Mixed Levels</i>	101
• Annexe 27C <i>Teaching Mixed Levels</i>	102
• Annexe 27D <i>Teaching Mixed Levels</i>	103
• Annexe 28 <i>List of highly recommended authors for young children/teens</i>	104
• Annexe 29 <i>The 9 Best ESL Mobile Apps for Your Students</i>	105-106

ERASMUS PLUS

STAGE D'IMMERSION EN MILIEU PROFESSIONNEL

EDIMBOURG 17-25 OCTOBRE 2014

LFEE Europe – Confluence Scotland

DIMANCHE 19/10 - matin (9.00-12.30)

Cours animés par Frances et Anne, professeurs et formatrices pour Confluence Scotland.

Warming up activities - Ice breakers and Group bonding

Activity 1:

La classe commence par un regroupement des participants selon le nombre de lettres formant leur prénom. Il s'agit ici d'une activité visant à se présenter et à présenter tous les stagiaires. L'activité est menée sous la forme d'un jeu : en cercle, les participants se lancent une balle dans un 1^{er} tour en donnant leur nom. Lors d'un 2^{ème} tour, il s'agit de donner le nom du destinataire (faisant ainsi appel à leur mémoire) en lançant la balle. Lors d'un 3^{ème} tour, les participants disent quelle est leur boisson préférée. Lors de la réception de la balle, les autres doivent s'en souvenir lors d'un prochain tour. Cette activité peut-être menée en classe, quel que soit le sujet (listes de vocabulaire ...).

Activity 2 : (annexe 1)

Sur une fiche, le participant inscrit son nom, et renseigne des lignes/rubriques autour de son nom. Les rubriques sont les suivantes : **places** : where you live / the place you remember most on vacation / the place you would like to be now - **dates** : an important year in your life / the year you visited the UK for the first time / the year you met your best friend - **people** : the person you admire most / the author you prefer / the person who has had the most influence on you - **your job** : why did you join this course? / How long have you been teaching? / How many foreign languages can you speak? 3 autres rubriques entourent le prénom et répondent aux questions suivantes : What do you like doing in your free time? What do you hate most? What are you very good at?

Une fois les fiches remplies, les participants constituent des binômes et s'échangent les informations. Puis, en classe entière, ils rendent compte au groupe d'une information qui a tout particulièrement retenu leur attention concernant leur binôme.

Activity 3 : Find someone who ... (annexe 2)

Find someone who : find someone who knows the name of a Scottish filmstar ... Activité menée en groupe. Les participants se déplacent dans la salle de classe et vont à la chasse aux informations, le but étant de découvrir en un minimum de temps qui peut répondre aux 8 questions (ex : qui n'a jamais été en Ecosse?, Qui connaît le nombre d'habitants en Ecosse?, Qui peut nommer 3 stars écossaises?, Qui connaît le nom de boissons contenant de l'alcool /non alcoolisées en Ecosse? Qui a déjà mangé de la panse de brebis?, ...

Activity 4 :

Writing - Rédaction écrite de nos objectifs personnels pour cette formation (une page d'écriture en 15 minutes.) Ces fiches serviront ensuite à un exercice d'auto-évaluation par les participants.

Fin de la séance : résumé au tableau des activités menées, mise en commun.

DIMANCHE 19/10 - après-midi (13.30-17.00)

Présentation de l'Ecosse par Dr. Alison Hiley, professeur d'université et responsable de la formation (annexe 3)

La présentation commence par un brainstorming sur l'Ecosse (whisky, tartan, ceilidh (danse ou prestation orale), pride, clans, bagpipes, games, highland, kilts, thistle (chardon), Loch Ness, St Andrews, Mac...)

Ci-dessous un résumé en anglais et en français des informations essentielles :

Scotland is an eclectic nation, it is a mixture of cultures and origins. The language : Ceilidh comes from Wales (6th century) and Ireland (9th century). It was an oral language and therefore orally handed down. Ceilidh is an old and traditional form of entertainment, it referred to anyone who could stand up and perform. Clans are the social system of Celtic people, it was made up of a family and a chief, all having the same name (Mac means son of). Inside the clan were soldiers, bards ...) Kilt is another Celtic name. Kilts are not traditionally worn by women. Each clan has their personal tartan. Many Scottish words belong to German or Scandinavian languages : Kirk = church, Gate = narrow street, whisky = water of life, Bairn = child ...

The main industries in Scotland are oil, gas and chemicals, hi-tech, computers (computer games), office machinery, telecommunications, agriculture & fisheries, business services, food and drink, tourism, golf, finance.

Les montagnes écossaises sont parmi les plus anciennes du monde. Une carte de l'Ecosse peut être consultée sur www.onestopenglish.com/clil/secondary/geography/interactive-atlas. Il y a 800 îles en Ecosse, le pays compte 10 200 km de côtes. La population écossaise est de 5,5 millions d'habitants et elle représente 8,4% de la population britannique. Il y a 7 millions de moutons en Ecosse, dont la capitale est Edimbourg. Glasgow est la plus grande ville du pays, et la capitale industrielle. Il y a plus de 3000 châteaux en Ecosse.

L'**annexe 3** offre une liste de liens vers des sites présentant le système éducatif écossais, les différentes forces politiques en présence dans le pays, ses traditions, ses écrivains. D'autres sites présentent des supports et des activités ludiques permettant d'introduire l'Ecosse dans une séquence pédagogique.

Tour de la ville d'Edimbourg en bus : visite de la "vieille" ville, curiosités, lieux d'intérêt historiques et culturels, port, Maison de Thomas Edison, statue de Sherlock Holmes ...

LUNDI 20/10 - matin (9.00-12.30)

Warming up activity : Petit jeu de logique chiffré sous la forme d'un *sudoku* pour commencer une séance, pour réveiller, faire rire, permettre aux élèves qui sont bons en chiffres (et non en langues) d'être valorisés. (*Mixed Ability Classes*)

Activity 1 :

Mise en place d'une urne où tous les mots de vocabulaire qui seront abordés pendant la semaine seront mis en commun et rebrassés à chaque séance (*USE IT OR LOOSE IT within the 24h*), l'idée étant que pour intégrer un mot de vocabulaire, il faudrait l'avoir utilisé 120 fois.

Brainstorming sur quelques nouveaux mots que nous avons découvert hier. Explications de ces mots. Ecrits sur des petits papiers. Mis dans l'urne.

Activity 2 : The wedding party mingling lesson (annexe 4)

Thème : le mariage. Brainstorming du lexique sur ce thème. L'activité se fait, alors que l'histoire d'un mariage nous est racontée. Lexique mis en commun : *bride/groom/to pop the question/stag party/hen party/wedding ceremony/wedding party/newly weds/best man/bridesmaid/maid of honour/matron of honour/minister/vicar ...*

Role play : nous sommes invités à un mariage et avons une liste de questions sur portant sur l'évènement constituant la trame de la conversation : *Questions to make small talk at a wedding / Sentence stems for a surprise aspect or a secret / Reacting to surprising news.*

Sur une petite carte, le nom de l'invité, sa relation aux nouveaux mariés et le secret qu'il est censé partagé sont inscrits. Les participants se retrouvent au milieu de la salle et vont à la rencontre des autres munis de leurs cartes. Ce jeu de rôle est basé sur la trame d'un film très intéressant à exploiter en classe : *Four Weddings and a Funeral*. (En **annexe 5** et **annexe 6**, un exercice lacunaire de compréhension orale porte sur une scène célèbre du film où sont repris les notions de *Sharing a secret / Reacting to surprising news*)

Variante de cet exercice : mise en place d'un dialogue sur le thème du *speed dating* pour trouver un co-locataire

Activity 3 :

Les professeurs participants mettent en commun les différents outils qu'ils utilisent pour évaluer l'expression écrite des élèves. Les méthodes de correction qui reviennent le plus souvent sont les suivantes : codes couleurs selon le type de fautes, symboles de correction, distinction des points entre *content / expression-style / mistakes*.

Les professeurs responsables du cours présentent la *sandwich technique* : l'élève est noté selon 3 critères : deux critères positifs (exemple : good imagination / good use of family vocabulary et le critère négatif viendrait entre ces deux autres critères (exemple : spelling of countries ...)

Il est aussi noté que l'autocorrection bien faite par l'élève peut être valorisée, qu'il faut sans cesse réutiliser les différentes corrections faites en classe. Il est conseillé de corriger le plus tôt possible après l'évaluation.

Activity 4 : Instant Poem (annexe 7)

Division du groupe en deux. Brainstorming sur le thème *POETRY*. Cette activité a pour but de montrer comment la poésie peut-être facilement utilisée en classe. "*Songs are poems and teach how to pronounce words.*"

Par binôme, les participants recherchent une définition de la poésie. "*Poetry is*" Mise en commun.

« *Poetry is emotion recollected in tranquillity* » W. Wordsworth

L'activité suivante sur le thème de la poésie consiste à choisir un thème et une couleur, un son, un goût, une odeur, une action qui correspondent à un thème donné.

Exemple : *Love is + colour / Love is + sound / Love is + taste / Love is + smell / Love is + action.*

Chaque binôme choisit un thème qu'il transmet au groupe voisin.

Elaboration d'un poème sur Colour, Sound, Taste, Smell, Action

Cette activité peut-être réalisée avec des élèves de tout niveau. Voir les variantes possibles en annexe 7.

Trois ouvrages intéressants sont cités proposant des activités diverses en classe de langue:

- ***Using the Mother Tongue*** Sheelagh Deller & Mario Rinvulcri
- ***Language Activities for Teenagers***) Seth Lindstromberg
- ***The Mixed Ability Class*** Julie Tice

Activity 5 : Dictation (annexe 8A/8B: the graded dictation)

Cette dictée et les documents proposés permettent au professeur de mener une pédagogie adaptée aux difficultés des élèves. Un tiers des participants a une feuille vierge, un tiers un document avec le texte à trous de la dictée, un tiers a un document avec le texte de la dictée et des QCM sur les mots manquants. Ces documents ont des couleurs différentes, selon le niveau de difficulté.

Une fois la dictée terminée, les participants ayant le même document en leur possession s'auto-corrigent. Ils se mettent ensuite en groupe de trois avec ceux ayant le texte à trous et ceux ayant le texte avec des QCM : correction en groupe. Les professeurs participants donnent ensuite leur opinion sur ce type d'exercice. Ci-dessous leurs commentaires :

Avantages : l'exercice est simple et adapté, la réussite de certains est assurée, cela les aide à prendre confiance en eux, les élèves les plus à l'aise peuvent aider leurs camarades. (*simple, success, self confidence, position of offering peer support*)

Inconvénients : Il faut bien connaître le niveau des élèves, il y a une stigmatisation de part le type d'exercice proposé selon le niveau, exercice qui demande beaucoup de temps de préparation. (*know your students' level, stigma of colour, huge amount of work*)

Cette activité est inspirée de l'ouvrage déjà cité ci-dessus : ***The mixed ability class***, Julie TICE, Richmond , ISBN : 978-84-294-4927-3

Activité ludique par paire pour finir la séance : *one-two-three*, chacun son tour compte de un à trois, puis à tour de rôle, on remplace *two* par un clap des mains, puis le trois par un coup de pied au sol.

LUNDI 20/10 - après-midi (13.30-16.30)

Activity 1 : KILL THE TEXT (annexe 9)

Un texte est proposé au tableau. (Ici, le texte correspond à la définition de *Mixed Abilities*, thème central de cette formation d'une semaine.)

« *For mixed classes, we need activities which are flexible in that, for instance they allow students to choose from a menu of sub-tasks that they can attempt at different levels of ambition.* »

Chacun des participants choisit deux mots de ce texte et doit les utiliser dans deux phrases (une phrase avec chaque mot). La phrase doit être vraie.

Le formateur efface les mots choisis et utilisés à la lecture de chaque phrase. A la fin, le but est de pouvoir restituer le texte de mémoire. Les professeurs participants donnent ensuite leur opinion sur ce type d'exercice. Ci-dessous leurs commentaires :

Avantages : Mémorisation du vocabulaire et des structures, aspect ludique de l'activité. (*memory of vocabulary and structures, looks like a game.*)

Inconvénients : Exercice qui ne peut-être réalisé qu'une fois, frustration de ne pas pouvoir se rappeler de tout le texte pour certains. (*can be done just once, surprise and frustration for those who can't remember the original text*).

Cet exercice peut-être adapté à partir d'un texte connu de tous. **L'idée des Mixed Ability Classes est que chaque élève peut participer et réussir selon son niveau.** Ici des phrases très simples peuvent être proposées par des élèves en difficulté. Ce jeu peut aussi être fait en effaçant partiellement le texte du tableau : reconstruction.

Activity 2 : FLASH THE PICTURE (annexe 10)

L'activité se fait par petits groupes. Le formateur montre un tableau de Jack Vettriano (artiste local) très furtivement ; la consigne étant de mémoriser le plus de détails possibles de cette œuvre. Les participants doivent noter le vocabulaire de l'image. La deuxième étape consiste à reconstituer à l'aide d'un dessin le tableau. Enfin à l'écrit, il s'agit d'imaginer l'histoire des personnages et la scène en quelques lignes et de noter celles-ci sous le croquis. Les travaux sont ensuite affichés dans la salle de classe et chaque binôme est invité à découvrir les productions des autres participants. Le même exercice peut-être mené à partir de bandes dessinées.

Avantages : activité ludique, qui permet aux élèves d'être créatifs, il n'y a pas de barrière de la langue et on intègre l'art dans la classe. Cet exercice permet aux élèves de prendre davantage confiance en eux. (*funny, permits creativity, no barrier language, integrates art, self-confident*)

☞ *Jack Vettriano is an artist, a painter. His paintings tell stories. He's a Scottish self-taught painter.*

Activity 3 : THE MAD HATTER (annexe 11)

Activité inspirée du classique *Alice In Wonderland* de Lewis Carroll, dans lequel The Mad Hatter fait changer de place tous ceux qui sont à l'initiative d'une conversation intéressante. Les participants sont assis dans deux rangées et se font face. Un dernier participant (peut-être le professeur) est assis à l'extrémité. Il est le "facilitateur" ou le *Mad Hatter* et va décider d'un sujet de conversation. A son signal (*Start talking*), les participants discutent avec leur vis à vis du thème qui leur a été donné. Dès que le Mad Hatter décide que la conversation doit prendre fin, il doit dire *Stop talking, Move!* et chacun des participants doit se déplacer sur le siège de gauche.

Révision des mots de vocabulaire de la Vocabulary Box vus jusqu'à présent.

Fin de la séance : résumé au tableau des activités menées, mise en commun.

MARDI 21/10 - matin (9.00-12.30)

Warming up activity : par binôme. Un des deux participants commence à réciter les 4 premières lettres de l'alphabet ABCD, le second reprend à partir de la seconde lettre et dit les 3 suivantes – BCDE... Sous forme de course.

Présentation de CLIL par Barbara, intervenante pour Confluence Scotland (Content and Language Integrated Learning, équivalent de la DNL en France) (annexe 12 A)

Sources :

www.teachingenglish.org.uk/clil
www.onestopenglish.com/clil

CLIL activity 1 Mr Noisy (annexe 12 B)

Ce travail porte sur les formes au passé en anglais. Il s'agit ici de mémoriser un texte et de tenter de le restituer à partir des premières lettres de chaque mot. Les consignes sont les suivantes :

RECONSTRUCTING THE TEXT with first letters :

1. *Read the text*
2. *Underline the past tense indicators*

3. Read present tense and change to past tense
4. Try to remember the text from the first letters
5. Try and write it on a big sheet of paper

CLIL activity 2 : Questions about WW1 (annexe 13)

Travail en binôme. Chacun des participants possède des informations sur un document, mais un seul a le droit d'en prendre connaissance. Au premier tour, un participant pose les questions à son binôme. Si celui-ci ne sait pas la réponse à la question, il la lui donne. Au deuxième tour, les rôles sont inversés et on tente de répondre aux questions en faisant appel à sa mémoire.

CLIL activity 3 : TRAVELLIN' BLUE JEANS (annexe 14/15)

Séance pédagogique visant à travailler sur les matières premières entrant dans la constitution des jeans et leur origine (placer les pays sur une carte). Exercice de compréhension, tableau à remplir. Le texte est extrait d'un site intéressant au niveau des ressources pédagogiques facilement exploitables en classe et adaptées :

BBC Bitesize : www.bbc.co.uk/education

CLIL activity 4 : BARDARBUNGA ERUPTION, CENTRAL ICELAND (annexe 16)

Un clip d'une minute trente extrait de *You Tube*, présente l'éruption du volcan islandais et une anecdote qui va servir de déclencheur aux activités : la caméra qui servait à filmer l'éruption a fondu à cause des températures élevées et seule la carte a pu être sauvegardée.

A partir de courts extraits et d'une recherche sur internet, il s'agira de compléter un tableau avec noms/adjectifs et verbes.

Les participants doivent ensuite jouer le rôle d'un journaliste couvrant l'évènement et réaliser un reportage d'une minute sur l'éruption en réinvestissant un maximum de vocabulaire. Ce reportage doit dans les consignes contenir les informations suivantes : lieux et caractéristiques du volcan / Description de l'éruption depuis août 2014 / faits expliquant l'avarie technique.

Cet exercice peut-être filmé. Les participants sont invités à utiliser un site où la lecture d'informations journalistiques peut être faite à l'aide d'un prompteur. L'application est disponible sur :

www.cueprompter.com

Exemple de production :

Icelandic subglacial volcano Bardarbunga has been erupting and spewing out lava fountains of up to 100m. This volcano erupts approximately twice each century. The volcano has been erupting since August 2014. The scene is spectacular because of the red-hot lava fountains being spewn out of the crater. Waves of lava are flowing down the subglacial volcano. A very peculiar event happened yesterday as the photographer's camera melted because of extreme temperatures ...

Présentation du système éducatif écossais par Barbara, intervenante pour Confluence Scotland (annexe 17 : diaporama powerpoint)

Pour complément sur le sujet, les sites suivants en annexe 3

<http://www.discoveryeducation.com/free-puzzlemaker/>

<http://www.educationscotland.gov.uk/>

<http://www.teachingscotland.org.uk>

MARDI 21/10 - après-midi (13.30-15.30)

Warming up activity : Par paires. Il s'agit d'observer attentivement son binôme, puis de se retourner et changer 5 détails sur soi. Après s'être retourné, chacun doit essayer de retrouver ce qui a changé. (Utilisation du present perfect)

Activity 1 : Motivation (annexe 18)

Discussion par paire et réflexion sur le thème de la motivation. Fiche à compléter.

What motivated you to become a teacher ?

What motivates you to remain a teacher ?

Activity 2 : Motivating the learner (annexe 19A)

Par groupes de 3. Chacun a la définition d'un type de motivation différente (motivation intrinsèque, extrinsèque, "intégrationnelle"). Chacun des membres du groupe l'explique aux autres avec ses propres mots et donne des exemples. Le but de cet exercice est de nous faire prendre conscience que nous sommes tous motivés de façon différente.

L'annexe 19 permet de mieux comprendre comment **motiver les élèves en décrochage**. Quelques pistes sont proposées :

- mettre l'accent sur la pédagogie de l'encouragement.
- stimuler la créativité des élèves.
- prendre le temps nécessaire à chaque fin de cours pour permettre aux élèves de réfléchir aux activités réalisées en classe.
- réfléchir à ce qui a été ou n'a pas été pendant le cours et aux façons d'améliorer ce qui n'a pas fonctionné.
- proposer des activités incluant un élément de surprise, qui "leur parlent", créant un besoin de communication, où l'aspect émotionnel est présent.
- proposer des activités adaptées au niveau des élèves. Les tâches doivent impérativement être réalisables.
- pour les classes plus faibles, ne pas hésiter à utiliser la répétition.
- mettre en avant les compétences des élèves dans des domaines autres que l'anglais : écriture, dessin, nouvelles technologies ...
- mettre en avant le processus, la démarche, plus que le résultat.
- ne pas hésiter à inclure des activités physiques. (**annexe 19B**, *Oscar woke up*)

Les clés de la motivation :

- L'engagement
- La curiosité
- Permettre de s'exprimer

Teacher's creativity → students' motivation → students' achievement → teacher's motivation → teacher's creativity.... (cercle vertueux)

Explication des notions de fixed mindset : "I'll never be able to do that."

et de growth mindset : "I'll give it a try and do my best."

Activity 2 : "I'm someone who ..."

Par paire. Le premier doit faire le maximum de phrases commençant par "I'm someone who...". Son binôme doit ensuite répéter les phrases en commençant par "You're someone who..."

- Discussions sur les signes de la (dé)motivation.

Activity 3 : Fill the outline

Sur un feuille vierge, dessiner les contours d'un objet qui nous tient à cœur. Ecrire ensuite à l'intérieur du contour de l'objet une description de l'objet et les raisons pour lesquelles il est important pour nous. Les productions sont ensuite affichées dans la classe.

MERCREDI 22/10 - matin (9.00-12.30)

Warming up activity : The appointment card

A l'aide d'une grille, exercice d'expression orale semi-guidée où il s'agit de remplir son carnet de rendez-vous et de noter le partenaire avec qui ce rendez-vous est prévu. Au tableau, les prompts suivants :

Are you free at X o'clock ?

Yes it works for me/it suits me perfectly/that's fine

See you then

Sorry, I have a previous engagement/I'm afraid I'm busy then, but I'm free at X o'clock if that's any good ?

Sharing best practices : Chacun des participants à la formation partage une leçon ou une séquence pédagogique qui a particulièrement bien fonctionné avec ses élèves et fait part de son expérience (utilisation des Tice, niveaux enseignés, brève présentation des systèmes éducatifs respectifs ...)

Sébastien : (professeur d'anglais)

- *Expressions All about me* – 20 questions – sheet with answers form (I dream about..., I am good at... , I am poor at..., I never.... Document disponible sur www.onestopenglish.com

- *Introducing oneself* : Film avec dialogues d'élèves publié sur le site du lycée.

- Edition d'un recueil de poèmes sur le thème de l'origine : travail sur la nominalisation.

Sites et logiciels utilisés : **Windows Movie Maker, Blurb**

Emmanuelle : (professeur d'anglais)

élaboration d'un document pdf intégrant son et vidéo dont un extrait de *Friends* avec la voix des élèves. Création d'un carton d'invitation avec menus, photos ...

Sites et logiciels utilisés : **Flipping book maker, Didapages**

Magrite : (professeur d'anglais)

Sites et logiciels utilisés pour un travail sur le vocabulaire : site **Quizlet.com** en salle informatique (+ travail sur la phonologie). **Pirate Pad** (public chatroom, permet de créer des forums sur internet avec accès grâce un compte google.) Utile par exemple pour les *FOR/AGAINST debates*. Possibilité de travailler de façon interactive avec des élèves d'autres pays. Présentation sur **classtools.net** d'outils très utiles pour la classe, comme **randomname picker** qui permet de choisir le nom d'élèves au hasard.

ICT for language : Présentation d'applications intéressantes pour la classe par Stéphanie, intervenante pour Confluence Scotland (annexes 20,21,22)

Sites avec accès gratuit. Quelques exemples :

Avatars / **VLC** (indispensable pour la lecture de différents supports audiovisuels) / **Tellagami** / **Moovly** (création de petites vidéos enregistrant les élèves), **Tagxedo** (création d'un nuage représentant un pays) / **Piccolage** / **Thinglink** / **Kahoot** (iphone or P.C) quizz interactifs rappelant le jeu télévisé *Qui veut gagner des millions?* / **Duolingo**

Tellagami permet aux élèves de créer des avatars et les faire parler. Simple d'utilisation. Les élèves peuvent enregistrer les productions sur leurs téléphones portables et les envoyer à leur professeur)

VOKI : Chaque élève crée son voki, enregistre une présentation ; les autres doivent deviner de qui il s'agit. On peut les faire élire le meilleur voki.

Oddcast.com : Text to speech

(http://www.oddcast.com/home/demos/tts/tts_example.php?sitepal)

Saisie d'un texte par l'élève et restitution du texte par un avatar (Attention à la ponctuation : Sans ponctuation, l'avatar ne s'arrête pas).

Moovly : à ouvrir avec VLC. Avec VLC, possibilité de réduire la vitesse d'élocution. Moovly permet l'importation d'images, de cartes pour créer petite vidéo. Nécessité d'ouvrir un compte pour y accéder. Tutoriel disponible. Le film peut-être sauvegardé en tant que fichier .mp4 Il est cependant nécessaire de prévoir un casque avec micro pour enregistrer pour les élèves.

KAHOOT.IT

Nécessité de créer un compte (create.kahoot.it). Ce logiciel sert à la création de quizz, de débats, d'enquêtes. Les quizz peuvent être réalisés avec un nombre de points maximums à réaliser ou non. Le temps de réponse peut-être réglé et des images peuvent être insérées. 3 ou 4 réponses sont proposées. Les quizz peuvent être rendus publics. Sur Kahoot.it, possibilité d'utiliser des quizz déjà créées par thème. Les questions apparaissent sur l'écran du professeur et les élèves répondent sur leur écran en cliquant sur une couleur. On peut aussi faire créer le quizz par des élèves.

Pic Collage

Application pour tablettes. Permet de créer une affiche très simplement. On peut l'imprimer, l'envoyer par mail comme une image.

Les **annexes 20, 21, 22A et 22B** offrent des liens vers des tutoriels pour ces sites et une liste de nombreux sites, applications et logiciels intéressants à utiliser en classe.

MERCREDI 22/10 - après-midi

Activités culturelles. Visite du musée d'art moderne.

JEUDI 23/10 - matin (9.00-12.30)

Sharing best practices :

Henriette : (professeur d'anglais)

Plier un papier 4 fois ; numéroter les 16 cases. Le professeur donne 16 mots de vocabulaire (vus précédemment/rebrassage), il laisse aux élèves 10 secondes pour dessiner le mot, sans chiffre ni lettre. Puis le professeur relit les mots. Les élèves replient la feuille et la rangent dans leur poche. Retour sur l'exercice 30 minutes plus tard. Les élèves doivent écrire sur les dessins les mots dont ils se souviennent. Mise en commun.

L'élève qui a pu retenir le plus grand nombre de mots a le droit à un "homework voucher" qui lui permet de ne pas faire un travail maison. Au bout de 3 *vouchers*, il a droit à un point supplémentaire.

Maddie : (professeur d'anglais)

"The European Hotel" . Création d'un blog. Le thème : l'hôtellerie. Chaque élève joue le rôle d'un employé. La production finale comprend la création d'une plaquette présentant les services

de l'établissement, un menu. Exercices : régler un problème de vol en cuisine, une situation de panne de courant dans l'ascenseur, une commande de repas.

Autre projet : thème : infection dans le collège par un virus extraterrestre introduit par un professeur de chimie. Réalisation d'un film par les élèves. *Alien TV show*.

Astrid : (professeur d'anglais)

Objectif : préparer des questions portant sur le thème des vacances et les répéter. 22 questions inscrites sur 22 cartes qui ne sont pas numérotées. Un élève a en sa possession toutes les questions et un autre n'a qu'une réponse. A chaque fois qu'un élève donne la réponse correspondant à la question posée, il peut s'asseoir. L'exercice est répété, les rôles changent. Les élèves ont ensuite les questions qui ont été répétées avec des mots manquants. A la maison, ils doivent réécrire les questions et être capable de les traduire. En classe, ils lisent les questions et demandent la traduction à leurs camarades de classe..

Une prochaine étape prévoit des réponses personnelles aux questions et un dialogue.

Nicole : (professeur d'anglais)

Activité portant sur des comptines pour enfants.

Exemple : *5 litte monkeys swinging on a tree*

Teasing Mr Alligator can't cath me

Along comes Mr Alligator hungry as can be

Snap

Les élèves doivent mettre en scène cette comptine pour la conter à de jeunes enfants.

Avec des gestes, tout simplement, en disant la comptine.

Sabine : (professeur d'anglais)

Déposer des objets par terre et débiter un brainstorming qui a pour but de faire deviner le lien entre ces objets. Travail sur le vocabulaire. Le thème est "les terrasses de cafés".

Le professeur présente et distribue une photo pliée où l'on voit une belle femme assise à une table de café. Sur la base du *information gap*, il s'agit de faire deviner aux élèves ce qu'elle fait, avec qui elle est. Plusieurs solutions sont proposées. L'effet de surprise est présent lorsque les élèves découvrent l'autre moitié de la photo. La femme est assise en face d'une dame plus âgée. La prochaine activité consiste à rédiger un petit dialogue sur ce que pourrait être la conversation entre ces deux femmes. Le dialogue est ensuite joué par les élèves. Prolongement possible : ajouter un serveur et élaborer des dialogues.

Roman : (professeur de musique et d'anglais)

Le professeur entre en classe sur le rythme de la chanson *We Will Rock You* de Queen, les élèves sont invités à taper dans les mains et sur leur table. Le professeur affiche les paroles de la chanson. Introduction du vocabulaire. On souligne les mots clés. Cette activité permet de faire bouger les élèves.

Marie-Odile : (professeur d'anglais)

Séance portant sur l'expédition Lewis and Clark aux Etats-Unis avec une carte et des informations manquantes. (objectif civilisationnel et grammatical). *Information gap* : les élèves doivent se poser des questions pour avoir les informations, certains élèves ont en leur possession les réponses.

Activité proposée par Frances (formatrice) : évaluation/auto-correction :

Par groupe de 3. Le professeur distribue aux stagiaires des phrases extraites du texte qu'ils ont rédigé le premier jour, où ils devaient en quelques lignes expliquer leur parcours et ce qui les avait motivé à participer à ce stage. Chaque membre du groupe a en sa possession une phrase contenant une ou plusieurs erreurs (grammaire, orthographe ...), une phrase correcte, et une

phrase où subsiste un doute. Les participants doivent ensuite afficher sur un mur les phrases classées en trois groupes. Le professeur lit ensuite les phrases à haute voix et une discussion est entamée pour la correction.

Autre activité proposée par Frances (formatrice)

En binôme. Écrire verticalement sur une feuille les lettres a,b,c... (ou plus). Écrire ensuite des phrases (vraies) en anglais correct qui contiennent ou commencent par la lettre de la ligne. Afficher les feuilles sur le mur et permettre à tout le monde de les lire. Les participants doivent dire à la classe quelle est la phrase préférée de leur partenaire.

JEUDI 23/10 - après-midi : libre

VENDREDI 24/10 : matin (9.00-12.30)

Warming up activity:

Les participants se placent dans un rond au milieu de la classe. Expression orale. Des questions sont posées. Si un des participants est concerné par une réponse positive, il doit changer de place. Exemple : Did you have wine yesterday? Did you visit the castle yesterday?

Sharing best practices :

Stéphanie : (professeur d'anglais)

Travail à partir d'un extrait de « *A fish called Wanda* ». Un petit groupe d'élèves reste en dehors de la classe pendant le visionnage de l'extrait : ils jouent le rôle des policiers. Ils ont en leur possession un document avec une série de questions. Ces élèves entrent ensuite en classe et posent des questions aux élèves qui ont vu l'extrait du film et qui sont donc les témoins de la scène. Le but de cet exercice est de faire rédiger un rapport de police. Ils peuvent aussi créer un article de presse. Des uns de journaux sont disponibles et téléchargeables en ligne et permettent aux élèves d'être créatifs ([recherche Google : Free Newspaper Templates](#))

Un texte à trous sur la scène avec un choix de verbes à utiliser est proposé pour les élèves plus en difficulté. On peut trouver des scènes de films et les commentaires correspondants sur [openculture.com](#)

Daniel : principal de collège / professeur d'Histoire-Géographie

Travail sur l'histoire de l'Art. Une image de statue (pieta) apparaît subrepticement. Il s'agit d'élaborer une carte d'identité d'une série d'artistes après visionnage d'une série d'œuvres (peintures) et de classer ces peintures sur une frise chronologique. Les élèves doivent ensuite trouver le lien entre ces peintures. Présentation de *Guernica* (Picasso) : explication du bombardement, passage d'un film portant sur l'œuvre de Guernica en 3D. Les élèves sont amenés à prendre conscience que toutes les œuvres découvertes en amont ont inspiré Picasso pour *Guernica*.

Sébastien : professeur de SVT en classe européenne en collège :

Cours de biologie. Photos à l'écran d'animaux. Les élèves les dessinent en quelques secondes. Elucidation du vocabulaire (*mouse, ant, hair, fur, skeleton* ...) Les élèves doivent ensuite les classer dans un tableau (vertébrés/invertébrés, tétrapodes ou actinoptérygiens) et justifier leur choix en les décrivant à l'aide du vocabulaire donné en début de séance (*An ant has / is*)

Malika et Sylvia : (professeurs d'anglais)

Travail à partir du générique de *Desperate Housewives*. Travail sur l'image de la femme à partir d'œuvres. Comparaison avec la peinture originale (Adam et Eve). Trouver le lien entre les peintures.

USING SONGS IN THE CLASSROOM

L'utilisation de chansons en classe offre de nombreuses possibilités. On peut travailler la prononciation, l'accentuation, le vocabulaire, la grammaire, l'aspect civilisationnel. On peut finir une leçon avec une chanson sur le thème étudié en projetant les paroles de la chanson au tableau ou de façon plus élaborée, proposer sous forme d'exposés une étude des thèmes abordés dans la chanson. Possibilité de découper les paroles et les élèves doivent les remettre dans l'ordre. Un site très intéressant est proposé : www.lyricstraining.com Il permet de choisir une chanson et d'avoir les paroles, avec des textes à trou qui défilent.

Using songs in the classroom : Activity 1 : (annexe 23A/23B)

A partir de la chanson *I just called to say I love you*, les stagiaires ont pour consigne de dessiner un objet et d'y écrire un petit texte correspondant aux thèmes de la chanson à partir d'une amorce de phrase. Exemple : April is ... (proposition : *April is the time when roses blossom*). Le groupe se place au centre de la classe, et on joue la chanson. Pendant la chanson, chacun doit venir déposer son dessin en fonction de l'ordre dans lequel les paroles sont chantées. Exercice de compréhension sous forme ludique.

Using songs in the classroom : Activity 2 : (annexe 24)

A partir de la chanson *What a wonderful world*. Les participants sont placés au centre de la classe et se font face (paires). Ils possèdent chacun un extrait de la chanson avec des lignes manquantes (une ligne sur deux). Ils écoutent une première fois la chanson. Après une seconde écoute, ils doivent chanter le texte et compléter les mots manquant à l'aide de leur binôme. Exercice de compréhension, d'expression, interactivité.

Using songs in the classroom : Activity 3 : (annexe 25A/25B/26)

Carolyn Graham, didacticienne de l'anglais et créatrice des *Jazz Chants*, utilise le rythme du *ragtime* et la gestuelle pour favoriser l'apprentissage du lexique, des structures grammaticales et de l'accentuation de l'anglais. *Carolyn Graham : teaching jazz chants (You Tube)*

A utiliser en primaire ou en classes de 6ème/5ème. Permet d'apprendre des expressions courantes et utiles en les chantant en rythme.

Activity 4 :

Cette activité très ludique prend la forme d'un test psychologique et peut être facilement réinvestie en classe. Les participants doivent sur une feuille inscrire le nom d'un animal qu'ils affectionnent et 4 adjectifs qui pour eux correspondent le mieux à cet animal. Ils écrivent le nom d'un deuxième animal qu'ils aiment et 4 adjectifs. Même chose pour un troisième animal. Le quatrième animal doit être un animal qu'ils n'aiment pas. Ils doivent aussi écrire 4 adjectifs qui correspondent à celui-ci.

Résultats du test:

- 1 = les adjectifs correspondent à l'image qu'on veut donner de soi.
- 2 = les adjectifs correspondent à l'image que les autres ont de nous.
- 3 = les adjectifs correspondent à ce que nous sommes vraiment.
- 4 = les adjectifs correspondent à ce que nous n'aimons pas de nous.

Activity 5 :

Activité à réaliser en petit groupe (10 participants au maximum)

Plier une feuille en deux et y inscrire son prénom sur la première page. La décorer. La carte de vœux ainsi créée est passée à son voisin. Il a pour consigne d'y écrire ce qu'il voudrait offrir à cette personne, sans limitation de moyens ni de possibilités et de signer. Faire le tour ainsi jusqu'au retour de sa propre carte.

Annexes supplémentaires:

Teaching Mixed Levels : Annexe 27A/27B/27C/27D: Ce document résume les grandes lignes de l'ouvrage de Julie Tice, *The Mixed Ability Class*. Il donne de précieux conseils quant à la gestion de classes hétérogènes, explique les raisons pour lesquelles l'enseignement doit être si possible le plus individualisé et personnalisé. Il explique quelles questions le professeur doit se poser avant chaque séance ou chaque activités (questions sur la préparation du cours ou sur l'organisation de la classe), donne des conseils sur la gestion de la participation des élèves, la gestion des cahiers, l'utilisation des manuels, insiste sur la nécessité de travailler sur la motivation.

Highly recommended authors for young adults and teens : annexe 28 :

Liste d'auteurs et d'ouvrages à conseiller fortement aux élèves ou à commander / exploiter en classe.

Liste des 9 applications les plus utiles en classe : annexe 29

your **favourite activity**

what you **hate most**

FIRST NAME

what you are **good at**

important people

job

FIND SOMEONE WHO ...

By asking questions of other people in the class, try to find someone for each category. Write their first name in the space provided, making sure you spell it correctly.

Find someone who...

WRITE NAME

1. has never been to Scotland before
2. knows how many people live in Scotland
3. can name 3 famous Scots
4. knows what the national alcoholic drink is
5. knows what the national non-alcoholic drink is
6. has ever eaten haggis
7. knows how to say *know*, *small* & *pretty* in Scots
8. saw Edinburgh Castle yesterday

This activity can be used with any suitable category for teaching question forms, and practising spelling, vocabulary and/or grammar
e.g.

- families – 'Have you got any brothers or sisters?'
- hobbies – 'How often do you go swimming?'
- travel – 'Have you ever been in a helicopter?'
- skills – 'Can you speak Mandarin fluently?'

IMMERSION COURSE FOR TEACHERS OF ENGLISH

Day 2 / Sunday afternoon - Websites / Links

<http://www.teachingenglish.org.uk>

<http://www.onestopenglish.com/clil/secondary/geography/interactive-atlas>

<http://www.wordle.net/create>

<http://www.teachers-direct.co.uk>

<http://www.discoveryeducation.com/free-puzzlemaker/>

<http://www.scottish.parliament.uk/visitandlearn/education.aspx>

<http://www.educationscotland.gov.uk/>

<http://www.teachingscotland.org.uk>

<http://www.bbc.co.uk/learningzone/clips/>

<http://www.scotslanguage.com/>

<http://www.bbc.co.uk/programmes/p00mr8yj/profiles/writers>

<http://youtu.be/NdoIzoOZ1jk>

<http://youtu.be/2xgwRiTgU4>

<http://vimeo.com/1258169>

<http://youtu.be/Ceqm1eJpvDo>

Alison Hiley

alison@confluencescotland.co.uk

WEDDING PARTY MINGLING LESSON

Jennifer Ann McDonald

and

John James Petrie

*Invite you to their wedding
On Saturday the fifteenth of February
At three o'clock*

*Saint Paul's Church
High Street
Dundee*

Questions to make small talk at a wedding

Are you a friend of the bride or the groom?
What do you do then? (informal, asking about work)
Have you known the bride/groom long?
It's a lovely wedding, isn't it?
I don't think we've met, my name is
Isn't it a beautiful day for a wedding?
Doesn't the bride look wonderful?

Sentence stems for a surprising aspect or a secret

I shouldn't really say this, but ...
I know this isn't the time to talk about it, but ...
Did you know that ...
You may not believe this, but ...
Well, I heard that ...
Please don't tell anyone I told you ...
Somebody told me that ...

Reacting to surprising news

Really!
No way!
I can't believe it!
You're kidding!
That's terrible!

[adapted from onestopenglish.com]

You are Charlie Richards, the best man. You work at a bank in the city. You know that the groom had problems with the law and has been arrested at least once!	You are John/Jane Fletcher, a friend of the groom's family. You are a retired doctor. You know that the groom's father has been having serious financial difficulties. It is a good thing that the bride's family is rich!	You are Kylie/Keith Griffith. You are a friend of the groom. You are the owner of a well-known nightclub. You know that the groom has had LOTS of girlfriends and he likes to go to nightclubs. He met his bride at one!
You are Mrs Emily Watson. You are the groom's godmother. You are retired. You love your godson (the groom) very much, but you are worried he has a drink problem!	You are Sam/Samantha Williams. You are a friend of the bride. You are a hairdresser. You know that the bride worked as a dancer in a famous nightclub.	You are Debbie Harris, a friend of the bride's father (you are actually his secret girlfriend, but don't tell anyone!) You are a dance instructor. You know that the bride went to university only because her father paid a lot of money!
You are Paul/Paula Jones. You are a friend of the groom. You are a medical student. You know that the groom's parents have been divorced for two years.	You are Elaine Wilson, a friend of the bride and groom. In fact they met at your birthday party. You are a florist (you did the flowers).	You are Jennifer Andrews, the maid of honour. You have known the bride for fifteen years. You know that the bride was secretly engaged to your brother for many years but they broke up.
You are Anne-Marie Meller. You are a friend of the bride's mother. You are a widow (your husband died two years ago). You have heard that the bride's father has a secret girlfriend, a young woman from the city.	You are Eddie Banks. A friend of the groom from his college days. You were both arrested for a minor drugs offence in your late teens. Now you work in a bank.	You are Peter/Petra Donovsky. You are a business associate of the bride's father (<i>you decide what the business is</i>). You don't trust the groom or anybody in his family. In your opinion they are all dishonest.
You are Kate Finlayson. You are a good friend of the bride. You used to work as dancers in the same nightclub. You are upset that the bride did not ask you to be a maid of honour.	You are Kevin Mackay. A friend of the groom. You work as a maths teacher. You know the groom wanted a quiet wedding in Las Vegas instead.	You are Betty Wood. You are the bride's aunty. You are an accountant. You know that your sister (the bride's mother) doesn't really like the groom. You made the cake and you are worried people don't like it.

You are Gary Wood. You are a wannabe rockstar who works nightshift in a warehouse. You are a friend of the groom and also in love with the bride's sister but the bride disapproves because of your job. You are trying to show her how respectable you are.	You are Aunt Euphemie. As far as you can remember you are 96 years old. You are not sure whose aunt you are or whose wedding this is but you are having a lovely time.	You are Angela/Andrew Houston. You are a work colleague of the bride. You are very fond of the bride but you didn't want to come because you don't really know anyone here and you are in the middle of a painful divorce.
You are Amy Peterson. You are an old school friend of the groom. You were a tomboy at school and he has always seen you as a sister and never realised that you've been in love with him all this time. Now it's too late.	You are Sandy Burns a family friend of the groom's family. The groom's father owes you a very large sum of money and you have been waiting too long for the repayments.	You are Keira/Keith Knox the bride's aunt/uncle. You are recovering from a nasty operation but don't want anybody to know what happened to you
You are Alice/Alec Ross. You and your partner are close friends with both the bride's parents. Your partner refused to come this morning because he/she is convinced that the bride's father is having an affair. This is all very awkward.		

Charles: Hi!

Alistair: Hello.... I'm Alistair

Charles: Great.

Alistair: I _____ you know Veronica.

Charles: Yeah. Hi V, Hi.... Thank you... Great.

Old lady: Tell me, are you _____?

Young lady: No

Old lady: Are you a lesbian?

Young lady: Good ____! Uhm, what made you ____ that?

Old lady: Well it's one of the _____ for unmarried
_____ and it is a bit more _____ than saying, "____
_____ just never found the right chap, eh?"

Young lady: Quite _____, why be dull?

Old lady: Thank you.

Young lady: The _____ is, the _____ is I have met the right
_____, only he's not in _____ with me and until I _____
loving him, no one _____ stands a chance.

Old lady: Oh bad _____.

Young lady: Yes, isn't it...?

I was a lesbian once at _____ but only for about
_____ minutes, I don't think it counts.

- Alistair:** There are ____ hundred different kinds of ____ and that's not including all these so called _____. I took Veronica out to _____ at Christmas to look at the plantations.
- Charles:** Ah, excellent.
- Alistair:** I believe you and her ____ out there once.
- Charles:** That's right.
- Veronica:** Charles was _____. He insisted on cracking _____ all the time I was _____.
- Charles:** I was just trying to _____ you ____ V.
- Curly hair:** Oh _____ that Veronica?
- Veronica:** Which Veronica? Charlie?
- Charles:** D'you remember _____?
- Curly hair:** When Charles and I were _____ he told me he'd had this interesting _____ round India with Vomiting Veronica, I think that was it.
- Charles:** I don't remember ever _____ it. Maybe, maybe I did.
- Straight hair:** Oh come on Charles, I don't _____ I've ever been out with _____ less discreet.
- Charles:** Well, I think that's _____ a bit of an _____, is it not?
- Curly hair:** It is not!
- Straight hair:** I remember you going on about this _____ Helena was it? Whose _____ made a pass at you?
- Veronica:** I remember this! You couldn't work it out whether it would be _____ not to accept her advances.
- Curly hair:** That's right! Mrs Piggy, Helena was _____ Piggy, so her mother was _____ Piggy.
- Charles:** I think _____ it was a, it was a..
- Miss Piggy:** We've both lost a lot of _____ since then.
- Charles:** Ah! Great! _____.

MC: My _____, _____ and _____ pray silence for the best man.

Best Man: Uhm, when Bernard told me he was getting _____ to Lydia, I _____ him because all his other _____ had been such complete dogs. Although may I say, h-h-how _____ we are to have so many of them here this _____. I'm particularly delighted to see Camilla wh-wh-who many of you will probably remember a-a-as the _____ person Bernard asked to marry him. If I remember rightly she told him to sod off ... and _____ for Lydia that she did.

Charles: Hi!
Alistair: Hello.... I'm Alistair.
Charles: Great.
Alistair: I believe you know Veronica.
Charles: Yeah. Hi V, Hi.... Thank you... Great.

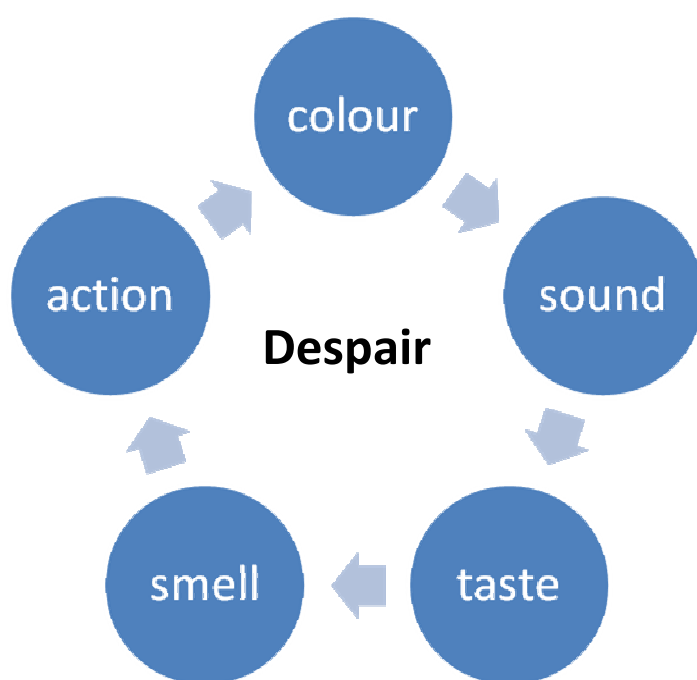
Old lady: Tell me, are you married?
Young lady: No
Old lady: Are you a lesbian?
Young lady: Good lord! Uhm, what made you say that?
Old lady: Well it's one of the possibilities for unmarried girls and it is a bit more interesting than saying, "oh dear", just never found the right chap, eh?"
Young lady: Quite right, why be dull?
Old lady: Thank you.
Young lady: The truth is, the truth is I have met the right person, only he's not in love with me and until I stop loving him, no one else stands a chance.
Old lady: Oh, bad luck.
Young lady: Yes, isn't it?...
I was a lesbian once at school but only for about fifteen minutes, I don't think it counts.

- Alistair:** There are four hundred different kinds of tea and that's not including all these so called fruit teas. I took Veronica out to India at Christmas to look at the plantations.
- Charles:** Ah, excellent.
- Alistair:** I believe you and her went out there once.
- Charles:** That's right.
- Veronica:** Charles was vile. He insisted on cracking jokes all the time I was ill.
- Charles:** I was just trying to cheer you up V.
- Curly hair:** Oh you're that Veronica?
- Veronica:** Which Veronica? Charlie?
- Charles:** D'you remember Bombay?
- Curly hair:** When Charles and I were going out he told me he'd had this interesting journey round India with Vomiting Veronica, I think that was it.
- Charles:** I don't remember ever mentioning it. Maybe, maybe I did.
- Straight hair:** Oh come on Charles, I don't think I've ever been out with anyone less discreet.
- Charles:** Well, I think that's probably a bit of an exaggeration, is it not?
- Curly hair:** It is not!
- Straight hair:** I remember you going on about this girl Helena was it? Whose mother made a pass at you?
- Veronica:** I remember this! You couldn't work it out whether it would be impolite not to accept her advances.
- Curly hair:** That's right! Mrs Piggy, Helena was Miss Piggy, so her mother was Mrs Piggy.
- Charles:** I think perhaps it was a, it was a..
- Miss Piggy:** We've both lost a lot of weight since then.
- Charles:** Ah! Great! Speeches.

MC: My lords, ladies and gentlemen, pray silence for the best man.

Best Man: Uhm, when Bernard told me he was getting engaged to Lydia, I congratulated him because all his other girlfriends had been such complete dogs. Although may I say, h-h-how delighted we are to have so many of them here this evening. I'm particularly delighted to see Camilla wh-wh-who many of you will probably remember a-a-as the first person Bernard asked to marry him. If I remember rightly she told him to sod off ... and lucky for Lydia that she did.

Instant Poem



Verbs:

- To be
- Sound(s) like
- Taste(s) like
- Smell(s) like
- To be

Adjectives

Nouns

Brainstorm ideas...

..is..	..sounds like..	..tastes like..	..smells like..	..it's (like)..
Red White Purple Grey	a sigh Silence a car crash a scream a church bell thunder	lemon acid Like sour Like bitter bitter honey	Like rotten a burning fire a rotting corpse vomit rubbish	committing suicide throwing yourself off a cliff giving up having a nightmare banging on a door that doesn't open

Result:

Despair

Despair is violet

It sounds like thunder

It tastes like bitter honey

And smells like a burning fire

It's like banging on a door that doesn't open

Suggestions for other poems:

Love

Work

Friendship

School

Holidays

Happiness

Sundays

10

Example of graded dictation

SEE PAGE 35

Multiple-choice text

Friday 13th November
15th
30th

What a day! My alarm clock didn't ring so I overslept. I got up at
sound
wake up
hear
woke up

nine o'clock with a terrible headache. I suddenly remembered I had an
ten o'clock
backache.
twelve o'clock
toothache.

appointment with the dentist at quarter past twelve. I ran out of
doctor
quarter past ten.
hairdresser
quarter to ten.

the house and down the road. Then I saw some people laughing at me.
street.
path.
children
girls

I looked up. I was still in my pyjama trousers. I was very confused.
round.
down.
red.
embarrassed.

I ran back home but then I found I didn't have my keys. I couldn't
knew
saw

open the door. I got a ladder from the garden and started to
window.
gate.
neighbour
garage

climb up to my bathroom window. But the ladder was very new and it broke.
bedroom
sitting room
nice
old

I fell off and broke my leg. Now I'm in hospital. My head still
fell off
neck.
back
arm.
tooth

hurts and my leg hurts too.
neck
arm

Gapped text

.....November

What a My

didn't ring so I I woke up

at with a terrible

I suddenly an appointment

..... at ten. I ran

..... and down

Then I laughing at me.

I my

..... I was very I ran

..... but then I

have my keys. I couldn't I got a

..... from the and started

..... my bedroom But the

..... was very old and I

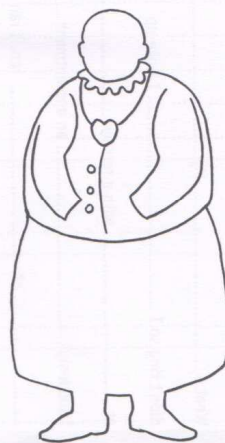
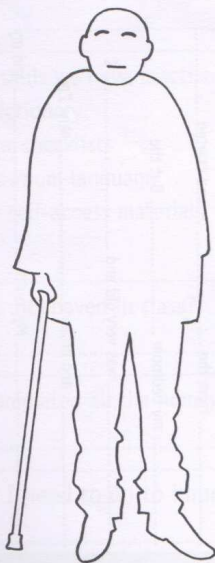
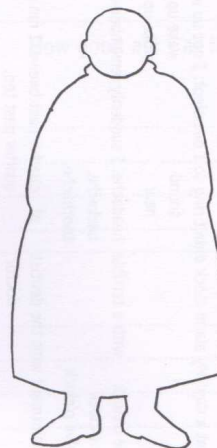
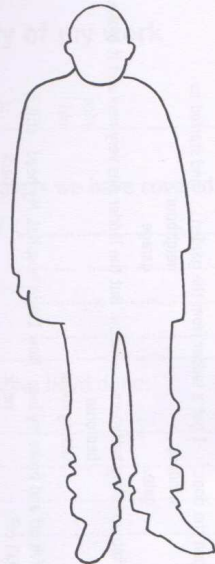
..... and broke Now I'm

..... My tooth and my

..... too.

11 Graded picture dictation

SEE PAGE 36



PART B Coping

CHAPTER 5

Grading tasks

The idea here is that students work on the same basic activity but with different tasks graded at varying levels of difficulty.

1 An example – dictation

Select a text to dictate to the students but give different students a different task to do:

- Give the students in the strongest group (e.g. blue group) a blank piece of paper.
- Give the middle-level group (e.g. green group) a gapped version of the text to be dictated.
- Give the lowest-level group (e.g. yellow group) a complete version of the text to be dictated with multiple-choice options for some of the words or expressions.
- Dictate the text in the normal way, reading it through once at normal speed and then dictating it in chunks, pausing to allow the students to complete their tasks. The students in the strongest group write down everything. Those in the middle-level group fill in the gaps in their text and those in the lowest-level group choose the correct word or expression from the choices given.
- After reading it out in chunks, read the whole text out again at normal speed for students to check their work individually.
- As an optional task you can get the students who did the same task to check their work with each other (i.e. blue with blue, green with green, yellow with yellow).
- Then regroup the students into multicoloured groups, i.e. groups of one yellow, one blue, one green student. The students then check their work together. They should not show each other their texts but talk through them, checking that everything is there and words are correctly spelt as they go. You should monitor and help as necessary.
- A whole-class feedback should not actually be necessary but you could, as a final stage, give students a copy of the original text to compare with or refer students to their coursebook if the text came from there.

(I first came across this idea in *Models and Metaphors in Language Teacher Training*, Tessa Woodward, CUP, 1991.)

Here is an example of a text.

Friday 13th November

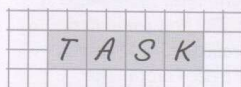
What a day. My alarm clock didn't ring so I overslept. I woke up at ten o'clock with a terrible toothache. I suddenly remembered I had an appointment with the dentist at quarter past ten. I ran out of the house and down the street. Then I saw some girls laughing at me. I looked down. I was still in my pyjama trousers. I was very embarrassed. I ran back home but then I found I didn't have my keys. I couldn't open the door. I got a ladder from the garage and started to climb up to my bedroom window. But the ladder was very old and it broke. I fell off and broke my leg. Now I'm in hospital. My tooth still hurts and my leg hurts, too!

SEE PHOTOCOPIABLE PAGE 10 for the gapped version and the multiple-choice version.

2 Advantages and disadvantages of using graded tasks

What are the advantages?

- All students are challenged at an appropriate level of difficulty and can get involved in doing the task. No one should be left behind or have nothing to do.
- All students can succeed in completing the task given to them, and this is motivating for them.
- You can design different tasks for lots of different activity types (e.g. listening, reading, vocabulary practice).
- The multicoloured checking stage empowers the weaker students since they are the ones who are most likely to have a complete and correct version of the text. They are therefore in a position to help the stronger students.
- This checking stage also promotes student co-operation and tolerance.



Cover the disadvantages below. What are the disadvantages of using graded tasks? Can you think of any solutions to these disadvantages?

What are the disadvantages?

- There is much more preparation for the teacher.
- Students may feel labelled as weak, medium or strong and therefore embarrassed. The weaker students in particular may feel demotivated.
- Stronger students may resent always having to work 'harder' (as they see it).
- The teacher may get confused about who is doing what, especially in a large class.

What are the solutions?

- It does mean more preparation, but the tasks can be kept and hopefully used again with other classes and by other teachers. It is worth building up a bank of this kind of task and keeping them for future use, perhaps with a group of teachers, maybe even from different schools.
- Let the students choose which 'colour' activity they want. When you introduce the system of graded activities, make it lighthearted, e.g. *Who's feeling tired today? OK, you can do a yellow activity.* Colours are better than numbers or letters since they don't have grading associations. (You could use other names, e.g. animals, fruit). You should keep a note of what level of

Grading tasks

activity each student chooses each time for evaluation purposes. If you use the same coding system, the students will get to know which activity is most likely to suit them. Occasionally you may want to intervene if you feel they are over- or underchallenging themselves.

- If the students have a choice, they can perhaps sometimes be allowed to do an easier task. But it is up to you to ensure they do challenge themselves sufficiently. Individual counselling may help if necessary.
- Good classroom management and organisational skills are crucial here. The following steps may help:

When preparing the worksheets, write in one corner the colour, or actually mark each one with a coloured pen/crayon after you've copied them.

When asking what colour activity the students want to do, get them to put their hands up and count them to ensure the groups are roughly equally sized. Before doing the activity, it may be useful to group the students according to colour so they can't see the other groups' worksheets.

When regrouping the students into multicoloured groups for checking, the students will have to move. Give clear instructions for them to go round saying their colour to each other, to find the appropriate partners. They should sit down as soon as they have found their group of three. You can then add any extra students to the groups if numbers make it necessary.

TASK

Look at the text below, or use a text from your coursebook. Devise a gapped text and a multiple-choice text for use with it.

A bug is an insect. So why are mistakes in computer programmes called bugs? It is because the first computer bug was in fact a real insect. The first computers were very, very big and filled a whole room. A computer called Mark 1 broke down one day so technicians looked inside it. They found a dead moth. The programmer started to call computer errors 'bugs' and the name stuck.

3 Picture dictation

This is a fun activity and can be adapted to provide practice in many different lexical and structural areas. This example practises describing people, their appearance and clothes. The stronger students start with a piece of paper and have to draw the people from scratch. The middle-level students are given outlines of the people, and the weaker ones the outlines with some details filled in.

Read out the text below to the students. The stronger students have to listen and understand everything in order to complete the task, whereas the middle level and weaker students with the partly drawn pictures do not have to understand everything.

◆ SEE PHOTOCOPIABLE PAGE 11

This is a picture of my grandfather and grandmother. They are quite strange! My grandfather is very tall and thin. He's bald but he's got thick black eyebrows and a big thick moustache. He wears glasses on the end of his big nose. He's got small bright eyes and he stares hard at you. He always looks very serious; he never smiles. He looks quite frightening if you don't know him, I think. He usually wears an old jacket and trousers which are too long. He uses a walking stick because he can't walk very well. Oh and he's always smoking his pipe of course.

4 Vocabulary activities

My grandmother, on the other hand, is very short and fat, almost round. She has short curly hair. She wears glasses on the end of her nose too. She's very different from my grandfather; she's always smiling and happy. She usually wears a blouse with a high neck and a long skirt. She loves reading so she's always got a book in her hand. Oh, and she always wears a big gold heart on a chain round her neck: it was the first present she got from my grandfather.

Crazy texts

Read the following text. What do you notice about it?

The day a policeman saw a man walking along the street down a penguin. He went up to the have and said, 'Excuse me, sir. Is that big penguin?'
 'No,' replied the man, 'It isn't mine. I just found street.'
 'Well, why don't that take it to the zoo?'
 'That's a red idea,' said the cat. 'I will.'
 The next day, the policeman saw the man bad. He zoo very surprised because the penguin was still with talk.
 'Excuse it, sir,' said the park, 'but didn't you take the penguin to out zoo yesterday?'
 'Oh yes, I are,' replied the man, 'and we really enjoyed it. Today we're going to saw to the cinema.'

This is an example of a crazy text: there are a number of words in it that are wrong. The most difficult task you can give the students to do with this is to find the wrong words and replace them with the correct ones. This task would be suitable for the strongest students.

TASK

Cover the ideas below. How could you adjust the task to varying degrees to make it easier? Think of as many ways as you can before reading on.

Here are some ways of adjusting the level of difficulty of the task:

- Tell the students how many wrong words there are before they begin. They have to identify them and correct them.
- Indicate which lines the wrong words are in (and the number of words in each line). Students identify and correct them.
- Before students go on to correct the wrong words, they receive feedback on whether they have correctly identified them (e.g. via an answer sheet).
- Underline the wrong words before you copy the text. Students correct them.
- Give students a jumbled list of the correct words to replace the wrong ones.

Here is the correct version of the text. The words in capitals are the ones that were wrong in the crazy text:

ONE day a policeman saw a man walking along the street WITH a penguin. He went up to the MAN and said, 'Excuse me, sir. Is that YOUR penguin?'
 'No,' replied the man. 'It isn't mine. I just found IT.'
 'Well, why don't YOU take it to the zoo?'
 'That's a GOOD idea,' said the MAN. 'I will.'

Introduction

Giving learners a degree of choice among sub-tasks need not require massive extra preparation on your part. Neither does it automatically require extra preparation to furnish tasks that have a variety of learning aims. Some activities have both flexibility and variety of aims designed into them. Consider the short filler activity 'Kill the text', 2.8 (based on Holme 1991, pp. 60–62).

Kill the text (then bring it back to life)

Age	11 and up
Level	Elementary–Advanced
Time	10–15 minutes
Focus	Accuracy in speech, (optionally) writing, listening to others

Procedure

- 1 On the board, write a text of 20–40 words, including some vocabulary or grammar that you would like to review.
- 2 Everyone chooses any two words they wish from the text and writes them down. Add that soon they will need to be ready to use either word in a sentence.
- 3 Ask if anyone can say a *true statement* (i.e. not a question or command) that includes one of the words they have written down. Make it clear that anonymous statements like *She is happy* are unacceptable but ones like *Annette is happy* are good, provided that Annette is a real person who is really happy. The sentences can be as simple or as complex as the students choose. They should not be connected thematically with the original text.
- 4 When an acceptable statement has been said *correctly* by a student, erase the word from the board and continue with other words until most or all are gone.
- 5 If your text is quite short, ask who can say it from memory. Otherwise, ask students to *write* it from memory, individually or in pairs, as they prefer.

(For variations to 'Kill the text' see 2.8, p. 52.)

Comment

- 'Kill the text' is flexible not just because it allows learners to choose from a menu of sub-tasks. (In this case, each word in the text represents a different sub-task.) It is flexible also because the sub-tasks themselves are

flexible. That is, once learners have each chosen a word, they can try to form a sentence which is short and simple or they can try to form one which is long and/or syntactically complex and/or expressive of an interesting insight. In other words, the rules of the activity set a minimum requirement (i.e. producing a true sentence which can be extremely short) but leave the door wide open for more ambitious efforts. To generalise, an intrinsically flexible activity has the following characteristics:

- Students should be able to attempt (some part of) the activity at whatever level of difficulty they choose.
- Everyone should have a good opportunity to develop their English in some (but not necessarily the same) way.
- Students have at least some freedom to speak (or write) about themes that are of interest to them.

- The requirement that sentences be well-formed allows you (or other students) to give feedback about the linguistic accuracy of each sentence. Because different students produce different statements, they tend to get different feedback. Therefore, the potential scope of language aims is extremely broad.

- The requirement that sentences be true encourages everyone to try to understand each one, since the truth of a statement can only be determined by considering its content (or message).

All in all, 'Kill the text' is a clear example of an activity which is flexible, has a wide range of language aims and includes a focus on content.

Let us look at another example:

ABC sentences

Age	11 and up
Level	Elementary-Advanced
Time	15-30 minutes
Focus	Accuracy in writing, listening to others

Procedure

- 1 Ask everyone to write, down the left side of their page, the letters *a, b, c* and so on up to *j*.
- 2 Ask them to write sentences according to the following rules:

- The first sentence should, somewhere, contain at least one word beginning with the letter *a*. The second should contain a word beginning with *b*. The third should contain a word beginning with *c*, and so on to *j*.

- Every sentence should be true.

- Everyone should try to write as many sentences as they can (one for each letter) before you say *Stop*.

- 3 Tell everyone to start writing. Circulate and give 'editorial' tips when you notice language mistakes.

- 4 Call time when you see that some of your students have written ten sentences and all have written a few. (Ask very early finishers to write extra sentences for the next few letters of the alphabet – as many as they have time for.)

- 5 Ask students to pair up and instruct them to do as follows: First, Student A *slowly* reads out her sentences to her partner, B. Then she gives B her paper and B starts the sentence he likes best and says why he likes it. Then B reads his sentences to A and she starts the sentence that she likes best and says why.

- 6 Call the class together and ask a dozen or so students to read out the sentence their partner liked best. Or ask students to form groups of four or so and read their starred sentences to each other.

- 7 Collect all the papers you did not manage to edit while walking around the class in Step 3. Correct them and hand them back in a later lesson.

(For variations to 'ABC sentences' see 6.2, p. 125.)

Comment

- 'ABC sentences' is intrinsically flexible as follows:

- There is flexibility as to *amount* of language. A student can do useful work without writing all ten sentences. That is, partial completion is OK. Additionally, there is a straightforward way of getting early finishers to write more than the norm.

- There is flexibility as to *complexity of language*. Low-proficiency students can write sentences that are short and linguistically simple. Higher-proficiency students can do the opposite.

- There is flexibility as to *quality of content*. The activity allows both low- and high-proficiency students to express thoughts of any degree of profundity. Indeed, someone almost always writes something that everyone else finds interesting.

- Although (like 'Kill the text') this is potentially an accuracy activity, it also has a strong focus on (non-linguistic) content.

Motivating low-proficiency, poorly motivated students

There are (roughly speaking) four types of low-proficiency student:

- 1 Some are weak in English because they may have been learning for a shorter time than their classmates; or perhaps they have come from another school where they received insufficient opportunity to progress or did not get enough encouragement. The great majority of students in this group need lots of attention, but they have a good chance of catching up if they get adequate attention.
 - 2 A second group is made up of students with physiological learning disabilities such as poor hearing. This issue is outside the scope of this book.
 - 3 A third group – fortunately not represented in all classes – is made up of children with severe psychological problems resulting, for instance, from traumatic experiences of one kind or another. Dealing with students in this category is also outside the scope of this book.
 - 4 It is a fourth sort of low-proficiency student that most commonly disrupts the work of their classmates and gives teachers headaches. These are students who are weak in English largely because their motivation is low. They attach little importance to all the reasons for learning that we teachers and their better motivated classmates can see: reasons such as gaining knowledge for qualifications and career, experiencing the fascination of discovery, and making one's parents and teachers happy. These poorly motivated students are rarely persuadable by such arguments as *This will all be very useful to you one day*. With such learners it is exceptionally important that your lessons be not just useful (since denial of usefulness may be part of their basic attitude) and well-managed (since this too may be unappreciated) but also interesting and varied. *Language Activities for Teenagers* can help here.
- So, what is it, in general, that can make a lesson interesting for 11–16-year-olds, even ones with low motivation? Let us look at ten features of interesting lessons, points (a) to (j) below, and then consider an example activity, 'Flash the picture'.
- a First, variety is important. A lesson of, say, 50 minutes, should consist of at least three – perhaps four to six – distinct components. In some lessons,

these components may be the different stages of a single overall activity which is long but varied. In others, they may belong to two or more separate activities.

- b Activities, and the steps that make them up, should have clearly understood and achievable goals. Ideally, there should also be a tangible or at least observable outcome: a student text, for example, or a performance.

- c Activities with game-like elements are usually very good for generating interest. Such elements include:
 - a degree of competition
 - a goal which is about something other than getting the language right.

One example of this kind of goal is identifying as many differences between two pictures as possible within a short time limit; another is solving a brainteaser.

- d A major means of maintaining interest is use of activities which require and encourage students to use the target language for communication of interesting messages.

- e Extensive use of non-language stimuli such as pictures, objects, mime, music and sound effects is crucial if your class includes poorly motivated students.

- f Almost anything you can do to make classwork personally relevant will help. If, for instance, you want students to speak about an object, let it be one that is special to them for some reason – an object, perhaps, that has sentimental value or one they use in connection with a pastime they enjoy. It is always wise to try to discover what topics are of current interest to the age group you are teaching and try to include them, somehow, in your lessons.

- h Periodic opportunity to move about, or at least stand and move, is highly beneficial to students in this age range and can contribute to keeping interest up.

- i Humour is important too. Of course, there is no recipe for this. But, if you create the right sort of atmosphere and show your sense of humour as often as you can, more humour will come from your students. (For more on this, see Medgyes, 2002.)

- j Finally, occasional surprises can help keep students interested and paying attention.

Few activities will include all of these features, but let us look at one that includes several:

Flash the picture

Age	Any
Time	5 minutes
Level	Any (see Variation for beginners, below)
Focus	Nouns and prepositions especially, but other elements of language too, depending on the picture
Material	A large picture on stiff paper or a copy on OHP transparency

Preparation

Choose a picture large enough for everyone to see or copy one onto an OHP transparency. This activity works best with scenes (especially ones that suggest a scenario) which include just a few visually salient people (or things) plus various less salient details.

Procedure

- 1 Flash or show the picture for a very short time – a second or less.
- 2 Ask students to say what they saw.
- 3 Repeat Steps 1 and 2.
- 4 Show the picture for three or four seconds.
- 5 Repeat Step 2.
- 6 Display the picture and keep it in full view. Elicit or teach useful vocabulary and elicit as much comment as you can, for example:

- facts about what is shown, e.g. 'If there is a tool, what is it for?
- speculations about what has just happened or what is going to happen
- speculations about people's motives for what they are doing
- interpretations: if the scene is somewhat mysterious or ambiguous
- solutions: if the scene shows people in a problem situation
- opinions: if the scene suggests a controversy
- personal associations, e.g. ask, *Does the picture remind you of anything? Has anyone here ever been in a situation like this?*

(For variations to 'Flash the picture' see 2.3, p. 46.)

Comment (compare with a–j, pp. 6–7)

Among the features that make 'Flash the picture' a potentially interesting activity are:

- a The use of a picture can provide a welcome break from focusing directly on words and texts.
- b The activity has a clear purpose: to revise or teach the vocabulary and grammar needed to talk about a particular picture.

- c The fact that the picture is only flashed (in the beginning) means that anyone who pays close attention has a good chance of noticing something that others will fail to see. Thus, a mood of game-like competition readily develops but, because the activity is brief, it is unlikely to get out of hand.
- d Because different students will notice or think different things about the picture, communication is encouraged. In other words, 'Flash the picture' is communicative because there is an 'information gap' or an 'opinion gap'.
- e, f, g You can choose pictures that relate to topics of current interest to your students.
- Students may not expect a picture to be used in this way. They may also be surprised by how much they notice during one brief flash.

In addition to choosing activities with potential to be interesting and useful, there are a few additional things one can do in order to help low-level, poorly motivated students to learn:

- Try to use the truth rule regularly in small ways. This helps poorly motivated learners to recognise that English can be useful for saying real things here and now.
- Everyone knows that nothing builds motivation like success, so make your lessons success-oriented. Design or choose tasks which set everyone achievable aims. In mixed-proficiency classes, flexible activities have a role to play here. One tactic in particular that may get poorly motivated students to perform better is to set very low minimums but then also include an apparently minor requirement which encourages them to exceed the minimum. For example, asking poorly motivated learners to talk in pairs about what they did at the weekend may not work as well as asking one partner to say two *very short* true sentences about their weekend. Their partner should then say *Because ... ?* at least twice. And the first speaker then has to provide the reasons.

A variation is to set an intriguing frame of some kind that looks small and easy to add something into – either a little or a lot, depending on how much a student can or wants to say. This is often equivalent to designing a core task which is easy for everyone in the class to do, including the weaker students, plus a challenging extra for students who are more proficient.



MAD HATTER'S TEA PARTY *[group activity for 7 – 13 people]*

This activity gets its name from the crazy tea party in the children's classic book, *Alice In Wonderland*, by Lewis Carroll, in which, whenever someone began an interesting conversation, the Mad Hatter would make everyone change places at the table.

Participants sit in two rows close together, facing each other. One student (or the teacher) sits on a chair at the end. He/she is the facilitator or 'Mad Hatter' – a child could be given a hat to wear.

The Mad Hatter says **"START TALKING!"** and all the other participants decide which topic they are going to choose and start a conversation with the person opposite them. The Mad Hatter just listens. Whenever the 'Mad Hatter' chooses, he/she calls **"STOP! MOVE ROUND!"** And everyone must immediately stop talking and move one seat to their left. A new person becomes Mad Hatter, who says **"START TALKING!"** Eventually all the participants become Mad Hatter, and each gets to speak to everyone else.

The topics may be chosen by the teacher and written on the board. They may encourage practice of particular vocabulary e.g. your family/your home/your school or a grammar point e.g. if you were a millionaire/ if you were President of the United States/ if you could have any pet you wanted [2nd Conditional].

Mr Noisy

Mr Noisy was a very very noisy person indeed.

One day Mr Noisy was asleep in bed, in his house, which is on top of a hill.

He was snoring. It sounded like a herd of elephants.

Then Mr Noisy's alarm clock went off. It sounded like a fire engine.

Mr Noisy woke up.

And so did all the people in Wobbletown.

Later that day, Mr Noisy decided that he had to go shopping. He went out of his house and shut the door behind him.

The door wobbled.

The house wobbled.

The whole hill wobbled.

Wobbletown wobbled.

Even a bird in the sky wobbled.

Mr Noisy walked down the hill.

CLUMP CLUMP CLUMP

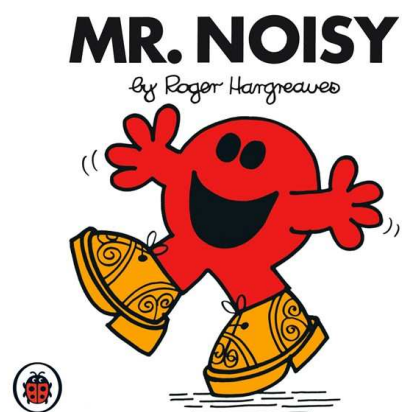
He walked into the baker's shop.

CRASH went the door as he opened it.

Bang went the door as he shut it.

"I'D LIKE A LOAF OF BREAD" boomed Mr Noisy to Mrs Crumb the baker's wife.

Mrs Crumb trembled and sold him a loaf.



Mr Noisy

Mr Noisy is a very very noisy person indeed.

One day Mr Noisy is asleep in bed, in his house, which is on top of a hill.

He is snoring. It sounds like a herd of elephants.

Then Mr Noisy's alarm clock goes off. It sounds like a fire engine.

Mr Noisy wakes up.

And so do all the people in Wobbletown.

Later that day, Mr Noisy decides that he has to go shopping. He goes out of his house and shuts the door behind him.

The door wobbles.

The house wobbles.

The whole hill wobbles.

Wobbletown wobbles.

Even a bird in the sky wobbles.

Mr Noisy walks down the hill.

CLUMP CLUMP CLUMP

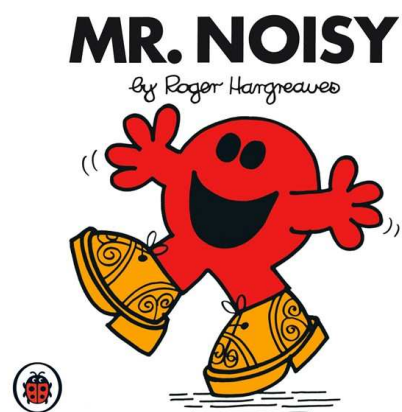
He walks into the baker's shop.

CRASH goes the door as he opens it.

Bang goes the door as he shuts it.

"I'D LIKE A LOAF OF BREAD" booms Mr Noisy to Mrs Crumb the baker's wife.

Mrs Crumb trembles and sells him a loaf.



Mr Noisy

MNWAVVNPI.

ODMNWAIB,IHH,WIOTOAH

HWS.ISLAHOE.

TMNACWO.ISLAFE.

MNWU.

ASDATPIW.

LTD,MNDTHHTGS.HWOOHHASTDBH.

TDW.

THW.

TWHW.

WW.

EABITSW.

MNWDTH.

CCC.

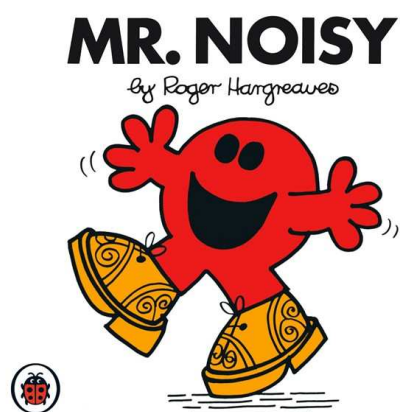
HWITBS.

CWTDAHOI.

BWTDAHSI.

"ILALOB"BMNTMCTBW.

MCTASHAL.



1. Read or watch Mr Noisy <http://www.youtube.com/watch?v=YKwZCIM1dFA>.
2. Check glossary

Noisy, Indeed, Hill, To snore, To sound like, Herd, Fire engine, To wobble, Even, Baker, To boom (shout), Wife, To tremble
3. With page 1 underline all verbs in the past simple.
4. Read present tense text (page 2) and change to past simple.
5. Return to page 1 and circle 'a' and 'the'. How many has everyone found
6. Read the text and pupils must clap when there is an article
7. Take a copy of page 1 and scribble it out asking the pupils to read while you scribble (you will need an extra copy of page 1).
8. Give pupils page three to see if they can remember the whole text from the first letters.
9. Pupils try and write up the whole text in groups from memory on a big sheet of paper.

Follow up:

Make your own film of Mr Noisy with puppets.



CLIL

Content and Language Integrated Learning



CLIL

Teaching subjects such as science, history and geography to students through a foreign language. This can be by the English teacher using cross-curricular content or the subject teacher using English as the language of instruction. Both methods result in the simultaneous learning of content and English.

Useful Websites

The British Council

www.teachingenglish.org.uk/clil

Article - CLIL 'How to do it'

<http://www.teachingenglish.org.uk/article/clil-pshe-heathy-living>

<http://www.teachingenglish.org.uk/article/clil-pshe-heathy-eating>

One Stop English

<http://www.onestopenglish.com/clil/vocabulary/vocabulary-worksheets/>

CILT

http://www.cilt.org.uk/secondary/14-19/intensive_and_immersion/

CLIL ideas

Mr Noisy - Using different tenses

History - Speaking and Learning

Biology text (EAL)

Travellin' Blue Jeans

Bardarbunga

Travellin' Blue Jeans – vocabulary

Task 1 : Check you know the meanings

Natural resources / products

Cotton -

Thread -

Dye

Denim

Pockets

Zips

Buttons

Rivets

Copper

Pumice stone

Task 2: Complete the grid

Bardarbunga Eruption

News flash

1. Use the information on the sheet to write a report about the eruption.
2. Time your report and practise reading it out loud.
3. Type your report into www.cueprompter.com
4. Read your report out along side the video clip

<http://www.youtube.com/watch?v=oowDvy-wtj4>

Q: When was poison gas first used in WW1?

A: During the second battle of Ypres, April 1915

Q: What purpose did gas serve?

A: To disorientate (or even kill) the enemy. This would usually happen as a precursor to an attack.

Q: Was gas a typically lethal weapon?

A: Overall, no. Gas caused a slow painful death if a soldier was exposed to the gas, but it was an easy weapon to counter by wearing a gas mask.

Q: How would you know that a gas attack was happening?

A: An alarm would be sounded along various points in the trench to alert soldiers in the immediate vicinity.

'TRAVELLIN' BLUE JEANS

As you pull on your jeans, have you ever thought about the journey they have taken?

They may have travelled more than 40,000 miles to get to you...

In any shopping area in the UK you will find shops selling all the big-name brands of jeans. The raw materials used to make these jeans come from all over the world. This is the story of Lee Cooper LC10s.

THE WORKERS

In the factory there are about 500 women are working furiously, making zips, pockets, seams and hems. Each worker produces 2,000 pairs of jeans per day. Trained factory workers (machinists) earn about £ 110 a month. A pair of jeans costs only £ 5 to make, but is sold for £ 29.95 in the UK.

THE THREAD

The thread for sewing the jeans is made in Northern Ireland, Hungary and Turkey. It is strengthened using polyester fibre imported from Japan.

THE FACTORY

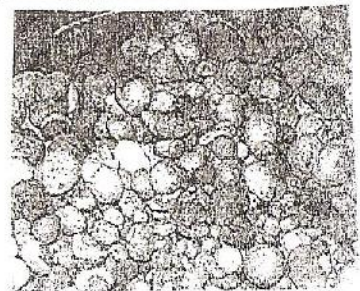
The jeans are made at a factory in Ras Jebel in Tunisia, for export only.

ZIPS AND BUTTONS

The brass teeth for the zips also come from Japan and the buttons and rivets are made by a company in Germany using zinc and copper from Australia and Namibia.

THE COTTON

The cotton for the jeans is grown in West Africa. Then it is bought by a company in Milan, in Italy, where it is dyed using synthetic indigo dye from Frankfurt in Germany. The hard, blue denim is then taken by land and by sea from Italy to Tunisia, where it is stone-washed using pumice stone from a volcano in Turkey. Other parts of the jeans, like the pockets, are made using cotton from other places, such as Pakistan or Korea.



Pumice stones from Turkey

THINK !

A. Why do you think the factory is in Tunisia and not in the UK ?

B. What do the words import and export mean ?

C. If you were a factory worker in Tunisia, what sort of clothes do you think you would wear?

Write your ideas down in your jotter.

Reprinted from 'Travelling' Blue Jeans article in TES September 2002

Natural resources and products from countries all over the world are used to make jeans. They are bought and sold by many different companies in different countries in order to produce the finished item.

In the table below, list the products and natural resources used to make a pair of jeans and where they come from.

Natural resource / product	Country or countries

Now think of a symbol for each of the products and natural resources on your list and make a key on the world map. Cotton is done for you.

Using your symbols and an Atlas, mark on the map where each product comes from.

Now add arrows to show the journey each product has made to the factory in Tunisia.

Homework: Look at the labels on 5 pieces of clothing (including 1 pair of jeans) and write down where they were made.

REMEMBER ! This does not mean that the garment only comes from 1 country.

Bardarbunga Eruption, Central Iceland

Since August the volcano Bardarbunga has been erupting and spewing out lava fountains of up to 100m. It is an active volcano which erupts approximately twice each century.

- You are a reporter covering the eruption of the volcano Bardarbunga in Iceland.
- Watch the clip and use the information below to write a 1 minute news report about the eruption.
- Use the vocabulary below and add to it if you can.
- Your report should include
 - The location and facts about the volcano.
 - What has been happening since August.
 - The story of the camera drone melting.
- Type your report into cue-prompter.com and read it along side the video clip.

Euronews: Published on Oct 2, 2014 - Youtube

Icelandic photographer Ragnar Th. Sigurdsson and Eric Cheng of DJI captured this stunning aerial video of lava erupting from Iceland's Bardarbunga volcano with a drone. The drone was flying so close to the volcano that the drone's GoPro camera melted, but the memory card was not damaged.

Watch the footage:

<http://www.youtube.com/watch?v=oowDvy-wtj4>

From Wikipedia:

Location Vatnajökull, Iceland

Geology

Type Subglacial volcano

Age of rock approx. over 100 years

Last eruption August to October 2014 (ongoing)

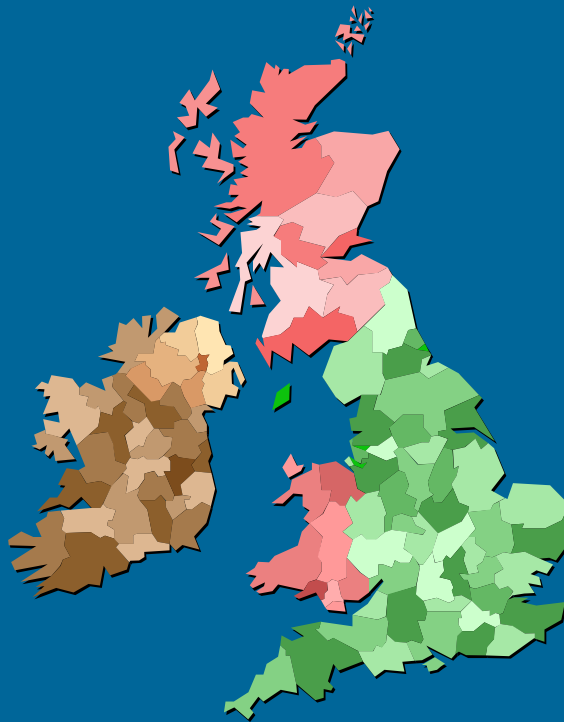
Bárðarbunga ([ˈpaʊrðarpuŋka] (listen)),^[1] **Bardarbunga** (Anglophone spelling), is a stratovolcano located under Vatnajökull, Iceland's most extensive glacier. The second highest mountain in Iceland, 2,009 metres above sea level, Bárðarbunga is also part of a volcanic system that is approximately 200 km long and 25 km wide.

Nouns		Verbs		Adjectives	
eruption		to erupt		molten	
ash		to begin		red-hot	
clouds		to melt		liquid	
plumes		to pour		black	
rock		to spew		grey	
lava fountains		to produce		thick	
fire		to last		active	
smoke					
drone					

Education in Scotland and the UK



Education in Scotland



- **Primary School** from between age $4\frac{1}{2}$ and $5\frac{1}{2}$. There are 7 primary classes.
- **Secondary School** from between age $11\frac{1}{2}$ and $12\frac{1}{2}$.
There are six secondary classes. They may leave at the end of S4 if they are 16.

- The average roll of a primary school is 192 pupils
- The average roll of a secondary school is 819 pupils
- Maximum class sizes in Scotland are 25 for Primary 1, 30 for Primary 2 and Primary 3, and 33 for older pupils.
- There are smaller class sizes in secondary for practical subjects.
- Classes can be mixed ability or set

- Scotland has 32 different local authorities running its schools.
- Around 95% of Scottish pupils are educated in state schools, 75% in Edinburgh (the highest proportion of privately-educated pupils anywhere in the UK).
- The state system also includes 366 Roman Catholic schools.

Language Background

- Gaelic – 62 Gaelic medium units
- Around 28,000 pupils (about 4%) whose home language is other than English, Gaelic, Scots or BSL
- Main languages are
 - Polish
 - Urdu / Punjabi
 - Arabic
 - Cantonese

Primary School

- One class
- One teacher
- One classroom
- Visiting specialists
 - Introduction of 1+2 across Scotland by 2020

Secondary School

- Also known as High school
- Pupils move from room to room, department to department
- Departments or Faculties

- Broad General Education up to S3:
 - Maths, English, Physical Education, Social Education, Religious and Moral Education, a science, a social science, a language*
- Science:
 - Physics, Chemistry, Biology, General Science
- Social Subjects:
 - History, Geography, Modern Studies
- Other subjects:
 - Art, Music, Drama
 - Craft Design and Technology, Home Economics, Graphic Communication

Additional periods

- Mentoring
- Electives
- Other awards
 - Modern Languages for life and work Award
 - PC Passport

Modern Languages

- French, German, Spanish, Italian
- Mandarin Chinese
- Gaelic learners
- Gàidhlig native speakers
- Urdu learners and native speakers



National qualifications, exams and university entrance

- S4 (age 15 or 16)
 - National 4, National 5
- S5
 - National 4/5, Highers
- S6
 - National 4/5, Highers, Advanced Highers, Highers

Teachers

- Two routes
 - Education as part of a 4 year degree course
 - One year post-graduate teacher training course
 - Probationers
 - Salaries
 - A First Year Probationer Teacher: £21,867
 - A Class Teacher after 6 years: £34,887
 - Headteacher £42,288 - £84,201 depending on the size of the school

Curriculum for Excellence

- to ensure that *‘pupils achieve on a broad front not just in terms of examinations’*
- The four capacities
 - Successful learners
 - Confident individuals
 - Responsible citizens
 - Effective contributors



Assessment is for learning

- AifL is about a new approach to assessment
- A switch of focus from Summative assessment to formative assessment.
- The three main principles are:
 - Assessment FOR Learning – supporting classroom teaching
 - Assessment AS Learning – learning how to learn
 - Assessment OF Learning – gathering and interpreting evidence



Inclusion

- Special schools
- ‘Presumption of mainstream’
- Joint campus schools

Quiz

- What is the school leaving age in Scotland?
 - Sixteen
- How long is an Honours Degree course in Scotland?
 - four years
- What is the Scottish curriculum called?
 - Curriculum for Excellence
- What are these subjects: C.D.T, S.E., F.T. and R.M.E?
 - Craft, Design and Technology, Social Education, Food Technology and Religious and Moral Education.

- Skiving, dogging and bunking off are all slang words for what?
 - Playing Truant
- What does it mean to be “on the supply list”?
 - You are on the list of available teachers schools can call in when someone is absent.
- What is the maximum number of subjects are usually studied at Higher?
 - Five

- Who or what is a PT?
 - Principal teacher
- Who is the “Heidie”?
 - The Headteacher
- All teachers have to do CPD. What is that?
 - Continuing Professional development
- How many years do children spend at primary school?
 - Seven
- What is the maximum number of year they can spend at secondary school?
 - Six

- What do you call it when teachers are in school but pupils aren't?
 - In-service, INSET
 - *nice and quiet?*
- What are you doing if you're "swotting up"?
 - Studying/revising
- What is the main language spoken in Hong Kong?
 - Cantonese
- If you work in a secondary school in Scotland, you might get one of these: "yuftae", "please take", "white ticket". What are they?
 - You have to look after a class for one lesson because their teacher is absent.

Discussion

MOTIVATION

In pairs, answer the following questions:

- 1) Can you think of any time when you were very motivated to learn something (not language)? When was it? What kind of motivation did you have?
- 2) Do you think one kind of motivation is better than another?
- 3) Think of language classes when you were a student. What activities did you do that were motivating?
- 4) What kind of classroom activities do you find DEmotivating?
- 5) Can you tell when your students are demotivated?
- 6) What are the signs?
- 7) Are they always demotivated?
- 8) What is happening when they are not?

Motivating the learner

- Difference between **demotivated** and **not interested**. Not the same. Working on principle that there is a degree, however small, of motivation.
- Different types of motivation – **short-term/ intrinsic/ extrinsic/ integrative**
- Research: key elements are – **engaging/ stimulates & satisfies learners' curiosity/ permits learners to express themselves/ fosters positive relationships with the group**
- **Repetitive tasks/ routine** was the number one **demotivator** for students in research carried out in Canada
- **Fixed mindset** versus **growth mindset**: “Work here”/ “do this” versus “I need you to do this because...”: “I’ll never be able to do this” versus “I can do this” (Can do/ Can’t do arrows)
- **Praise the process not the outcome**: “I’m proud of you because...”
- **Circle : Creativity – Sts motivation – Sts achievement – Teacher motivation**
- **Self-reflection 1**: give learners time at end of session to go through notes and reflect on learning
- **Self-reflection 2**: “What went wrong?/ What happened? What did I do? What did they do?/ How can I make it better next time? NB no blame attached. Also works with what went right.
- Activities should contain the following – **novelty (surprise)/ meaning(-ful to them)/ need (linked to a perceived need)/ emotions (should be involved)**
- **Know your student**: background/ why on the course/ expectations/ health issues/ interests and hobbies/ type of learner/ relationships with peers/ personality/ energy level/ mood
- 75% better result after **physical exercise**
- Motivating task must be **challenging but achievable**
- **Each student** has own **role in group** eg drawing, handwriting, technology. English is just one of the roles
- The **lower** the level, the **more rehearsal is needed**. Think and write first.

Listening Activity – TPR (Total Physical Response)

Students listen to the story and do the actions.

The Story

Oscar woke up and rubbed his eyes.
He got out of bed slowly and quietly.
It was dark and he couldn't see very much.
He walked to the door with his arms stretched out in front of him.
When he got to the door he felt for the handle.
He found it!
He turned the handle. The door opened with a loud creaking noise.
He stopped still – he was too scared to move.
Then he moved quietly through the gap where the door was open.
He tip-toed along the corridor.
He stopped as he came to the top of the stairs.
He looked down into the darkness.
Quietly, ever so quietly, he tip-toed downstairs.
He walked across the courtyard and then saw a guard in his sentry-box.
He squeezed up against the wall and moved slowly, ever so slowly, along the wall.
As he silently passed the sentry-box he held his breath.
Then he opened the great iron door of the castle.
He breathed in the cold, icy air.
Then he ran out of the door and jumped for joy – he was free!

Acknowledgement: I first heard the original story from
Tim Bowen

Alan Marsh

Listening – Gap-fill activity

Students fill in as many of the missing words from the story as they can remember. They can listen to the story again and fill in the remaining words.

The Story

Oscar _____ up and rubbed his eyes.
He got out of _____ slowly and quietly.
It was _____ and he couldn't _____ very much.
He walked to the _____ with his arms stretched out in _____ of him.
When he got to the door he felt for the handle.
He _____ it!
He turned the _____. The door opened with a _____ creaking noise.
He stopped still – he was too scared to move.
Then he moved _____ through the gap where the door was open.
He tip-toed along the _____.
He stopped as he came to the top of the stairs.
He _____ down into the darkness.
Quietly, ever so quietly, he _____ downstairs.
He walked across the courtyard and then saw a _____ in his sentry-box.
He squeezed up against the _____ and _____ slowly, ever so slowly, along the wall.
As he silently passed the sentry-box he held his _____.
Then he opened the great _____ door of the castle.
He breathed in the cold, icy _____.
Then he ran out of the door and jumped for _____ – he was free!

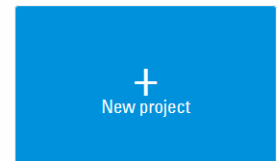
ICT Workshop – Edinburgh immersion courses – October 2014

Apps and websites	Notes
 <u>Tellagami</u> APP https://itunes.apple.com/gb/app/tellagami/id572737805?mt=8 IPADs / Tablets/ smartphones	- Free up to 30s audio recording. - £0.69 for up to 90s audio recording and some extra features. - No account creation needed. - Once downloaded, no wi-fi is needed to create a Gami. - Gamis saved in Video Album of your ipad. - Wifi is needed to share the Gami by e-mail (FB, YouTube and Vimo also available if you have an account with them). - The Gami will be sent in a .MOV format and can easily be converted into an .mp4 format using Online Convert (http://video.online-convert.com/convert-to-mp4)
 <u>Kahoot</u> Note: this is a website with a web app To create: https://getkahoot.com/ To play: https://kahoot.it/#/ IPADs / Tablets/ Smartphones/computer See tutorial	- Create a FREE account for your class/school by going on the Getkahoot.com website - Download the “player” app by going to Kahoot.it and clicking on the “Download” symbol/Save to Home Screen (pupils can also play directly from the website) - A good wi-fi connection is needed to create and play Kahoot - Your Kahoots will all be stored on your account and can be accessed/amended at any time - TIP No1: make sure you save your Kahoots as “PRIVATE” - TIP No2: make sure your pupils enter their FULL NAME (or first name and initial) when they join to play
 <u>Voki</u> to create avatars http://www.voki.com/	 <u>Text-to-speech</u> to create avatars http://www.oddcast.com/home/demos/tts/tts_example.php?sitepal
 <u>Thinglink – Free</u> To create interactive posters https://itunes.apple.com/gb/app/thinglink/id647304300?mt=8 IPADs / Tablets	 <u>Duo lingo- Free</u> https://itunes.apple.com/gb/app/duolingo-learn-languages-for/id570060128?mt=8 IPADs / Tablets
MOOVLY To create video http://www.moovly.com/ see tutorial 	TAGXEDO To create word clouds http://www.tagxedo.com/
<u>Videolicious – Free</u> To create short video with pictures https://itunes.apple.com/gb/app/videolicious/id400853498?mt=8 IPADs only 	 <u>Pic Collage – Free</u> To create a poster https://itunes.apple.com/gb/app/pic-collage-video-photo-editing/id448639966?mt=8 IPADs / Tablets
<u>VLC video player</u> http://www.videolan.org/vlc/index.en_GB.html 	

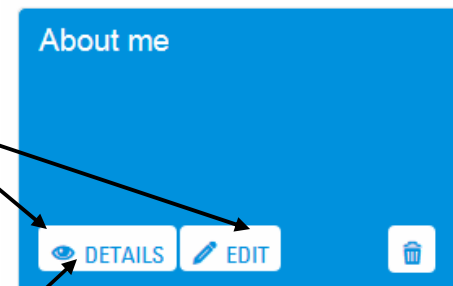


Good tutorial video on their home page
<http://www.moovly.com/>

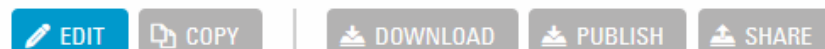
Click on 'New Project' to get started



Click on 'details' to see your final project
 Click on 'edit' to change your project



HOW TO SAVE YOUR MOOVLY? Click on DETAILS then DOWNLOAD/download video

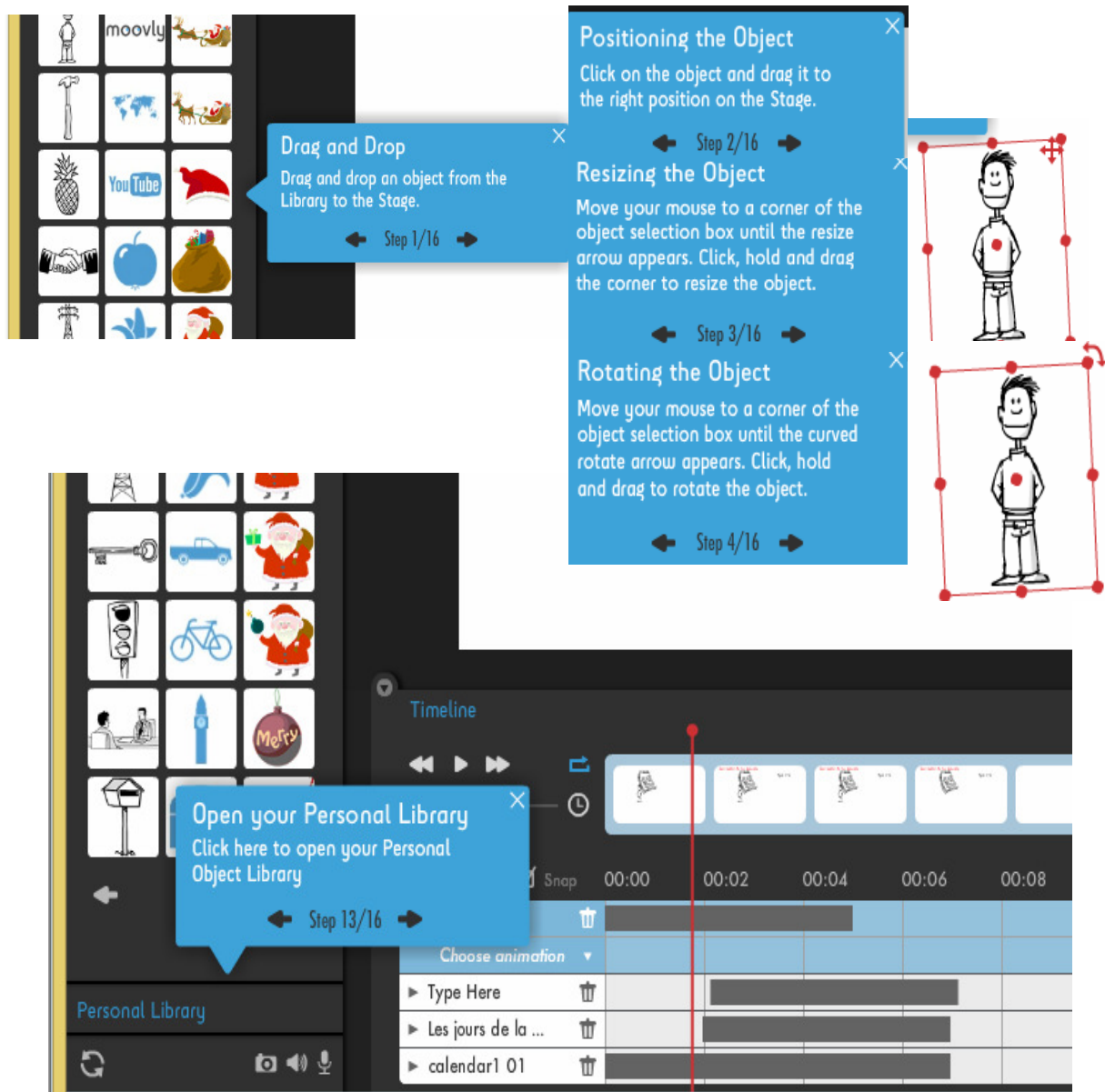


Choose standard quality and free options
 Then you will received an e-mail with
 a link to save your Moovlv.

Your request has been queued and your video is being prepared for export. You will receive an email when it is ready. Depending on the complexity of your video and our server load, this usually takes 10-20 minutes.

HOW TO CREATE A MOOVLY

1. **THE OBJECT** can be a picture from the moovly library or from your own library; it can be a text too.



The screenshot displays the Moovly software interface with several instructional callouts and a timeline.

Drag and Drop (Step 1/16): Drag and drop an object from the Library to the Stage.

Positioning the Object (Step 2/16): Click on the object and drag it to the right position on the Stage.

Resizing the Object (Step 3/16): Move your mouse to a corner of the object selection box until the resize arrow appears. Click, hold and drag the corner to resize the object.

Rotating the Object (Step 4/16): Move your mouse to a corner of the object selection box until the curved rotate arrow appears. Click, hold and drag to rotate the object.

Open your Personal Library (Step 13/16): Click here to open your Personal Object Library.

The interface includes a library of objects (e.g., hammer, pineapple, Santa Claus, bicycle, clock, calendar), a stage area with a cartoon character, and a timeline with a red playhead at 00:02.

2. THE ANIMATION

Play your Animation
Click the Play button (or hit the spacebar) to preview your animation

Timing the Object
Click and drag the grey bar on the timeline below to adjust the timing of the object. You can also resize the grey bar to make the object visible for a longer or shorter time

Step 6/16

Step 5/16



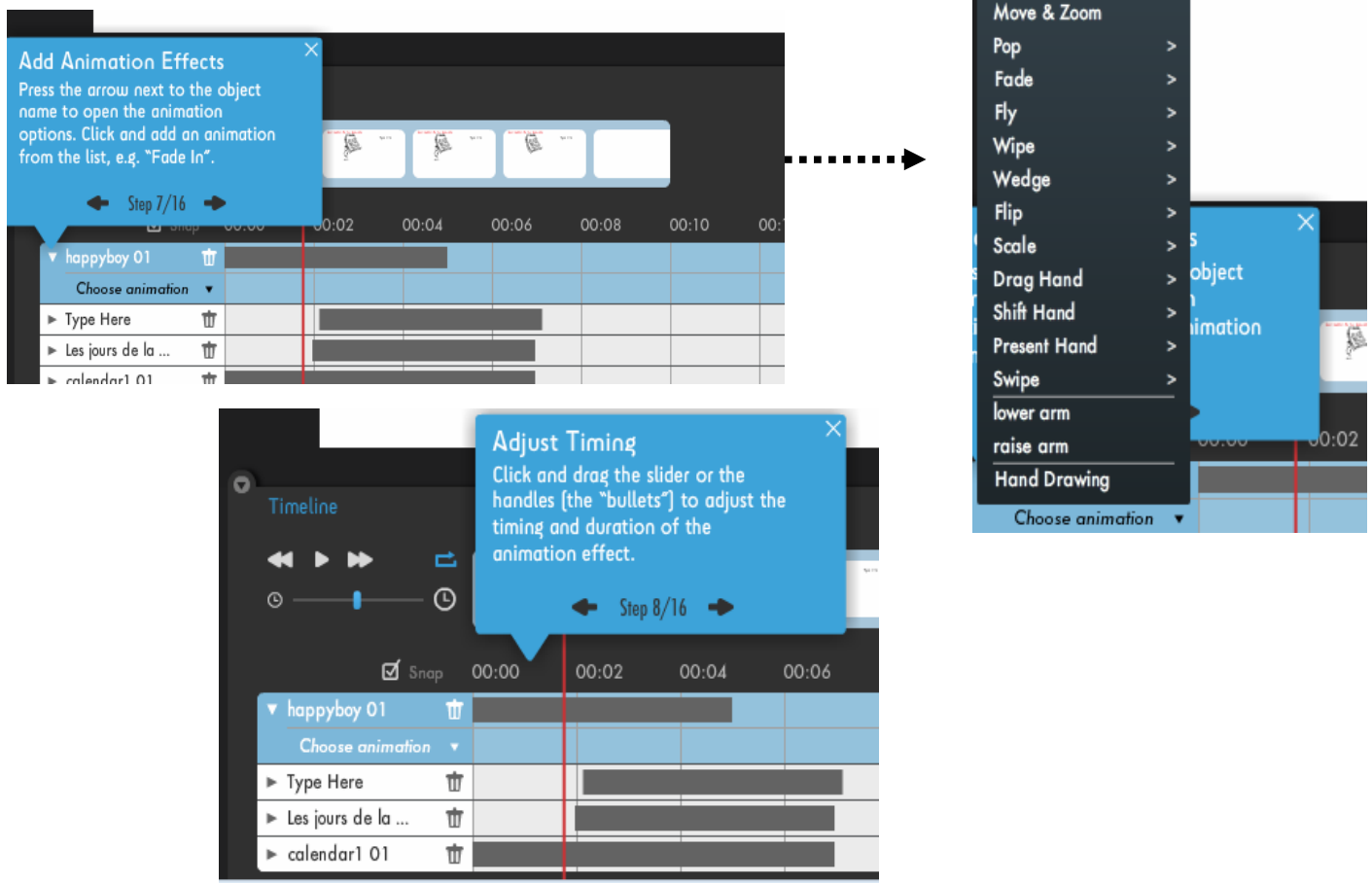
The screenshot shows the animation software interface. At the top, there are two blue callout boxes. The first, 'Play your Animation', points to the play button on the timeline. The second, 'Timing the Object', points to a grey bar on the timeline. The timeline itself is at the bottom, showing a sequence of objects: 'happyboy 01', 'Type Here', 'Les jours de la ...', and 'calendar1 01'. Each object has a corresponding grey bar indicating its duration on the timeline. The timeline has a 'Snap' checkbox and a time scale from 00:00 to 00:10.

Add Animation Effects
Press the arrow next to the object name to open the animation options. Click and add an animation from the list, e.g. "Fade In".

Adjust Timing
Click and drag the slider or the handles (the "bullets") to adjust the timing and duration of the animation effect.

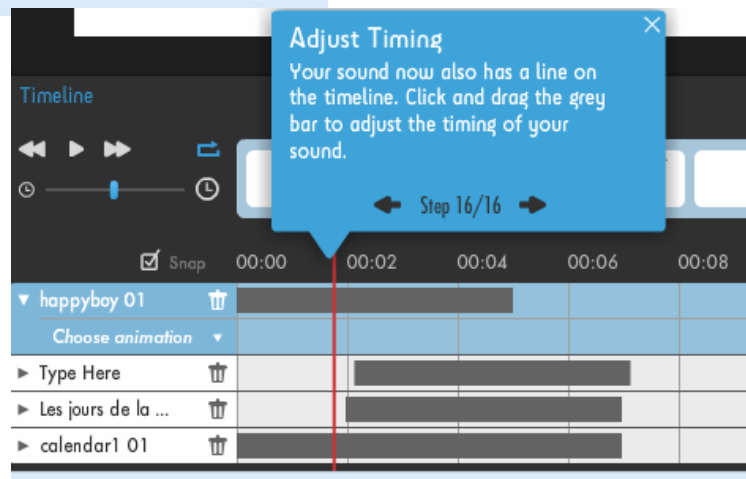
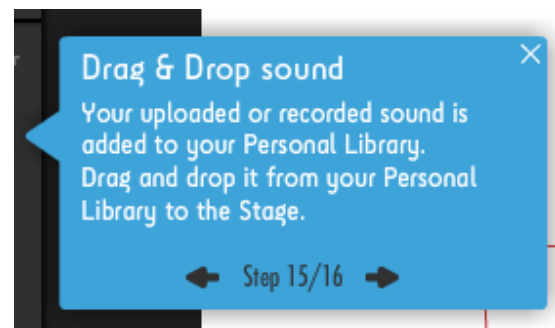
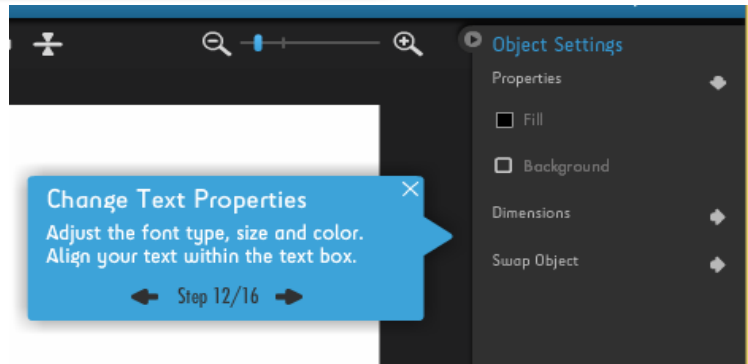
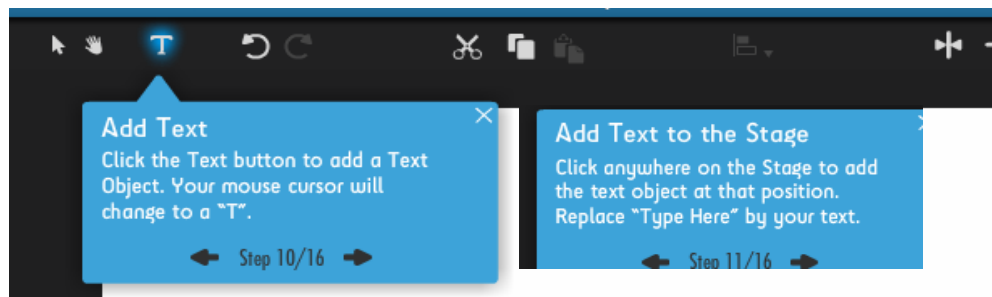
Step 7/16

Step 8/16



This block contains two screenshots of the animation software interface. The top screenshot shows the 'Add Animation Effects' callout box pointing to the animation options menu. The bottom screenshot shows the 'Adjust Timing' callout box pointing to the timeline. The animation effects menu is open, showing a list of effects: Move & Zoom, Pop, Fade, Fly, Wipe, Wedge, Flip, Scale, Drag Hand, Shift Hand, Present Hand, Swipe, lower arm, raise arm, and Hand Drawing. The timeline shows the same sequence of objects as before, with the 'happyboy 01' object selected. The timeline has a 'Snap' checkbox and a time scale from 00:00 to 00:06.

3. ADD TEXT AND SOUND

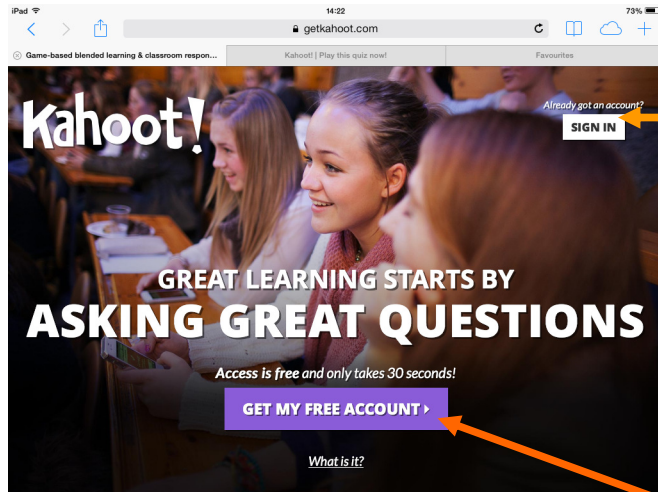




Tutorial Kahoot

- to create a kahoot- <https://getkahoot.com/>
- to play - <https://kahoot.it/#/>

How to create a kahoot



For the workshop :

SIGN IN

WITH YOUR EMAIL

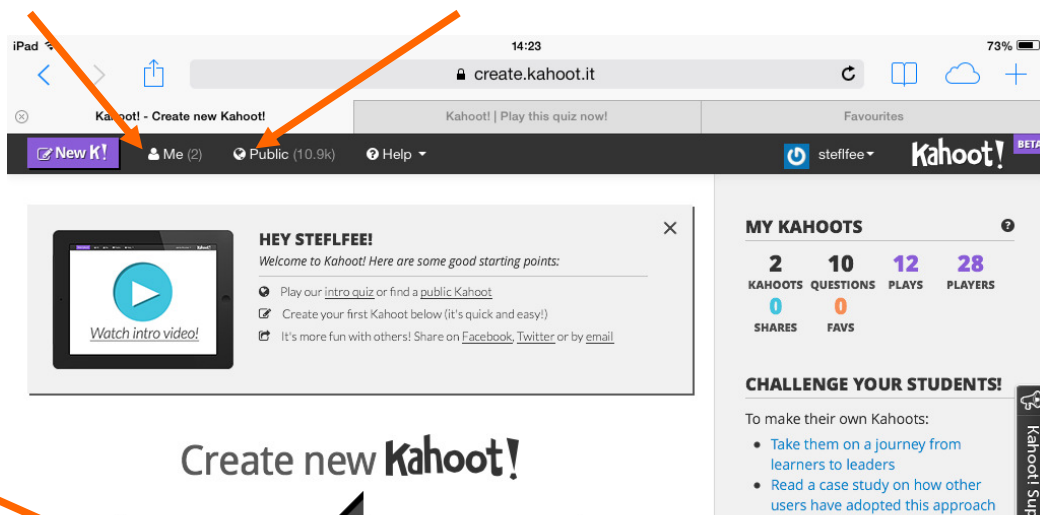
SIGNING IN...

[Lost your password?](#)

For later

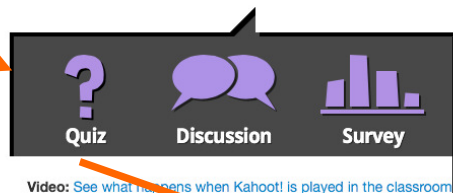
Me' = the Kahoot you created

'Public' = to find Kahoot shared by other users



Click on
quiz to start
creating

Create new Kahoot!



Create new Kahoot!

Quiz

Points based multiple choice quiz with unlimited questions

Let's start by giving the quiz a name:

Go!

[Cancel quiz and go back!](#)

Write down
your
question

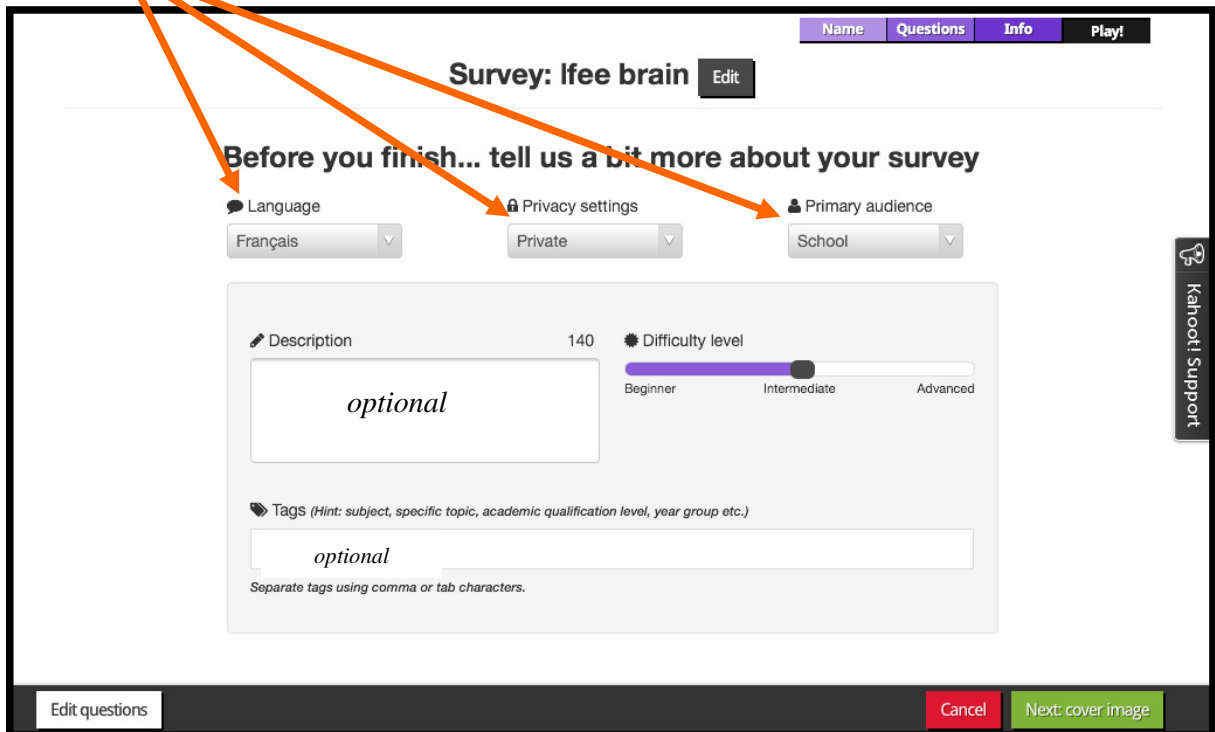
Choose the
time limit
and the
points

Click on
incorrect to
change into
correct

You can add as
many questions
as you want

Click on next
when you have
added all your
questions

LAST STEPS



Survey: lfee brain Edit

Before you finish... tell us a bit more about your survey

Language: Français

Privacy settings: Private

Primary audience: School

Description: optional

Difficulty level: Beginner Intermediate Advanced

Tags (Hint: subject, specific topic, academic qualification level, year group etc.): optional

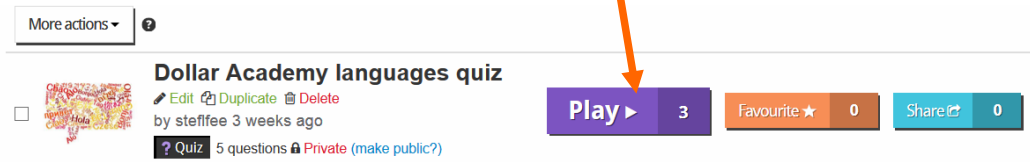
Separate tags using comma or tab characters.

Edit questions Cancel Next: cover image

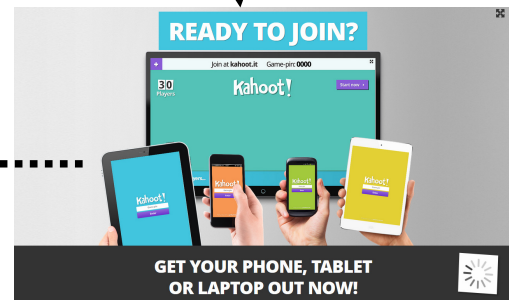
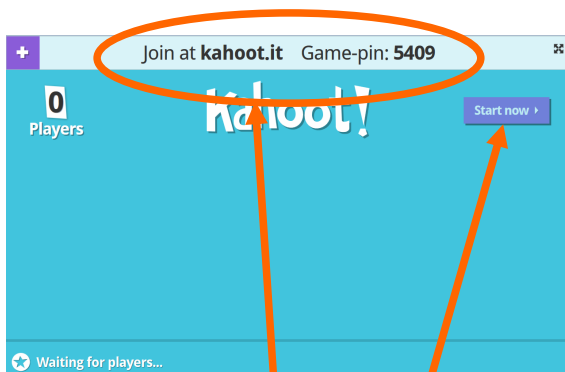
Choose a cover image if you want and your kahoot is ready !

How to launch a 'kahoot'

Click on play



Wait until your
Kahoot is
downloaded then
click on launch



Give the website and the game-pin to your students
and wait until they are all in (you will see their name
appear on the screen) then click on "start now"

... on Russell Stannard's <http://www.teachertrainingvideos.com/>

20 of the most popular videos on the site:

1. [Lyrics Training- Excellent Interactive Lyrics Site](#)

Without a doubt the most popular site I ever show to students. Unfortunately because of restrictions, it does not work in all countries. It is an interactive lyrics site that allows you to learn songs by completing the words. What is so great about it is all the interaction that takes place and the variety of songs it caters for. Students love it.

2. [Vocaroo - Simple Podcast Tool](#)

This has got to be one of the easiest tools to use. Click a button and your students can record themselves speaking. Click another button and they can send their recordings as emails. A great tool for getting your students speaking.

3. [Jing - Superb Screen Cast Tool](#)

Jing is the most popular set of videos on the site. It is the product I most frequently present at conferences and workshops and it has proved amazingly popular across a whole range of subjects in the curriculum

4. [Using Jing - Ideas for using JING](#)

These videos take you through just some of the work I have done with JING. Especially how I have used it to provide feedback to students and also to get students doing speaking activities. It is this work that has proved to be so popular.

5. [Brainshark - Powerful word cloud tool](#)

Already proving very popular. Load up your pictures, documents, Powerpoints and even video and then add commentary. You can save the resulting outputs and share them. Great for digital storytelling and communication.

6. [Bubblr & Bookr - Great Comic Strip tools that work with Flickr](#)

These two tools have proved consistently popular for any language teacher. You can access the millions of pictures on Flickr. Choose the pictures you want to use in your presentation and then add text to them. Save the resulting presentation and share it with your teacher or add it to your blog. The pictures are amazing and the resulting presentations look really professional.

7. [Audioboo - ExcellentPodcasting Tool.](#)

Nice podcasting tool. So easy to use and you can record using their system and create podcasts of up to 5 minutes. The nice thing is that the podcasts syndicate with iTunes and so all your podcasts can be found on iTunes as well as on the Audioboo site. You can also upload sound files you have already made, follow other people's podcasts etc. This has proved a really popular site.

8. [Breaking News English - News site with articles, quizzes and exercises.](#)

This site probably doesn't need much introduction. It is very well known. But many people don't know about the quizzes and exercises that go along with the articles and sound files. These videos go through the site in lots of detail.

9. [ELLLO - Huge Listening Site for ELT/ESL](#)

A huge site of listening material for students. All the recordings have related exercises. You can download the sound files too. I like the variety of accents and the range of recordings on this site. One of the biggest collections of listening material in one place. Videos show you where to find all the material, some of which is a bit hidden.

10. [Brainshark- Powerful word cloud tool](#)

Already proving very popular. This is the second set of videos on the tool which allows you to upload video, Powerpoint pictures and documents and then add voice narration and then share on the internet.

11. [Dvolver - Fun dialogue building tool](#)

Simple animation tool that allows you to create some fun dialogues and then share them with teachers and students. Great introduction tool to technology as it is so easy to use. Students can create a dialogue in a matter of minutes. This particular site is great for adults and teenagers.

12. [Word Magnets - Amazing tool that is great for IWB and one to one classes](#)

Word Magents is quite simply amazing. The tool is free and has to be downloaded and it was made for language teaching. It turns any text into moveable magnets which can be used in 100s of different ways. Great for teaching any language.

12. [Zimmer Twins - Cartoon/Animation Site.](#)

When I present this tool at conferences teachers are always surprised. It just fits so perfectly with teaching English. Adults seem to like using it too though it is really for younger learners. Students can create cartoons using a whole range of characters and pictures but it is so easy to use. Then they share the resulting cartoons with the teacher or a friend.

13. [Listen and Write - Dictation tool.](#)

Another site that has proved very popular with students. Allows them to listen to news items and try to write down what they hear. The computer checks everything, breaks the dictation into digestible chunks and repeats them until the student has completed the sentence.

14. [Latest Blogger - Start your own blog or get your students blogging](#)

If you want to start a blog then this is a good tool to use. It is one of the most common blogger tools. Great for you as a teacher or great to teach to your students too. This includes the new interface.

15. [Listen a minute - News articles for lower levels](#)

This is similar to Breaking News English but it is for lower levels. There are news articles with sound files, interactive quizzes and exercises to do. Great site and loads of content for lower intermediate and above levels.

16. [Survey Monkey - A great way to create surveys and questionnaires.](#)

You can create questionnaires on this site and then people can access and complete them. It automatically sorts out your results and creates graphs and tables to organise your data. You can use it for free for up to 10 questions and 100 users. Great tool which I have used several times for research etc.

17. [Wordsift - Powerful word cloud tool](#)

A nice word cloud tool that does much more. A word cloud is a visual representation of the text you paste in. You can paste in text and then analyse key words and how they are used in the text as well as focus on the frequency of words, their meaning etc. Really useful in higher level classes.

18. [PB works - Great Wiki Tool](#)

If you want your students to make wikis then PB works is a free tool that offers you all the key features of a wiki. These training videos take you through everything.

19. [ScreenR - On-line screen capture tool](#)

ScreenR is a screen capture tool that works on the internet. It is free and easy to use and is a useful alternative to JING .

20. [ScreenR - On-line screen capture tool](#)

Free ideas board. It is great for brainstorming and getting students to work together on projects. It has loads of additional features which allow you to add up pictures, video, text etc.

But also check out:

MailVu – end video by email + speaking

Wordle – word clouds

MessageHop – upload pictures and animates added text

Eyejot – send and receive video email

Edmodo – virtual learning environment

Moodle – virtual classroom

Wordpress – blog tool

Vocaroo – podcast tool

Webquest - research

Loudlit – recordings of famous literature being read aloud

Rhymes.net - huge choice of radio clips

Soundboard – sound clips & sound effects

Fotobabble – photo resource

Time.com/time/video – clips of 10 questions to celebrities

Quizicon – 100 most common English words quiz

Prezi – alternative to powerpoint

Kahoot – game-based blended learning

Duolingo – free language learning

I Just Called to Say I love you - Activity Sheet,

Draw the outline of a box of chocolates

It is New Year's day and unfortunately, you have nobody to give a present to. Write about how you feel inside the box of chocolates.

Draw the outline of any shape you like.

Inside the outline write about what 'an ordinary day' means to you.

**Draw the outline of a man and a woman.
the outline write about 'a wedding'.**

**Draw the outline of a telephone.
Inside**

Write the dialogue that you would have with a very dear friend or a lover, inside the telephone.

Draw the outline of a moon.

Inside the moon write about how you feel when walking in a warm August evening.

Draw the outline of leaves being blown in the wind. Make the leaves large.

Inside the leaves write about a 'windy August day'.

Draw the outline of a bird or birds.

Imagine it is the season for birds to fly south. Describe the season and write about what you might be doing at this time.

Draw the outline of a turnip or a pumpkin with a face in the middle.

Inside the outline write about what happens at Halloween.

Draw the outline of a Christmas tree.

Inside the outline write a story about Christmas.

Draw the outline of the words 'I love you'.

Inside the words write about what these words mean to you.

Draw any shape you like which reminds you of spring.

Inside the shape write about what spring means to you.

Draw any shape you like which reminds you of Autumn.

Inside the shape write about what Autumn means to you.

Draw some raindrops. Make them very large.

Inside the raindrops write about 'April is the time when'.

Draw any shape you like which reminds you of summer. Inside the shape write about what summer means to you.

B

What A Wonderful World

I see trees of green
red roses too.

I see them bloom
for me and you.

I think to myself
what a wonderful world.

I see skies of blue
And clouds of white.

The ~~dark~~ blessed day
The ~~dark~~ sacred night.

And I think to myself
What a wonderful world.

The colour of the rainbow
So pretty in the sky.

Are also on the faces
Of people going by,

I see friends shaking hands
Saying, "How do you do?"

They're really saying
"I love you".

I hear babies cry.
I watch them grow,

They learn much more
Than I'll ever know.

And I think to myself
What a wonderful world.

What a wonderful world.

Oh yeah.

Shoes and Socks

What do you wear on your head?

A hat.

What do you wear on your hands?

Gloves.

What do you wear on your feet?

Socks.

Shoes and socks.

Shoes and socks.

What do you wear when it's cold?

Socks.

Shoes and socks.

Shoes and socks.

What do you wear when it's warm?

Socks.

Shoes and socks.

Shoes and socks.

Where do you wear your hat?

On my head.

Where do you wear your gloves?

On my hands.

What do you wear on your feet?

Socks.

Shoes and socks.

Shoes and socks.

Jazz Chants

You Did It Again!

You did it again!

What did I do?

You did it again!

What did I do?

I told you not to do it,

and you did it again!

I'm sorry, I'm sorry.

You broke it!

What did I break?

You took it!

What did I take?

You lost it!

What did I lose?

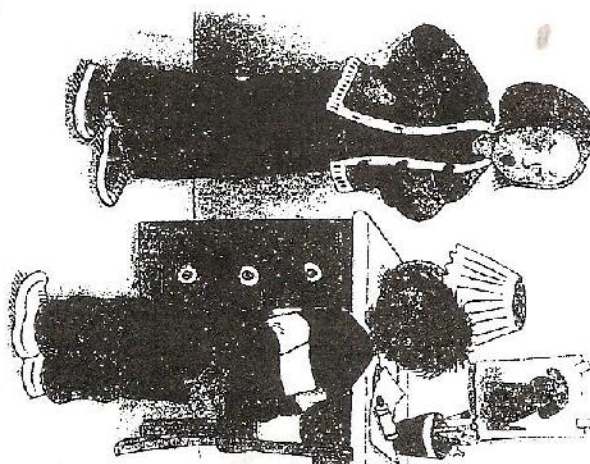
You chose it!

What did I choose?

I told you not to do it,

and you did it again!

I'm sorry, I'm sorry.



You wore it!

What did I wear?

You tore it!

What did I tear?

I told you not to do it,

and you did it again!

I'm sorry, I'm sorry.



I'm sorry, I'm sorry.

Taken from Carolyn Graham, Children's Jazz Chants old and new, OUP, 2002

IMMERSION COURSE FOR TEACHERS OF ENGLISH

www.confluencescotland.co.uk

Teacher's Notes Classic Chants

Shoes and Socks

STRUCTURES

- Simple present information questions with *what/where*: *What do you wear on...? , What do you wear when...? , Where do you wear your...?*
- Indefinite article *a*: *a hat*
- Possessive adjectives: *your, my*
- Regular noun plurals: *gloves, shoes, socks*
- Irregular noun plurals: *feet*

PRONUNCIATION

- S sound of the plural *s*: *socks*
- Z sound of the plural *s*: *gloves, shoes*
- The reduction of *and* to *'n*: *shoes 'n socks*
- Contractions: *it's*
- Note that *wear* and *where* sound alike.

VOCABULARY

- Parts of the body: *head, hands, feet*
- Clothing: *hat, gloves, shoes, socks*

You Did it Again

STRUCTURES

- Simple past statements: *You did it again! , I told you not to do it... , You broke it! , etc.*
- Simple past irregular verbs: *do/did, break/broke, take/took, lose/lost, choose/chose, wear/wore, tear/tore*
- Simple past information questions with *what*: *What did I do? , What did I break? , etc.*

PRONUNCIATION

- Contractions: *I'm*
- Rhyming patterns: *break/take, lose/choose, wear/tear*

VOCABULARY

- The language of apology: *I'm sorry.*

Jazz Chants

BANKER'S WIFE'S BLUES

Where does John live?

He lives near the bank.

Where does he work?

He works at the bank.

When does he work?

*He works all day
And he works all night,
At the bank, at the bank,
At the great big bank.*

Where does he study?

He studies at the bank.

Where does he sleep?

He sleeps at the bank.

Why does he spend all day, all night, all day, all night,
At the bank, at the bank?

*Because he loves his bank,
More than his wife.
And he loves his money,
More than his life*

Copyright 2004 by Randy Glasbergen.
www.glasbergen.com



**"How can you call me unemotional?
You've seen me cry over interest rates!"**

Taken from Carolyn Graham,
Jazz Chants old and new, OUP, 2001

TEACHING MIXED LEVELS (adapted from *The Mixed Ability Class*, Julie Tice, Richmond Publishing)

Mixed ability refers to clear difference in

- a) language level
- b) learning style, speed & aptitude
- c) students background knowledge, knowledge of the world, skills + talents in other areas
- d) levels of motivation

Some tips:

- 1. Clear instructions
- 2. Pair work and group work essential*
- 3. Time limit – keep to it & give 2 minute warning
- 4. Monitor while sts are working – help/ note problems, starting with weaker sts to make sure on right track
- 5. Have something for fast finishers
- 6. Make sure everyone benefits from feedback, including self-checking, peer checking
- 7. Board**
- 8. Classroom layout***

* Reasons =

- a) weaker students more likely to participate in small groups
- b) more likely to ask if they don't understand
- c) students help each other
- d) more practice time
- e) teacher can help individuals more easily
- f) students have more responsibility for own learning
- g) dominant students only affect a few others
- h) students can take on different roles

** Ask yourself:

- a) clear + legible?
- b) organised eg 1 column for vocab?
- c) Clear instructions as to what to copy?
- d) If copying, is enough time allocated to do so?
- e) How do you know copying is correct? Do spot checks? Peer checks?

*** Ask yourself:

- a) can teacher see everyone?
- b) Can teacher move around easily?
- c) Can students work easily individually/ pairs/ groups?
- d) Can students move around easily?
- e) Can students see everyone (including teacher)?

Different types of learners – visual, auditory, kinaesthetic
Try to cater for all types

Learner Training

1. pay attention in class
2. participate in class
3. keep neat notebooks
4. do homework
5. carry out learning tasks efficiently & effectively by employing appropriate strategies
6. make progress
7. know own strengths & weaknesses
8. know how to try to improve

22

Essential in mixed-ability classes that all students are given help to develop good learning habits. If not helped, then learners without good learning habits will fall further behind + problem of differences in level will become worse. Therefore help raise students awareness of how they learn + what they can do to help themselves. Also encourages responsibility for own learning.

Participation

- a) Students have management responsibilities eg. Writing the date on board/ handing out books/ clean the board/ technician. Weaker students can do these as easily as stronger students. Leads to active role in class.
- b) When working in groups, appoint a group monitor. (ie ensure English is used and not L1, that everyone participates)
- c) Teach classroom expressions (eg can you repeat please?, what does _____ mean? Etc) **100% correct dictation activity** and keep them on walls for reference. Add to them throughout course eg pairwork ones – What did you put for number 5? It's your go. I put the same as you
- d) Display students work
- e) Reflection at end: *What did I learn today? How much English did I speak? How much English did I write? Did I concentrate for the whole lesson?*

Organising notebooks

- encourage and train this
- look at them regularly + give mark/ comment for organisation & presentation
- separate vocab notebooks. Think about how to organise them?
-

Training in using reference books

- a) give students list of English words spelt wrongly, use a dictionary to correct them (preferably examples from their recent work)
- b) dictionary race – list of words, look up & find translation in time limit
- c) revise grammar points – in groups, make poster presentation for one point
- d) sentences which illustrate particular grammar point but some with mistakes. Refer to grammar summary to check. Eg pres simple:
 - *My father work in a bank.*
 - *Does you go to school by bus?*
 - *I like English.*
 - *I not like football.*

Use English outside classroom

Error awareness

- a) error spotting
- b) error checklists – common errors + correct version onto poster/ students
“personal error” sheet kept in their file
- c) red rod = “s”

Good language learner vs bad language learner

Keep records of work

Yourself, obviously, but also encourage students to do this so that they can see their progress, and know what to revise

Self – access

Different learners = different knowledge

Opportunities to showcase this means:

- a) increased self esteem
- b) encourage respect & create bonds between diff learners
- c) ensure everyone has something to contribute
- d) motivate weaker students
- e) view English as genuine means of communication
- f) provide opportunity for new language
- g) English lessons are more than just language
- h) Relevant to learner by catering for their interests
- i) Allows learners to show off their knowledge + “teach the teacher”

These activities work best in mixed-level mini-groups.

1. Team quiz – either teacher makes questions or students. Correction – try to ensure all questions are correct/ no correction with answers at this point, make a note for later
2. answers on board, what are the questions? Students can provide answers.
3. Blockbuster/ Pictionary/ Noughts & crosses/ Aliens/ Snakes & ladders
4. Maths/ logic puzzles
5. Project work – produce poster + oral presentations on given subject, each person has their role
6. Role-plays roles can have varying language level requirements
7. Bilingual role-plays – very common occurrence in real life.
8. Sketches or plays
9. Show a picture, ask questions:
 - a) *Where are these people?*
 - b) *What is their relationship?*
 - c) *What has just happened?*
 - d) *What is happening now?*
 - e) *What is going to happen?*

In groups, discuss & then act out short scene between them. All involved in creating the scene, not all involved in acting it out.

Can be done with different picture for each group. After scenes, display different pictures + match scene to picture.

10. Responding to text = eg song lyrics, listen to words + create scene from that.

Different learning speeds

1. Plan syllabus & decide:

- a) core language
- b) core skills
- c) core extensive reading
- d) core learning behaviours

then decide what is essential PREVIOUS knowledge for these objectives to be met.

- 2. Identify extra work for fast students so that they are practicing/ revising but not going ahead to new topic/ structure (Wordsearch website/ Coursebook workbooks etc)
- 3. Not good idea to begin year with a lot of revision = boring for strong students + demotivation for weak
- 4. Assess & inform students

Presenting new language

- a) elicit as much as possible from strong students + let them model the language
- b) encourage peer correction
- c) insist on good pronunciation, from strong students especially
- d) keep presentation lively, fun + well-paced
- e) split class if weaker students need more oral practice. Strong ones can practice in pairs or move on to written work
- f) if some students are not getting it, don't insist too much as will cause embarrassment.

Think of different ways of checking work eg self-study keys, peer correction

Weaker students nominated to answer easy questions, stronger students explain instead of you.

Fast finishers

- a) check their work
- b) indicate errors + they try to correct them
- c) compare/ check in pairs
- d) go help other learners
- e) extension activities
- f) additional exercise
- g) wordsearch/ crosswords
- h) reader

Homework

Should tie in with core work

For continual assessment, set ahead of time + students complete when they (and you) feel they're ready.

Agree time limits on homework at beginning of year – students note down how long they spend on homework.

Bookshop Visit – July 2013/14

Young Adults/Teens (with some younger)

(Authors in bold come highly recommended)

- Malorie Blackman, *Noble Conflict* and *Pig Heart Boy* Age 12+ (the new Children's Laureate)
- Michael Morpurgo, *Private Peaceful* and *War Horse*
- Michelle Paver, *Wolf Brother* Age 9-12
- Percy Jackson, *Poseidon*
- Lemony Snicket, *A Series of Unfortunate Events*
- Jacqueline Wilson, *Tracey Beaker* (issues driven but not in your face)
- Melvin Burgess, *Junk* Age 14+ (Uncompromising and challenging. Burgess is one of today's most recognised writers for young adults)
- Robert Muchamore, *The Recruit* and *Guardian Angel* Age 12+
- Anthony Horowitz, *Oblivion*
- Suzanne Collins, *The Hunger Games*
- **Neil Gaiman, *The Graveyard Book***
- **Sally Gardner, *Maggot Moon* (Dazzling, chilling, breathtaking, short-listed for the Carnegie Prize (voted for by librarians) Age 12-16)**
- Alan Garner, *The Owl Service*
- Derek Landy, *Skulduggery Pleasant* (thrilling, comedy-horror-adventure series featuring the reanimated skeleton detective) Age 10-14
- Sophie Mackenzie, *Sister Missing* Age 12+
- **Patrick Ness, *The Knife of Never Letting Go* and *A Monster Calls* (greatest young adult fiction writer of his generation)**
- Mal Peet, *Life an Exploded Diagram*
- Celia Rees, *Witch Child* – good female characters
- Darren Shan, *Vampire Rites* (Master of horror) Age 12+
- **Markus Zusak, *The Book Thief***
- Annabel Pitcher, *Ketchup Clouds* (explores guilt and punishment with a central character who corresponds with a man on death row)
- John Green, *The Fault in Our Stars*

Younger Children

- Eoin Colfer, *Artemis Fowl*
- Cornelia Funke
- Roderick Rules, *Diary of a Wimpy Kid*

Barrington Stoke Series

For 'slow readers' (with dyslexia etc.) – top authors, age-suitable subject matter, but simplified language

Advantages of Recommending Language Learning Apps to Students

- **Convenience** – The mobility of these devices provides students with the chance to study/review any day, any time, without the need to remember to bring their books or class materials.
- **Efficiency** – Most apps are tremendously user-friendly and well-organized into topics. This means students don't waste any time looking for what they want to practice.
- **Engagement** – Language learning apps are the ideal tool to engage learners who are very tech-minded and naturally enjoy using gadgets.

So, if you have students who are tech-savvy and love trying out new apps, here are some that are the perfect complement to their ESL classes:

The 9 Best ESL Mobile Apps for Your Students

1. [Busuu](#)

This language-learning app features more than 3,000 words and expressions and covers a wide range of topics through comprehensive vocabulary sections and interactive tests. Levels include beginner to advanced, and it is available for download on iPhone and Android (20 units are free and remaining content is available upon purchase).

2. [SpeakingPal English Tutor](#)

A very entertaining and highly-interactive app, it features a series of mini-lessons of approximately 5 minutes, so students have no excuses when it comes to making the most of idle time. The student interacts with the app through speech recognition software that recreates a real video call. It's available for download on iPhone or Android for free.

3. [Voxy](#)

This is a tremendously popular app, particularly in the Spanish-speaking market. It features news and stories on a variety of topics, and provides games for language practice, plus short quizzes to test comprehension. It can be downloaded for free on iPhone and Android.

4. [MyWordBook](#)

This app was developed by the British Council in conjunction with Cambridge University Press and offers a wonderful, engaging way to learn new words through sets of interactive flashcards. Additional vocabulary packs may be downloaded from Cambridge dictionaries. Available for free on iPhone and Android.

5 [Conversation English](#)

This app features 20 lessons, each with a video dialogue. The app gives learners the option to read the conversation and then answer questions and complete a variety of exercises. It's a great app for those who wish to practice more conversational English. It's available for download on iTunes.

6 [English Grammar in Use Tests](#)

Developed by Cambridge University Press and based on the successful Grammar in Use series, this app allows students to practice English grammar as a series of "tests" that are more akin to games. It's not free, but it's one of the best apps for students who want some grammar practice on the go. There is also a complete series of apps based on the [Grammar in Use](#) books available for iPhone.

7 [IELTS Master Vocabulary Guide](#)

This is the perfect app for students who want to take the Cambridge IELTS examination. It is the perfect complement to the book and helps students prepare for the test by providing plenty of vocabulary practice. It's available for download on iTunes as well as its other versions for TOEIC, TOEFL, etc...

8 [Cambridge Advanced Learners' Dictionary](#)

There is a large variety of dictionary apps available, most of them more affordable than this one (lots are even free!), but **this dictionary is certainly more affordable than its print version.** Definitely worth the price.

9 [Oxford Deluxe Dictionary and Thesaurus of English](#)

It is probably one of the most expensive apps available for English learners, but there are none more comprehensive than this one. This app basically contains the complete Oxford Dictionary, plus the thesaurus, with the added audio feature. It's ideal for students who have the money to spend and don't want to carry a big, bulky dictionary around.

Taken from Busy Teacher
<http://busyteacher.org/12155-9-best-mobile-apps-for-esl-students.html>

June 2014