

Module 16

EFT3 part 3 – Develop yourself

The aim of this module is to be able to use a range of modal verbs to make deductions and speculations, use productive suffixes for word building and be able to use a range of motivating activities for the teaching and practice of complex grammatical structures. Participants will identify opportunities for professional development and learn to apply a variety of strategies for getting young people to talk in class.

Unit 1 – EFT3 part 3 – Develop yourself

By the end of the unit, you'll be able to:

- identify opportunities for professional development
- use a range of modal verbs to make deductions and speculations.

Introduction

Welcome to the *Develop yourself* module.

This first unit of the module takes about one hour. By the end of the unit, you'll be able to:

- identify opportunities for professional development
- use a range of modal verbs to make deductions and speculation.

To begin the unit, watch the introduction from Rob.

ROB: Welcome to the module!

I think you'll find this module is packed with useful tips for teaching. You'll think about your own professional development, you'll learn how to give effective feedback to your learners and you'll consider ways to get teenagers talking! And of course there'll be some language learning and practice – some very useful ways to talk about the past, using modals.

Before you get started, I'd like you to think for a moment... Close your eyes and picture a line that represents your working life, that is, from the moment you started teaching. Is it straight and uncomplicated? Or is it bumpy, with some ups and downs?

All change! 1

Have you often thought about your own working life? You may be interested in hearing about the changes that some teachers make in their careers. Listen to an extract from the radio programme 'All Change!'. In this edition of the programme the presenter is interviewing people who have decided to make changes in their working lives. What changes have the three speakers made?

Transcript

RADIO PRESENTER: Good evening and welcome to this week's 'All Change'. (Studio audience applause) Have you ever stopped to think about what you are doing and asked yourself questions like: 'Am I getting the most out of my life?', 'Am I using my talents to the full?', 'Could I be doing more for myself and for the people around me?' Well, in this week's show we will be talking to three people who asked themselves questions just like those about their working lives. As a result, they decided to take the plunge and make a change. We'll be finding out exactly how they now feel about those job changes.

First up we have Ken. Welcome to the show, Ken! The listeners will be interested to know that for many years you were a successful businessman and then one day you gave it all up to become a primary school teacher. What prompted that decision?

KEN: Well, I had achieved all my ambitions, I was well off, but I couldn't help feeling that there was something missing. I wanted to put something back. There was a shortage of primary school teachers at the time, so I retrained and I've been a teacher for three years now.

RADIO PRESENTER: Still, it can't have been easy to make the switch from being a high-flying executive to being a teacher on a much lower salary.

KEN: Well, money isn't everything. And my family gave me a lot of support. Now they tell me it's something I should have done a long time ago – apparently I'm a much happier person and now they see more of me. And just think, I might never have got to be on a radio show like this one... (fade out)

RADIO PRESENTER: (fade in) Let's hear now from Amy, who decided to go back to teaching after a rather extended break. How many years did you take off, Amy?

AMY: It must have been 15 in total! That seems like a lot, I know!

RADIO PRESENTER: The listeners will want to know what you had been doing all those years.

AMY: Bringing up four boys! I was a full-time mum and loved it.

RADIO PRESENTER: I imagine that might have been strange at first, then - being out of the house and not so available to them.

AMY: Yes - but they were all in secondary school themselves by then and there comes a time when a mother can take a back seat.

RADIO PRESENTER: What about the teaching itself? Things must have changed dramatically in 15 years.

AMY: Yes, of course, and that's the fun of it! (fade out)

RADIO PRESENTER: (fade in) Our next guest, Marek, is not in the studio. He will be speaking to us on the line from Kuchin, where he is currently working as a volunteer. Hello, Marek. Perhaps you could give our listeners some idea of exactly what you are doing there in Kuchin.

MAREK: I am involved in a construction project, doing up and equipping village schools. I have been here almost a year now - in fact, I'm due to get back to my 'real' job in a couple of weeks. It has been a great experience, very rewarding. It is about making a difference to people's lives.

RADIO PRESENTER: But you must have had to take time off work to do this and presumably that's unpaid. (pause, silence) Marek? Marek? Can you hear me? I think we might have lost the connection, listeners. Ah, yes, just a second. I think we're OK now.

MAREK: Yes, hello again. Getting back to the question of losing my salary - all my daily expenses are covered by the volunteer organisation. I might not have been able to offer them my help otherwise.

RADIO PRESENTER: It couldn't have been easy persuading your boss back home to let you go for so long.

MAREK: I think he secretly would have liked to have come himself!

1. Who decided to start teaching after retirement at age 60?

Speaker 1 (Ken)

Speaker 2 (Amy)

Speaker 3 (Marek)

None of them

2. Who decided to take unpaid leave from their job for a year and work as a volunteer for a school construction project?

Speaker 1 (Ken)

Speaker 2 (Amy)

Speaker 3 (Marek)

None of them

3. Who decided to go back to work as a teacher after a 15-year gap?

Speaker 1 (Ken)

Speaker 2 (Amy)

Speaker 3 (Marek)

None of them

4. Who decided to start after-school classes from their home?

Speaker 1 (Ken)

Speaker 2 (Amy)

Speaker 3 (Marek)

None of them

5. Who decided to start after-school classes from their home?

Speaker 1 (Ken)

Speaker 2 (Amy)

Speaker 3 (Marek)

None of them

6. Who decided to give up a successful business career in order to retrain and become a primary school teacher?

Speaker 1 (Ken)

Speaker 2 (Amy)

Speaker 3 (Marek)

None of them

All change! 2

Listen again and answer the questions. More than one answer may be possible.

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1. What helped the first speaker to make the job change he describes?

The support of his family

More vacation time

The realisation that money isn't everything

2. What does the second speaker feel about all the changes in her profession?

She admits it made it more difficult to return to teaching.

All the changes make her reconsider her decision.

She feels that changes make the job more 'fun'.

3. Which of these are true about Marek, the third speaker?

He's volunteering.

The volunteer work is for one year.

His daily expenses are paid.

All change! 3

Do you or your colleagues have similar stories of changes in your working lives? Here are some experiences that are not uncommon among teachers. Have you experienced any of them?

- Needing to take a break and do something else for a while
- Falling in love with teaching 'accidentally'
- Doing teaching in a volunteer capacity
- Teaching from home
- Teaching in retirement
- Learning to train other teachers
- Teaching a subject you aren't comfortable with



All change! 4

Read these excerpts from the dialogue you listened to, and think about the questions that follow them. You can use the transcript to help you find the answers to the questions if you like. Then open the heading to check your answers.

1. 'It can't have been easy to make the switch.'

What switch is the presenter talking about? What makes him think that this change could be difficult?

2. 'Things must have changed dramatically in 15 years.'

What's the presenter referring to when he uses the word *things*? What makes him think that changes might have happened?

3. 'I think we might have lost the connection.'

What connection is the presenter speaking about? What makes him think it's lost?

Answers

The switch is the change of job from businessman to teacher. The two jobs require different skills and training, and earnings are considerably different.

1. *Things* refers to teaching methodology, the school curriculum, equipment in the classroom, etc. A lot has changed in society as a whole over the last 15 years. Most jobs have undergone radical change.
2. The connection is the link between the studio and the speaker. Probably he can't hear anything. The speaker has suddenly stopped responding.

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CPD 1

The fact that you're doing this course shows that you think it's important to develop professionally. Do you agree that CPD (continuing professional development) is essential in your growth as a teacher? These three teachers are talking about their own professional development. Which opinion do you most relate to? 'I'm quite happy with things the way they are. I feel that I know enough to teach solid lessons which my students enjoy. I just don't have time to learn anything new.' 'I'm interested in finding out new ideas for activities or new materials. I don't really want to do a course or anything, though. I'd prefer to just chat with colleagues.' 'I really want to develop my teaching - for myself as well as my students. I'm sure that there are a lot more things that I can learn. I'd be happy to spend time doing this.'

CPD 2

Look at the ideas for teacher development below. Which do you think you'd like to try in the next year or two?

Evaluate your own lessons
 Keep a teaching diary
 Learn a foreign language
 Get learner feedback from questionnaires, etc.
 Observe colleagues teaching
 Ask colleagues to observe you teaching
 Have informal chats with colleagues
 Participate in online teaching blogs and forums
 Attend in-house training sessions
 Attend seminars and conferences
 Present at seminars and conferences



CPD 3

Read this article now from the TeachingEnglish website. It's based on a survey finding out what teachers do to develop professionally and also what they would find useful. As you read, think about your own CPD and what changes you'd like to make.

Ways to continuing professional development

Lifelong learning and continuous professional development in my opinion are much the same thing. I doubt if many people would say that learning throughout one's life is not a good aim to have. However, as far as CPD (continuing professional development) goes, I have always been disheartened to see how some teachers are happy to go on much as they always have done, doing a reasonable job but not developing to any great extent. Meanwhile, others strive to push their boundaries and actively create challenges for themselves, learning from their experiences and adding to their skills and their self-knowledge, often in their own time.

Many of us are somewhere in the middle. We want to develop professionally, and while we are mindful of maintaining a healthy work-life balance, we are prepared to find the time we need within our working lives to learn, develop and thereby improve our practice. I recently did some research for a conference presentation via an email questionnaire to experienced teachers, to find out about their CPD. Most of the 34 teachers who responded had been teaching for ten years or more, in private language schools, universities and colleges. One question asked if they considered their CPD opportunities to be good, adequate, inadequate or non-existent; more than half of them said they considered their CPD to be good or adequate. Another question asked what activities they had been involved in to keep up their CPD. I also asked those who considered their CPD to be inadequate what activities would be ideal for them.

On the next slide, you can read more about the kinds of activities which emerged.

CPD 4

These all emerged from the writer's research as being significant for CPD. Open each heading to read more.

Experts

There's a lot to be learned through taking advantage of all the experienced and expert practitioners in the field of ELT, by attending sessions they may give at conferences or, if teachers are lucky, talks that are available in their vicinity. Reading readily available articles and books written by 'experts' and participating in online events or blogs with invited professionals is an alternative if 'experts' are not available in the flesh somewhere near you.

Face-to-face workshops

Similar to the above, but not necessarily with known ELT professionals. Often teachers get a lot more out of smaller, more intimate workshops where there's the opportunity to discuss and debate ideas and opinions and take away ideas for classroom activities

Online communities

These may include an interactive virtual conference, such as the annual IATEFL online conferences sponsored by the British Council, or the blogs on the Teaching English website or other forums and discussion boards set up to encourage participation around ELT topics by teachers from all over the world.

Talking informally

Joining other teachers in the staffroom discussing their next lesson or the materials they're using is one of the easiest and most effective ways of developing, especially if you borrow the ideas and try them out in your own classes

Individual reading

Another easy way to learn that can include internet materials and journals as well as actual books, which can be expensive and difficult to obtain in some parts of the world. You can read them anywhere, in any short piece of snatched free time

Reading groups

While reading is done individually, what's learned can be formalised in discussion in a reading group. Set a text to read and come together with colleagues a few weeks later to discuss its content. So much can be learned through sharing of impressions and discussing issues the reading material raises.

Programmed action research

You may be lucky enough to have a head of department or principal who wants research results which shed light on what's going on in their institution, and is prepared to give time for teachers to provide the evidence. This is one interpretation of programmed action research, though there are lots of others, and teachers cannot help but learn from the experience and the results.

Individual action research

Similar to the above, but teacher-directed and not 'imposed'. It's often very small scale; nevertheless, so much can be learned from studying your learners or yourself in the classroom, and there's a huge range of aspects of teaching which you can put under an action research microscope

Giving sessions

This can range from a small in-school meeting where teaching ideas are shared right through to a session at a large international conference. All conference speakers started small and all teachers have something to say. This is a particularly effective way to develop, due to the planning and research which takes place before the session as well as the discussion and feedback which it provokes

Writing

Similar to the above, writing ranges from short articles right through to books. Keeping a diary and reflecting on your teaching is a good way to start and there are plenty of models out there to learn from, while the preparation and research necessary teaches you as much as the writing and rewriting itself.

Doing a formal course

This is often the first thing people think of when they think about professional development. But it's often the most prohibitive due to time and expense, and often courses don't provide exactly what's needed. If you're lucky enough to be able to follow a course, however, make the most of the time you have laid aside for thinking and learning, because doing a course is a great way to develop

Membership of professional bodies

This can provide opportunities and facilitation of many of the areas above, and although subscriptions can appear expensive, there's often so much offered by a professional body that it justifies the expense. Prepare to be active, though, as so often you'll get more out of it the more you put in yourself.

Other ways

The teachers surveyed also talked about the following things they had done that they found helped their professional development:

- engaging in new professional activities
- doing things for the first time
- peer observation
- trying out different methods/approaches in class (sort of like action research)
- reflective and exploratory practice
- being trained up as a teacher trainer
- completing an online course to be an e-tutor
- participating in projects in a group with fellow professionals
- forming a local group to discuss issues and take turns to lead sessions.

As you see, there are plenty of ways to keep up your continuing professional development in ELT. If a number of these activities are combined into a planned, interlinked programme, with monitoring and evaluation, even if only by the teacher alone, there can be real, satisfying results for those wishing to keep up and improve their professional development

- Which area of CPD is most important for you?
- Which areas could be done informally by teachers?
- Which would be more effective if set up more formally as part of a developmental programme in school?
- Which would you try?

CPD 5

The article you read contains several useful collocations. Match the verb to the correct noun to recreate these collocations. If you get stuck, go back to read the article again and try to find them.

to push

- boundaries

to learn

- from experience

to create

- challenges

to maintain

- a work-life balance

to encourage

- participation

to share

- impressions and ideas

to provoke

- discussion and debate

to provide

- opportunities

CPD 6

Here are some ideas of more things that can be done to help with professional development. Fill the gaps with the correct collocations.

It's good for teachers to

- push

the

- boundaries

of their own knowledge. It's very easy to get stuck in a rut, doing the same things day in, day out. Don't worry about making mistakes - this is something that teachers often tell their learners, but then can be reluctant to follow their own advice. Experiment and then

- learn

from the

- experience

, good or not so good!

- challenges

for yourself. Start with something simple - perhaps by using a different lesson framework or using an activity type you've never tried before

Of course, it's important to ensure that you can

- maintain

a good

- work-life balance

. Don't overdo it, but even trying something new once a month, or reading a teaching magazine or chapter from a book, is better than doing nothing at all.

Schools can

- encourage

teachers to

- participate

in developmental activities by making them relevant to all, however much experience they have. More experienced teachers could be encouraged to give short workshops, for example.

Schools can also

- provide

- opportunities

for teachers to get together to

- share

ideas and

- impressions

. Is there an area where teachers can sit together and relax? A few comfy chairs and a kettle in the corner of a staffroom can work wonders! Maybe a formal workshop could be replaced by an informal 'coffee and chat' once a month.

A noticeboard where teachers can post ideas is also worth thinking about. Encourage teachers to add ideas that have worked for them, and you can

- provide

- opportunities

for discussion and debate by posting statements or ideas that teachers can think about - e.g. 'You should always/sometimes/never use learners' native language when teaching.'

Language analysis 1

In this section, you'll look at how modal verbs can be used for speculation. When you speculate, you form a theory without firm evidence. To begin, listen to the conversations in the teachers' room. Put the topics in the order that you hear them.

Transcript

MALE TEACHER #1: Hi Jan. Have you seen Pete? He's supposed to be helping me out with something.

JAN: No. Sorry. What time as he supposed to be here?

MALE TEACHER: At nine-thirty. He should have been here by now.

JAN: I know that the trains were running late this morning. He could be stuck on a train.

FEMALE TEACHER #1: Hi. How did your lesson go?

FEMALE TEACHER #2: Well, I think they liked the topic. But some of them didn't say very much in the speaking activity.

FEMALE TEACHER #1: Oh dear. Why do you think that happened?

FEMALE TEACHER #2: I suppose the instructions could have been clearer.

FEMALE TEACHER #1: That might have been the problem, yes.

FEMALE TEACHER #3: What's wrong?

MALE TEACHER #2: Oh. I have a speaking lesson with my teen class. But I can't find the activity that I planned. It should be in my tray.

FEMALE TEACHER #3: Oh dear. Can you remember the last time you saw it?

MALE TEACHER #2: Well, I made copies of it last night.

FEMALE TEACHER #3: It might be next to the photocopier.

MALE TEACHER #2: I already checked that. Oh no!

FEMALE TEACHER #3: What is it?

MALE TEACHER #2: I took it home last night, to look through it. I must have left it there.

MALE TEACHER #3: Hello Maria. How was your weekend? Did you all end up going out?

MARIA: Yes. It was really good. We went to that restaurant - Mama Italia.

MALE TEACHER #3: Oh, that must be new. I've never heard of it.

MARIA: Yes, I think it's quite new. You should have come with us. It was great.

- A missed appointment
- A lesson observation
- Lost materials
- A good weekend

Language analysis 2

Look at some of the sentences from the conversation. Are they talking about the past or about now?
He should have been here by now!

Past

Present

He could be stuck on a train.

Past

Present

I suppose the instructions could have been clearer.

Past

Present

That might have been the problem!

Past

Present

It should be in my tray.

Past

Present

It might be next to the photocopier.

Past

Present

I must have left it there!

Past

Present

That must be new.

Past

Present

You should have come with us.

Past

Present

Language analysis 3

The dialogues you've just listened to contain modal verbs. As you probably know, *could*, *may*, *might*, *must* and *can't* are used to express the idea that events are possible, improbable or impossible. For that reason, they're sometimes called modals of speculation and deduction. Open the headings to read how they're used differently to talk about the present and the past.

For the present

In the present, the modal verbs are combined with an infinitive verb, without *to*. For example, if the question is 'Where is the school director?', possible answers are:

- She *could* be in her office.
- She *might* be having lunch.
- Her assistant *might* know.
- She *can't* be in the staffroom - I was just there.

Note that it's not possible to use *mustn't* to replace *can't* to show impossibility.

~~She mustn't be in the staffroom.~~

For the past

In the past, the modal verbs are combined with a perfect infinitive (*have* + past participle). For example, if the question is 'Why isn't she here?', possible answers are:

- She *might* have received a phone call.
- She *can't* have forgotten about the meeting.
- She *could* have had another problem

Language analysis 4

Choose the best words for these situations.

Something is possible, but not certain:

- could
- might

- may

Something was possible at some time in the past:

- could have
- might have
- may have

Something in the past was impossible:

- can't have

You're sure something is true:

- must

You're certain about something in the past:

- must have

Language analysis 5

Remember, speculating is a bit like guessing based on the evidence or information you have. For example:

- He could be in the office. (I saw him a minute ago. He went in that direction.)
- He might have missed the train. (He takes the train to work every day. Today he's late.)
- He must have gone for lunch. (It's lunchtime. He's not here.)

Should is a little different. It's used to talk about expectations, mistakes or regrets in the past or present.

Read the situation, then the dialogue:

Robert spent the last three weeks before his exam doing nothing but studying. He should have passed easily, but he failed his exams.

The people in the dialogue are speculating about why Robert failed. Why do you think Robert failed?

SPEAKER A: Well, he must have just been very nervous on the day.

SPEAKER B: Robert never gets nervous. He's one of the calmest people I know. I think he must have studied the wrong things.

SPEAKER A: How could he have studied the wrong things? Everybody knows what's going to come up in the exam. I think he might have chosen the wrong questions and made life difficult for himself.

SPEAKER B: But he's such a good student. How could there have been a question he couldn't answer brilliantly? I think he must have been ill that day.

SPEAKER A: Perhaps you're right!

Language analysis 6

Now read the other situations and match them to the speculations.

Robert's best subject at school was drama. He always played the lead in the school play.

Robert studied engineering.

- Robert's parents might have persuaded him not to study drama.

Robert's parents were really well off.

Robert had to get a part-time job as a barman when he was at university.

- Robert's parents couldn't have given him much money at university.

Robert left home two hours before the job interview.

Robert arrived late for his job interview.

- Robert may have got lost on the way.

Robert was the applicant with the best qualifications for the job.

Robert didn't get the job.

- The company might have wanted somebody with more experience.

Suzy said she would come to Robert's graduation party no matter what.

Suzy didn't turn up for Robert's graduation party.

- Suzy could have forgotten about the party.

Robert said he would never leave London.

Robert lives in Beijing.

- Robert must have found a job in China.

Robert told his best friend at university that Suzy was the ideal woman for him.

Robert is married to a Chinese girl called Huang.

- Huang must be a very special woman.

Robert's worst subjects at school were all languages.

Robert speaks fluent Mandarin.

- Huang might have taught Robert to speak Mandarin.

Language analysis 7

This time look at the statements from the teachers' dialogues that you listened to. Match the speculations and expectations with the contexts.

He should have been here by now!

- I'm surprised that he isn't.

I suppose the instructions could have been clearer.

- Maybe that's why it didn't work.

That might have been the problem!

- There's a reasonable chance that it was.

It should be in my tray.

- I'm quite sure I put it there.

It might be next to the photocopier.

- There's a fifty-fifty chance that it's there.

I must have left it there!

- It seems the most logical place now.

That must be new.

- I haven't seen it before.

You should have come with us.

- But you didn't!

Language analysis 8

Are you ready for some practice forming the right verb combinations now? Read a dialogue between Li Jie and Jerry. Use the prompts in brackets to write the correct form of the modal verbs.



Image description

Two young men walking and talking

Li Jie: Why doesn't Katrina answer her mobile phone?

Jerry: Well, she must [switch it off] **have switched it off** ✓ when she was in class and forgotten to switch it back on again after school.

Li Jie: But there was no school today!

Jerry: She might not [hear] **have heard** ✓ it - you never know. Or she could [leave] **have left** ✓ it at home. Try ringing later. She might [answer] **answer** ✓ then.

Go to Settings to activate Windows

Li Jie: That's what friends are for!

Language analysis 9

How did you do? Now look at the sentences below. Select the ones you think were in the dialogue. If you're not sure about any, go back to the previous slide to check.

She must have switched it off.

She must have switch it off.

She might not hear it.

She might not have heard it.

Do you think she could have met someone else?

Do you think she could have meet someone else?

She can't have met someone else!

She can't meet someone else!

Do you think something could have happened to her then?

Do you think something could be happen to her then?

You must decide to do that anyway.

You must have decided to do that anyway.

End of unit

That's the end of Unit 1. You should now be able to:

- identify opportunities for professional development
- use a range of modal verbs to make deductions and speculation.

Watch Rob's round-up.

ROB: So, did you think about your own continuing professional development? I know it's easy to get so focused on all the day-to-day tasks there are to do, and then forget to care for your own development. So, I hope you found the little nudge in this unit helpful!

In the next unit, you'll think about how to best give feedback to your learners. But before getting into that, more work on past modals - this time working on pronunciation.

Unit 2 – EFT3 part 3 – Develop yourself

By the end of this second unit of the module, you'll be able to: - identify and use patterns of connected speech with modals of deduction and speculation - give constructive and sensitive feedback to learners on their performance with an informed awareness of the impact of the language you use for this purpose.

Introduction

Welcome to Unit 2 of the *Develop yourself* module.

This unit takes about one hour. By the end of this second unit of the module, you'll be able to:

- identify and use patterns of connected speech with modals of deduction and speculation
- give constructive and sensitive feedback to learners on their performance.

Watch Rob to begin.

ROB: Hello again! In this unit, you'll be looking at ways to give effective feedback to your learners. If someone asked you what the characteristics of good feedback are, what would you say? If you're not sure now, I hope you'll have a clearer idea after this unit.

But first of all, it's time for some pronunciation practice, using the past modals from Unit 1.

Pronunciation 1

In this section you're going to listen to and practise using patterns of connected speech that are related to modals for deduction and speculation. First listen and write the number of words you hear in each sentence. You'll need to pause the recording after each sentence! Note two things: type the number (e.g. '7' not 'seven'); contractions are two words (e.g. 'can't' = two words).

7
9
8
13
8
8
10

8

12

11

Transcript

She can't have gone to work.

She couldn't have left the country so soon.

He might have tried to ring you earlier.

He can't have forgotten to buy you a card on your birthday.

He must have left by the back door.

She can't have had her glasses on.

She couldn't have forgotten to bring her book again.

She must have told him all the answers.

He can't have been more than 16 when he started work.

I suppose I must have left my bag on the train.

Pronunciation 2

Listen again and write the missing words.

She gone to work.

She left the country so soon.

He tried to ring you earlier.

He forgotten to buy you a card on your birthday.

He left by the back door.

She had her glasses on.

She forgotten to bring her book again.

She told him all the answers.

He been more than 16 when he started work.

I suppose I left my bag on the train.

Pronunciation 3

Did you notice that the auxiliary verb *have* sounds like /həv/ or even /əv/. Listen to the sentences one more time. Pause the recording after each one and repeat.

She *can't have* gone to work.

She *couldn't have* left the country so soon.

He *might have* tried to ring you earlier.

He *can't have* forgotten to buy you a card on your birthday.

He *must have* left by the back door.

She *can't have* had her glasses on.

She *couldn't have* forgotten to bring her book again.

She *must have* told him all the answers.

He *can't have* been more than 16 when he started work.

I suppose I *must have* left my bag on the train.

Why not record yourself saying the sentences? Try to copy the audio exactly, with the weak sounds of *have* and with the words linking together. After you've recorded yourself, listen to the recording. Do you think it sounds the same as the audio on this slide?

Giving feedback 1

Think back over your career. Can you remember a time when you were given feedback on your performance? Who gave you the feedback? Did the comments have any impact – positive or negative – on your way of working from that moment on?

If you can remember a time when you received feedback, take a moment now to think about how you felt at the time, and why you felt like that.



Giving feedback 2

Look at these example statements by teachers. Select the ones that you think are helpful and constructive.

You are so stubborn. If you carry on like this, you're going to fail! Not just the exam, but life!

How many times do I have to tell you? Use the past tense when talking about what you did yesterday!

I'd like you to get into groups of three and go through your answers together before I correct them.

Is there anything else you'd like to ask me about question 2?

What I really liked about your writing was that it was so original and interesting to read!

You have the worst pronunciation in the class. Do something about it!

I really liked the overall structure of your writing. Now you could think about how to link the paragraphs clearly. Do you remember that page 63 has a list of signpost words?

Let's look at why these two sentences are not correct.

Giving feedback 3

Read the quote below. Have you heard of or thought this before?

You can't allow learners to make errors. The errors will get to be habits and will be difficult to change.

This is a very common and traditional view of feedback. While many teachers feel that traditional feedback has worked for them and others for many years, there are actually some potential problems:

- The teacher might view all errors as negative, and teach learners the same.
- There's usually too much teacher time during this kind of feedback. For example, the teacher may read out the questions in full, which is usually unnecessary as learners already have these in front of them. Or perhaps the teacher 'echoes' every learner's answer.
- Feedback is often done with the whole class at once. This doesn't really confirm whether all or most of the learners know what the correct answer is.
- Less able learners typically get lost during the feedback, especially if they're trying to use strategies for understanding their errors or attempting self-correction.
- Learners who are unsure of the correct response might get anxious, especially if the teacher hasn't used a pair check before getting feedback.
- The teacher may tell the class the correct answer but doesn't check that they understand.

Think about the problems mentioned on this slide. Are these problems that come up in your classroom? Here are some questions you can ask yourself:

- Are my learners used to getting negative feedback from me when they make errors?
- Do I talk too much during feedback?
- Do I do feedback with individuals and groups or only with the whole class?
- Am I careful to help less able learners with strategies for self-correction?
- Do my learners feel anxious about making errors?
- Do I just tell the class the correct answers or do I check that they understand?

Giving feedback 4

Read this description of good feedback.

The main aim of feedback is to be constructive. It is normally a tool to help and motivate learners, building up confidence and offering advice and suggestions for improvement of language performance and correction of errors. It is an opportunity for clarification, repair work and clearing up of individual and group problems. Feedback serves to satisfy expectations. Learners want and need to know how they are doing and be reassured that they are on the right track. Feedback also signals completion. It indicates that an area has been covered and it is time to move on.

Think back to the most recent time you gave feedback to learners.

- Was it constructive?
- Did it help and motivate your learners?
- Did it include advice and suggestions for improvement?
- Do you think it satisfied your learners' expectations?



Giving feedback 5

Watch a teacher now in a video from the *Understanding Feedback* module. As you watch, choose the best summary statement for each of the questions.

Video transcript

[At what stages of a lesson should I give feedback?]

STEPHEN SHARPE, TUNISIA: Giving feedback really depends on the type of lesson that you are delivering. Yes, you should be giving feedback at the end of each stage of the lesson, but you should also give feedback generally throughout the whole lesson. Learners often want feedback immediately and this is fine, however, do take into consideration the amount of time this will take in order to do it. Some classes prefer to have feedback at the end of each coursebook unit, for example. The main thing to consider is to try and incorporate the feedback as a regular part of all of your lessons.

[Should I use different types of feedback for different activities?]

STEPHEN SHARPE: Definitely. When we're giving feedback this can focus on a wide variety of aspects of language, such as: content; form, if you're teaching a grammar lesson perhaps they haven't used the correct form of the past perfect; accuracy, this can also relate to grammar but also pronunciation, perhaps they're having difficulty with pronouncing '-ed' of regular verbs in the past simple. You could also focus on performance, attitude or behaviour, especially with young learners - you could highlight the class rules in order for them to address behaviour issues that they have in the class. And also it depends on the aim of the lesson as well. Do take into consideration the level and the personality of the learners as well, as sometimes affective factors can affect how you give the feedback.

[What are some different ways I can give feedback?]

STEPHEN SHARPE: Feedback can be given in different ways, either whole class at once, in groups, pairs or individuals. If you are going to give whole class feedback, I usually nominate students to give the answers. If you ask the class as a whole an open question only the stronger, abled students will answer and you won't know if the lesser-abled students have understood. You can also do an informal round-up at the end of activity, you could also focus on language issues and write these on the board. This type of feedback is called delayed error correction. While students are doing a fluency speaking activity, you can walk around and listen and write down examples of good and bad language. At the end of the activity, write some examples on the board, three good, three bad, but in a different order. Students then need to work together to decide which sentences are true or false, which ones are correct and incorrect - if they are incorrect, why and what's the correct version. This is a great way of providing feedback that's constructive but also it allows students to use their own language which they've produced and their own knowledge in order to decide if it's right or wrong.

[Who should give feedback? Always me?]

STEPHEN SHARPE: Teachers don't always have to be the only person to give feedback. You can use the learners to give feedback on each other to the teacher or to the whole class. In order for this to happen, there needs to be some kind of learner training which prepares students to look for specific areas on language, for example, written work, and also how to deliver the feedback in a constructive and kind way. You could also use self-reflection or peer feedback as a way to receive feedback. One example would be to complete sentence stems, such as 'I am good at... listening', 'our group worked well with... pronunciation', 'I need to work harder on... reading'. Learners can also give the teacher feedback on their own teaching, the activities they've done in the classroom, what they enjoyed and what they didn't enjoy, so always make sure there's a balance of who is giving feedback in the lessons.

[How can I do my best to make sure feedback is effective?]

STEPHEN SHARPE: The purpose of feedback is to help learners to improve their performance for the next time, so with this in mind, the feedback that we give them needs to be very specific and informative. If we

are marking some written work, we can't just put 'good' or 'bad', because this isn't specific enough. Highlight what exactly is good: for example, good handwriting, good use of linkers, good structure, good topic sentence; areas you need to work on, grammar, spelling, punctuation. By doing this, we're ensuring that they are aware of the areas they need to work on, and the areas that they are already working well with, in order for the next time. For me, if I'm correcting or giving feedback for pronunciation, and I see that there are continuing errors, I always refer them back to previous errors which they have done.

Another thing you could do is also to highlight some examples of their language as you would do in delayed error correction and see if they can correct their own mistakes

At what stages of a lesson should I give feedback?

Try to make sure feedback is a regular part of all your lessons.

Give feedback as soon as possible after each activity.

Should I use different types of feedback for different types of activities?

Yes. There are lots of things to consider.

No. Although the activities differ, feedback should be similar so learners don't get confused.

What are some different ways I can give feedback?

Try to keep all feedback as individual for best effect.

Use individual, pair, group and whole-class feedback.

Who gives the feedback? Always me?

It's good to allow for self-reflection and peer feedback, but most of the feedback should come from you.

Use a variety and have a balance of who gives feedback.

How can I make sure feedback is effective?

Be sure that feedback includes tips on how to improve.

Be sure learners know if they are correct or not.

Giving feedback 6

Constructive feedback involves much more than just telling learners if they're correct or incorrect. It also involves showing and telling learners how to improve.

The diagram on this slide shows the effects of constructive feedback. The process doesn't end once you give constructive feedback. Next, while the learner's required to act on the feedback, it's your chance to adapt materials to the needs of the learner. Remember, if a learner doesn't understand something, often there are steps you can take to make the material clearer.

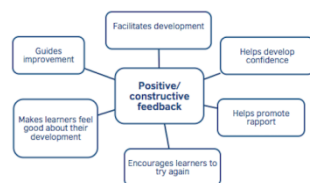


Image description

Mind map: Positive/constructive feedback: facilitates development, helps develop confidence, helps promote rapport, encourages learners to try again, makes learners feel good about their development, guides improvement

Giving feedback 7

Of course, even some positive comments can sound negative if the tone and intonation isn't right. And some negative comments can sound less negative if said in a kinder tone. Listen to two versions of these sentences being used in context.

Transcript

1. Teacher: So, what do we call this tense?

Learner: Is it the present perfect?

Teacher: Almost. Try again.

2. Teacher: Are you having problems, Maria?

Learner: Yes. Because the course is so intensive, I find it very hard to remember all the new words.

Teacher: Well, why don't you try organising them in a vocabulary notebook or making a mind map?

1. Toggle Audio Which version is more positive?

Version 1 is more positive

Version 2 is more positive

2. Toggle Audio Which version is more positive?

Version 1 is more positive

Version 2 is more positive

Giving feedback 8

You may be thinking that your feedback isn't perfect, but that it's still better than nothing. In fact, not all feedback is 'better than nothing'. Some feedback can actually have a negative effect. Look at the diagram, and choose the best word for each gap.

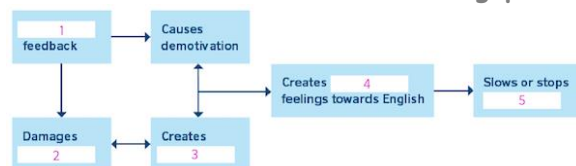


Image description

Diagram with gaps.

___(1)___ feedback → Causes demotivation → Damages ___(2)___ → Creates ___(3)___ → Creates ___(4)___ feelings towards English → Slows or stops ___(5)___

1.

- ineffective

2.

- confidence

3.

- frustration

4.

- negative

5.

- progress

Giving feedback 9

Perhaps you're starting to think carefully about your own feedback practice. Before finishing the unit, read these important reminders and, as always, write down the ones that you want to remember.

- When you monitor your learners, are you actively looking, listening and making notes for helpful feedback? Be careful not to only listen or watch for grammar accuracy.
- Is a learner good at sharing their opinions when given a task that requires it? Praise them for it and don't focus on the grammar errors.
- The best feedback is specific and informative. Careful comments are more helpful than grades.
- Is a learner resisting the need for revision? Support them in ways that build their interest and skill.

Which strategies for constructive feedback are you going to try with your learners?

End of unit

That's the end of Unit 2. You should now be able to:

- identify and use patterns of connected speech with modals of deduction and speculation
- give constructive and sensitive feedback to learners on their performance.

Watch Rob's round-up.

ROB: That's the end of Unit 2! I think there were some great ideas for effective feedback, don't you? The thing I really want you to remember is that when you give feedback, don't forget to tell your learners how to improve. This is often missing in feedback. Also, it's helpful to think about the kind of feedback you'd like to get as a teacher. I think most of us are a bit sensitive about our teaching skills, and naturally prefer

feedback to reflect that, as well as being constructive. Think about this while you are giving feedback to your learners too!

In the next unit, you'll think about how to get teens to talk, look at some new vocabulary, and get ideas for some great classroom activities.

Unit 3 - EFT3 part 3 - Develop yourself

By the end of this third unit of the module, you'll be able to:

- apply a variety of strategies for getting young people to talk in class
- use productive suffixes for word building
- use a range of motivating activities for the teaching and practice of complex grammatical structures.

Introduction

Welcome to Unit 3 of the *Develop yourself* module.

This unit takes about one hour. By the end of this third unit of the module, you'll be able to:

- apply a variety of strategies for getting young people to talk in class
- use productive suffixes for word-building
- use a range of motivating activities for the teaching and practice of complex grammatical structures.

As usual, watch Rob to begin.

ROB: In this unit you're going to look at some classroom activities that get learners using those modals you practised earlier in the module. How would you get your learners speculating?

You'll also work on some suffixes that can really expand your vocabulary quickly. But first, I'm wondering if you have any ideas about how to get teenagers talking. It's such a common problem for teachers around the world: how to motivate them to speak more! Do you have any tips and tricks? Move on to the next slide to read more about it.



Getting teens to talk 1

Are you familiar with the British Council's 'BritLit' section on the TeachingEnglish website? There are comprehensive teacher packs for stories and poems that help get teens reading, thinking, talking and writing. One of the contributors to BritLit is Melvin Burgess, who is a highly acclaimed writer of young adult fiction. His work deals with controversial, even taboo, subjects which could be of interest to this age group. Here's what Burgess has to say about his own teenage years:

I remembered my own teen years as being one long crisis of confidence, punctuated by a series of failures... a failure to make enough friends - and no really good ones at all. A failure in fact to be good at anything, even, or perhaps particularly, at enjoying myself.

Do you agree with his vision of the teenage years? Is this how you remember your own teenage life?

Getting teens to talk 2

One of the greatest challenges for the secondary school language teacher is boosting learner confidence. Getting teenagers to speak in class can be an enormous challenge! Look at these ten ideas for getting learners to talk in the classroom. Select the strategies that you're already using with your learners.

Keep the conversation peer-centred, with plenty of pair or small-group collaboration.

Draw on learners' personal experience, e.g. a top five of songs, TV series, sportspeople, etc.

Avoid asking direct discussion questions to individual learners in the class, putting them in the 'public spotlight'.

Give learners a concrete list of statements or opinions and help them to choose their own ideas. Don't expect them to have fully formed opinions on all things.

Keep discussion activities fairly short (around 15 minutes is enough).

Drill key phrases with the whole group.

Make use of (fun) task-based activities with clear outcomes.

Let the learners feel you're interested in them as human beings.

Take in small prizes to give to learners whenever they've spoken enough English.

Feedback on errors after speaking should be general, to avoid drawing attention to an individual's errors.

Getting teens to talk 3

Read through the list a second time and rank the tips, with the ones you think have the greatest chance of success at the top. Number 1 is in place already, as this is potentially the most successful strategy.

- Item Locked Keep the conversation peer-centred, with plenty of pair or small-group collaboration.
- Drill key phrases with the whole group.
- Give learners a concrete list of statements or opinions and help them to choose their own ideas. Don't expect them to have fully formed opinions on all things.
- Keep discussion activities fairly short (around 15 minutes is enough).
- Make use of (fun) task-based activities with clear outcomes.
- Let the learners feel you're interested in them as human beings.
- Draw on learners' personal experience, e.g. a top five of songs, TV series, sportspeople, etc.
- Feedback on errors after speaking should be general, to avoid drawing attention to an individual's errors.
- Take in small prizes to give to learners whenever they've spoken enough English.
- Avoid asking direct discussion questions to individual learners in the class, putting them in the 'public spotlight'.

Getting teens to talk 4

You've discovered (or maybe rediscovered) BritLit, and read some quick tips on getting teens talking. Now read a more detailed article that again comes from TeachingEnglish, and should also be useful for you in getting teens talking. Open the headings to read the first three parts of the article.

Tabs

Long-term and short-term memory

Theoretically, we retain information in two ways: in short-term and long-term storage. We transfer information from one to the other by convincing our brains that facts in the short-term memory are valuable enough to be put in long-term storage - otherwise, the information is discarded.

Our native language is stored in the long-term memory. New information about a second language, however, is stored in the short-term until it is transferred.

To understand the new information quickly, we often translate into our native language. However, this makes it more difficult for the brain to accept the new information into the long-term memory. The result? We quickly forget the information about the second language.

It's helpful for learners to translate less often. As they get used to speaking English, the new information can be stored more quickly and for longer.

Language fitness and agility

Language learning and maintenance uses a surprising number of muscles - most importantly, the brain, and the more obvious muscles in the mouth and jaw.

So, then, just as with any other muscle, the more you exercise it, the easier it is to use.

How often do teenagers exercise the muscles required for speaking English? If their only opportunity is English class, they need to maximise on the time to exercise as much as possible. Do your learners usually spend most of the class time speaking in English?

Authenticity

Speaking is a way of expressing ourselves in whatever language we use. The most motivating words and phrases to focus on will enable learners to talk in a way that is true to their personality. Even the best coursebook cannot provide this resource for every individual in every class!

Learners bring their personalities to every class - if we can keep English as the language medium, their authentic language requirements will become apparent. This means accepting their personalities - in terms of topic (e.g. music, fashion, gossip) and function (e.g. exaggerating, exchanging anecdotes). If they don't have the tools to express themselves in English, they'll use the tools they do have - their native language.

Think about some of the learners in your class. How do they speak in their first language? Are you helping them get the tools to speak like this in English?

Getting teens to talk 5

Look at these statements from learners. Which of the three areas you read about apply to each one?

I would love to chat with my friends on WhatsApp in English, but I don't know the right shortcuts and expressions like I do in Spanish.

Authenticity

I went to English camp last year, and by the end of the week I was really comfortable and confident in English. But now that I have just two classes a week, I feel unconfident and awkward speaking English.

Language fitness and agility

I learn the phrases in class and study them at home, but by the time the next class comes, I've forgotten them.

Long-term and short-term memory

Getting teens to talk 6

Open the headings to read the next four parts of the article.

Tabs

Why they don't speak

You know how important it is for learners to speak English, but what may drive you crazy is how resistant they are to it. No matter how much you try, does it seem like your teenage learners refuse to use English in the classroom? Read about some of the reasons this happens, and think about your own learners. Which reasons do you think apply to which of your learners?

Peer pressure

It takes everyone years to master their first language, so it's no surprise a foreign language learner has to make a lot of mistakes before even managing to produce anything approaching good English. The spontaneous nature of speaking means you're likely to make more mistakes than you would otherwise. So generally you're asking your learners to stand up and make fools of themselves at a time of their lives when they are at their most self-conscious.

Lack of motivation

If you ask a teenager why they think they should speak English in class, what's the most likely answer? Stunned silence, a disdainful look or a bored 'because we have to practise'? They're following orders – and for what? So that in two or three years they may be better able to communicate effectively with another English-speaker? Not only is the motive external, but the end goal is too distant for many teenagers. For many students, instant rewards for speaking English are much more motivating.

Lack of support

There are two kinds of support: classroom atmosphere support and linguistic support. It may not be realistic to expect teenagers to provide the generous and patient atmosphere ideal for language practice, but it is possible to encourage them to support each other, for example by working in teams.

It's easier to provide linguistic support, in terms of words and phrases that are required for classroom interaction. Classroom language (e.g. 'Sorry I'm late', 'Can you repeat that, please?', etc.) is the only English they'll need to repeat throughout the whole course, and it has an authentic context – are you capitalising on it?

Getting teens to talk 7

Read the four tips for getting learners talking. Which of the problems you just read about does each one address?

Create an environment where learners know mistakes won't be mocked or criticised.

- Peer pressure

Exploit learners' interests and skills to get them engaged.

- Lack of motivation

Have useful classroom phrases on posters on the wall at the front of the room.

- Linguistic support

Assign lots of group work and reward strong team achievements and cohesion.

- Classroom atmosphere support

Getting teens to talk 8

So you've read about why it's important for teenagers to talk, and why they don't want to do it. The biggest question still remains: how can you get them talking? Read the final parts of the article.

Explain why it's important

Only you know how mature your class are and how well they will respond to the rationale behind your methods. However, it's often worth giving even a less mature group a chance to understand what you're trying to achieve. Not all students will react in the same way – the underlying theory may motivate smaller groups within the class, even though it might not appeal to the class as a whole.

Confidence tricks

This involves rewarding them for using 'easy language' – making them believe the goal is easy to achieve. Classroom language and drilling are ideal for this, as are pronunciation games. Drilling has a particular appeal, as the student's voice is safe in a crowd of voices, and it's the sound of the English (not their English) that is strange or amusing.

Again, most teenagers have an enormous fear of being laughed at in front of their peers. Do your learners know that you will never mock, criticise or laugh at them, and that you won't allow others in the room to do so either? If not, you can hardly expect them to take the risk.

Attainable goals

Especially with low-level classes, it's hard for learners to use English without enough support.

As mentioned earlier, you can provide classroom language (in the form of posters) that students can use throughout the lesson. You can introduce the phrases, drill them and encourage them to use these instead of their L1 equivalents.

When you have learners do activities in pairs or groups, make sure they have the English they will need to do the activity. Why would they speak English in an activity if they don't know the phrases to do it? It's important to pre-teach, drill and practise the phrases before the learners are expected to use them. And make sure they use the same phrases for more than one class, or they'll certainly forget.

Conclusion

As with most techniques concerning teenagers, it's important not to give up! For all concerned, the task isn't easy, but it isn't impossible either. The aim is simply to try and increase the amount they speak English – this could be from 20 per cent of the class to 40 per cent, but it could also be from 0 per cent of the class to 0.5 per cent. Either way, you have had a positive effect on their oral English – so recognise it!

Vocabulary 1

Look at these two tips from the previous section:

Keep the conversation peer-centred.

Make use of (fun) task-based activities...

The suffixes *centred* and *based* are useful for vocabulary-building because they can be combined with a number of different words. They're quite common in contemporary English and allow for the 'creation' of new words by all speakers of the language.

Look at some more similar suffixes:

- controlled
- driven
- focused
- funded
- led
- oriented
- owned

These kinds of suffixes are called productive suffixes because they are used to make new words.

Vocabulary 2

Choose the best word to go with each suffix.

All the schools in the country are

- state

-funded.

The design of our school is good because it is very

- child

-oriented.

Publishing houses may not produce useful teaching materials in all countries because they are

- profit

-driven.

Sometimes lessons are boring because they are too

- teacher

-controlled and

- exam

-focused.

Some of the building projects we have carried out this year were not initiated by the school itself. They were

- parent

-led.

Some of my learners will probably achieve a lot in their lives because they are very

- goal

-oriented.

Vocabulary 3

This time choose the best suffix for each gap.

Your school is so arts-

- oriented

with the band, the drama club, the art department. I love that!

The last school I worked at wasn't private like this one. It was state-

- owned

Have you noticed that lately the courses are a lot more computer-

- oriented

and less hands-on?

The reason we do so many tests is because our school is very results-

- driven

Perhaps we can make the lessons more communicative and less grammar-

- focused

I noticed that a lot of your feedback sessions are student-

- led

I'm intrigued!

Classroom activities 1

English learners often have difficulty with the idea of using modal verbs for something other than expressing ability or obligation. In the next few slides, you'll read about some activities you can do with your learners to help them use modals for speculation and deduction.

Classroom activities 2

Which of these statements could you say are true about the image?

Image description

Basketball player

https://commons.wikimedia.org/wiki/File:Lewis_Clinch_dunking.jpg

By Roberto86 - https://commons.wikimedia.org/wiki/File:Lewis_Clinch_dunking.jpg. Licensed under the Creative Commons Attribution 2.0 Generic license.

He must play in the NBA.

He must be very strong.



He might be famous.
 He can't have eaten anything today.
 He must have been very athletic as a teenager.
 His team could have been losing before he scored.

Classroom activities 3

Try another one. Which of these statements could you say are true about the image?

That must have been a horrible crash.

Someone must have died.

The driver can't have been sober.

The driver may have been sleepy.

The driver must have been young.

The car might be beyond repair.



Classroom activities 4

Listen to Rob talk about how you can do this as an activity.

ROB: In the last two slides, you guessed which sentences with speculation would be true for the images you saw. In the classroom, you really want to get your learners producing the sentences themselves. So, this activity is a really easy way to get learners speculating. And it's fun for them too!

On this slide, you can find three images that I found on the internet. I looked for some that could get learners really thinking and speculating. The first one is of a Dutch girl in the 1950s. She fell off her bike because the road was icy. But I wouldn't tell my class that. I'd ask them to discuss in groups what they think happened. And what else could they speculate on? Maybe her age, her country, how long she's been riding a bike... things like that.

The second picture is of a Japanese tea ceremony, a tradition which goes back more than a thousand years. Your learners could try to guess what's happening. So don't tell them it's a tea ceremony - see if any of them know! If you live in Japan or if you think this is too easy for your learners, try to find pictures of ceremonies in other countries. It's a fun way for your learners to find out more about some other cultures. I also like to use street scenes from different countries, like the third image. I've got pictures from my travels and I give each group a few photos from different places. I get them to guess where each image was taken. Learners also tend to enjoy speculating about crime scenes, so those are good to use too. In the Resources for this module, you can find a link to a PowerPoint presentation for a crime scene activity that's ready to use with your learners.

There's also a link to some useful sites such as Wikimedia Commons, which can be very helpful for you to get photos you can use in your classroom, with clear guidelines about copyright.



Classroom activities 5

Look at the sentences some learners wrote when making speculations about the boy in this image. Is the language correct?

Think about form as well as meaning!

Image description

Boy sleeping at desk

He might not have slept well the night before.

Correct

Incorrect

Feedback

The sentence is correct. He might not have slept well the night before: we don't know for sure.

إعداد: أميرة فالح الوضحان



He can't be feel good.

Correct

Incorrect

Feedback

The sentence is incorrect, as the form should be 'He can't be feeling good.' Additionally, when you use 'can't' it means you're sure, and so it's impossible to be sure how he's feeling only from looking at the image.

He could be slept late.

Correct

Incorrect

Feedback

The sentence is incorrect. The form could be, 'He could have gone to bed late.'

He might be feeling sick.

Correct

Incorrect

Feedback

The sentence is correct. He might be feeling sick.

Classroom activities 6

Now look at another activity you can try. It gets learners thinking of explanations for situations which are difficult to explain. You can give each group of learners a list of situations or write them on the board one by one. These are the kinds of situations you could write:

- Joe, who is never ever late for class, walked in 15 minutes late today.
- An elderly man and woman were found in the desert, alive, after six weeks without food.
- Your mobile phone bill includes charges for phone calls you didn't make.
- Your English teacher says she is not giving you homework for the next two weeks.

Try to think of situations that are relevant to your own learners.

Remember to have learners work in pairs or groups to speculate, so there's lots of talking time. You may choose to use just one of the prompts, and have the class vote on which group came up with the best explanation.

End of unit

That's the end of Unit 3. You should now be able to:

- apply a variety of strategies for getting young people to talk in class
- use productive suffixes for word-building
- use a range of motivating activities for the teaching and practice of complex grammatical structures.

For the last time in this module, watch Rob's round-up.

ROB: So, that's the end of Unit 3, and the end of the module! Did you like the classroom activity ideas? I thought they were excellent because, honestly, a photo can generate so much discussion and use of target language!

Remember, teenagers are under a lot of pressure to act in particular ways - even if you don't like it! Try to choose activities and topics that interest them, and make sure you don't embarrass them in front of their peers. Make your classroom a safe, fun place. If you teach teenagers, I'm sure that's already one of your main goals.

