

English Clip - Teacher's Walkthrough Notes

I am sure that many people looking at this are experienced teachers and know lots of ways to get the most out of any materials. Of course, everything is optional. This is a brief walkthrough of how I use this book, and there are some useful links and extra activities with some units too.

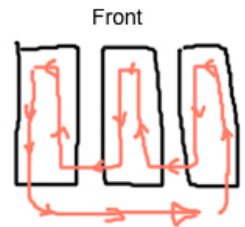
Key

T = Teacher

Ss = Students

Bb = Black Board

Controlled mingle = If there are three rows of 8 students sitting in pairs, draw this on the bb and tell the ss to move one place when signaled. This works well with larger classes. Before the first change gesture how each row should move. Then clap your hands and say, "Change," making sure they get it right the first time. After that they usually get the hang of it.



A test B = Only one student can look at the paper. The other must listen and answer.

Whenever you see a list of words this can be used. Eg, Clip 2 Ss **A** choosing words randomly **A** *swimming* **B** *went swimming* **A** *drive* **B** *went for a drive*

Information plus answers = Sometimes ss just want to finish an exercise as quickly as possible with one-word answers. To encourage them to say more, write on the bb *Information plus answers*, and get the ss to ask you the questions. At first give a one-word answer. Then get them to ask you again and give an example answer whilst pointing at the bb. After doing this a couple of times, most of them get the idea.

Count into random groups = Divide a class of 16 ss into 4 groups. Gesture towards each ss giving each a number counting from 1 ~ 4 and repeating around the class until you have four ss with number 1, four with 2 and so on... With a group of 20, count to 5. Then tell them where to get into groups with ss of the same number. With larger groups, this is not always practical. It really depends on the dynamic of the class.

Homework

After Unit 2 part of the ss homework is to be ready to talk about last weekend. With a small class of 16 ss, I split them into random groups of 4 every week. They are not keen at first, but after a few weeks they make new friends and enjoy it.

I also ask ss to bring a B5 notebook to class. The front of it is to use in class for notes and the back is used for collecting 5 new words per week as homework. This will be checked at the end of the semester as part of their grade assessment. I call this, *Top 5 Vocabulary* and the worksheet can be found here [English Vocabulary Top 5](#).

Unit 1

10 ~ 15 mins. T read the target dialogue line by line. Ss repeat after you until they have the correct intonation, etc. You can have fun with this, and the ss like the dialogues because they know they are speaking correctly. Next, tell the ss to practice in pairs, and try to remember, until you tell them to stop. While they are practicing, draw pictures or write one-word prompts for each line on the bb. Tell the students to stop, turn their papers over, and use the pics and prompts to practice the dialogue.

Another way is to write the whole dialogue on the board and students practice with books closed. After they have done it two times, start to wipe words off the board one by one over a few minutes, replacing them with lines. The old disappearing dialogue. Fun stuff!

5 ~ 10 mins. Let the ss turn over their papers and point out the *Me too!* and *How about you?* T say them and ss repeat. Ss get a big laugh and remember if you exaggerate the enthusiasm on *Me Too!* Get the ss to start with the dialogue and work through all the questions with their partner. Encourage info plus answers as always!

50 ~ 60 mins. Controlled mingle (see above) - Explain how the ss will change partners at your signal and then do a change immediately. In the first class it is important for the ss to meet as many others as possible, so 5 or 6 mins should be okay. Let them use the paper for two or three changes. Then tell them not to use the paper. Explain that they can have a quick look at it, but not while speaking.

Unit 2

10 mins. Introduce the topic and use the dialogue as in unit one.

5 ~ 10 mins. Get the ss, working in pairs, to look at the verbs and write the past tense forms. When they have them, ss turn over papers and T read out present tense verbs at random, ss shout out the past forms. Faster and faster is fun. Ss do the same in pairs, **A test B**, and change.

10 ~ 15 mins. Ex 1 Ss play the game in groups of 4.

10 ~ 20 mins. With lower level classes spend time on the activities vocab on the right side of the page, getting them to write the expressions under the pics, some are not in the list so help with those. Play the *Shopping Game* in groups of 4,

ss 1 starts. *Last weekend I was very busy. I went to a concert.* **ss 2** *Last weekend was very busy. I went to a concert and visited my family.* **ss 3** *Last weekend was very busy. I went to a concert, visited my family and played baseball.* And so on... When a ss can't remember, they are out. Group keeps going until they find the winner.

Or, **A test B. A drink B went for a drink.**

40 ~ 50 mins. Ex 2 Ss choose a word to describe their weekend. Controlled mingle as in Unit 1.

Unit 3

10 ~ 15 mins. How was your weekend? In groups of 4. (random groups every week can be great)

This course is for students who have knowledge of grammar, but can't produce it at the right time. If they do this every week they may be able to master the past tense in use. I think it is good to show them that Clip 2 is never finished. Let them have a quick look again at Clip 2, but not while speaking.

10 ~ 15 mins. Introduce the topic and use the dialogue as in unit one.

10 ~ 15 mins. Ex 1 Get the ss to dictionary check any new words for appearance. Describe a person from the pictures and ask the students to point to it. Then, get the students to practice in pairs. Point out that they don't need to use a word from every box, but always start with the larger things, getting down to details later.

10 ~ 15 mins. Ex 2 Ss check new words with dictionaries and match them with the descriptions below. **A test B** is possible. **A** reads the definition **B** says the word.

20 ~ 30 mins. Ex 3 Ss write the names of people they know well, family, friends, etc. Drill the questions from one-word prompts on the bb. *age How old is he?* etc. Don't let them write in their notebook until you finish drilling all the questions. Then, write and check together.

Finally, in pairs ss look at each other's papers and ask for information about the people. If there is any time left, ss change partners.

Unit 4

10 ~ 15 mins. How was your weekend? In groups of 4 (optional but they do make a lot of friends if they do this every week).

15 ~ 20 mins. Introduce the topic and use the dialogue as in unit one.

5 ~ 10 mins. Ex1 Ss dictionary check any new words in the questionnaire.

20 mins. Ss do the questionnaire in pairs A ask questions B fold the paper so they can only see the pink language boxes. They usually find this quite easy, as all the language they need for the questions is there, and it is fun. To try to encourage information plus answers (longer more detailed) Ss give their partner a score for each part.

20 ~ 25 mins. Ex 2 Get the ss to look at the pink boxes. Practice the intonation for terrible, very poor and so on. Make it funny, exaggerate get them to repeat louder. Then, get the ss to look at the advice exponents and point out strong and gentle ways of giving advice. Practice the dialogue line by line ss repeat for intonation, etc. Ss practice in pairs a couple of times then give each other advice on the results of the questionnaire.

Unit 5

10 ~ 15 mins. How was your weekend? In groups of 4.

20 ~ 30 mins per game. Get the ss into groups of 4 and *scissor-paper-stone* to find the 1st, 2nd, etc. reader. **Make sure they don't make notes on the paper.** As this is review, it is optional how many times you play. If the students are enjoying it, let them play.

Go back and review any units that need further practice.

Unit 6

10 ~ 15 mins. How was your weekend? In groups of 4.

15 ~ 20 mins. Introduce the topic and use the dialogue as in unit one. Point out the way the language becomes more formal as the request gets bigger. Ex1 Ss substitute the objects below in the dialogue.

10 ~ 15 mins. Ex 2 Explain how we also need to use more formal language if asking a favor of a higher status person, teacher or boss. Give some examples. You could contrast how you would ask a friend or a boss if you wanted to borrow \$1, \$10 or \$100. Ss do the role-play.

20 mins. Ex 3 Bingo. Most ss will know the idea of the game is to get a line and shout bingo. In this case they should try to get as many bingos as they can to find the winner. Play again if you have time, ss use different color pen.

Unit 7

10 ~ 15 mins. How was your weekend? In groups of 4.

15 ~ 20 mins. Introduce the topic and use the dialogue as in unit one.

15 ~ 20 mins. Ex 1 Dictionary check any new words. Ss write the names of their favorite stores in the spaces. Remind them about information plus answers.

15 ~ 20 mins. Ex 2. Point out that they don't need to use a word from every box, but the order is usually, color, pattern, material, style, object. On the bb give them the example sentences. *It's made of wool.* etc.

This could easily be made into a fashion show activity with ss introducing each other and describing their clothes. Ss work in groups of four and prepare for the show next week. Can be great fun with the right class.

15 ~ 20 mins. Ex 3 This is a free conversation exercise. Remind ss information plus answers. Change partners if you have time left.

Unit 8

10 ~ 15 mins. How was your weekend? In groups of 4.

15 ~ 20 mins. Introduce the topic and use the dialogue as in unit one.

15 ~ 20 mins. Work with the vocabulary. Ss work in pairs dictionary checking new words and writing comparative and superlative forms in the column. Ss **A test B** choosing random root words, B saying the different forms. Eg. **A** *small* **B** *smaller, smallest*. Change.

15 ~ 20 mins. Play the games.

If there is time left get ss to compare things they have with them, bags, dictionaries, pens, etc.

Unit 9

10 ~ 15 mins. How was your weekend? In groups of 4.

20 ~ 30 mins. Ex 1 Ss work in pairs to put the expressions in the right places. Ss practice in pairs agreeing and disagreeing.

10 ~ 15 mins. Ex 2 Read the dialogue line by line ss repeat for intonation. Exaggerate, get them to repeat louder, make it fun. Get the ss into groups of 3 and practice the dialogue a few times changing roles.

30 ~ 40 mins. Ex 3 Ss talk about the topics and introduce topics of their own. Ask them what is controversial in their country.

Unit 10

10 ~ 15 mins. How was your weekend? In groups of 4.

20 ~ 30 mins per game. Get the ss into groups of 4 and *scissor paper stone* to find the 1st, 2nd, etc. reader.

Make sure they don't make notes on the paper. As this is review, it is optional how many times you play. If the students are enjoying it, let them play. Go back and review any units that need further practice.

Unit 11

10 ~ 15 mins. How was your weekend? In groups of 4.

15 ~ 20 mins. Introduce the topic and use the dialogue as in unit one.

10 ~ 15 mins. Ex 1 Ss dictionary check new words in pairs and add the dishes to the menu. Ss practice the dialogue again substituting dishes, etc.

10 ~ 15 mins. Ex 2 Ss role-play in groups of 3. Get the waiter up and making notes. If you think they can handle it the waiter should repeat the order back to the customers.

10 ~ 15 mins. Ex 3 This is a free conversation exercise. Remind ss information plus answers. Change partners if you have time left.

Unit 12

10 ~ 15 mins. How was your weekend? In groups of 4.

15 ~ 20 mins. Introduce the topic and use the dialogue as in unit one.

10 ~ 15 mins. Ss dictionary check new words in vocab list and **A test B**.

A skiing B Have you ever been skiing? after a few mins change.

20 ~ 35 Play the Bluffing Game!

Unit 13

10 ~ 15 mins. How was your weekend? In groups of 4.

15 ~ 20 mins. Introduce the topic and use the dialogue as in unit one.

5 ~ 10 mins. **A test B** e.g. **A tennis B play tennis.** Change.

15 ~ 20 mins. Ex 1 + 2 Play bingo. The ss with the most bingos wins.

20 ~ 25 mins. Ex 3 + 4 Free class mingle. Stress that the ss must not show their papers to each other. They must completely fill their schedule to finish.

Unit 14

10 ~ 15 mins. How was your weekend? In groups of 4.

15 ~ 20 mins. Introduce the topic and use the dialogue as in unit one.

20 ~ 25 mins. Ex 1 Ss Ask and answer about their plans for the future in pairs. They should ask for further information using the question form on the right. You could choose a stronger student to demonstrate this.

10 ~ 15 mins. Ex 2 Ss make predictions about each other in pairs.

15 ~ 20 mins. Free class mingle. Ss talk to as many people as they can and note how many agree or disagree.

Unit 15

10 ~ 15 mins. How was your weekend? In groups of 4.

20 ~ 30 mins per game. Get the ss int groups of 4 and *scissor paper stone* to find the 1st, 2nd, etc. reader. Make sure they don't make notes on the paper. As this is review, it is optional how many times you play. If the students are enjoying it, let them play.

Go back and review any units that need further practice.