

Learning English
A Textbook for English Teachers
to be used during Amity Foundation's
Summer English Program
(Adapted from the book by Don Snow)

Student's Book

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Unit 1

Why should language teachers be language learners?

I. Reading readiness: *Why is it important for language teachers to have experience as language learners? List as many reasons as you can think of.*

II. Reading:

Why should language teachers be language learners?

- 1.** Experience with learning a language helps you be a better language teacher - you know which methods work and which do not. To learn a language well, you must discipline yourself and plan your time well
- 2.** If you have learned a foreign language, you can understand the problems your students are having, and can help them overcome difficulties.
- 3.** If you have learned a language well, you can be a role model for your students - they can look to you as proof that it can be done. If you have learned a language well, your advice will be accepted more readily and put into practice.
- 4.** Maybe one of the most important reasons you should learn a language is that it will give you self-confidence, and you will feel better about your teaching.

What teacher was your role model for language learning?

(Role model – a good example for others to follow)

Who:

Where:

What did he/she do that you have followed:

Tell two people this story



**English, English,
Why do I study
English?**

**Let me count the
reasons:**

<p>Q:</p> <p>Teacher, how can I learn English?</p>	<p>A:</p> <p>Here are Ten Golden Rules: follow these and learn English well</p>	<p>Work with your group to come up with ten rules for learning English. Ex: "Regularly review vocabulary words</p>	1
			2
3	4	5	6
7	8	9	10

Troubleshooting

Barriers to continuous language learning	Solutions to barriers to continuous language learning

Unit 2

What is the most important role of the English teacher?

I. Reading readiness: What do you think is the most important role of the English teacher? Check around, did your group members say something different? Discuss reasons.

II. Reading:

What is the most important role of the English teacher?

Sage or Coach?



Often students think of English teachers mainly as people who know everything about English and explain it all to students. In this way of thinking, the English teacher is a **"sage" - more or less like Confucius** - and the main role of the teacher is to give her/his knowledge to students.

This view of English teachers is not entirely wrong; after all, English teachers do know more about English than their students do, and part of the job of English teachers is to teach students what they know about English. However, in many ways, an English teacher is more like a "coach" or a "piano teacher" than a "sage." Why?

The main reason is that learning English isn't just learning 'about' English. An important part of learning English is developing skills, and skills can only be developed by practice. Just as a coach can't make someone a good runner just by explaining how to run, an English teacher can't make students good speakers (readers, writers, etc.) of English just by explaining it. Instead, **like a coach, a teacher must help students learn** how to practice effectively, and also encourage them to practice a lot - even when the teacher is not around.

Also English teachers need to do these **3** things:

- Make English study as **interesting and attractive** as possible - so that students will want to practice.
- Teach students **how to study** English - so that students will know how to study effectively.
- Help students **develop their own plan** for studying English, and help students keep their plans - and their interest - alive ***



“As a **SAGE**, I would...”

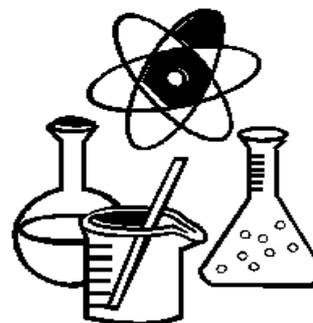
“As a **COACH**, I would...”

A teacher 'wears many hats' (an idiom referring to the kinds of hats worn by persons in different kinds of occupations, such as a chef's hat for a chef, or a hard hat for a construction worker, but as an idiom, the 'hats' are representative of roles one plays)

Draw some hats that represent roles a teacher may play (or just list roles by name):

What makes a good English teacher?

(with your group, list as many characteristics as you can think of)



What advice do you have for this new teacher?



“You should....”

“You should not...”

Obstacles blocking the path to success:

In the text below are phrases that represent some of the obstacles and difficulties faced by English teachers in China. Draw a circle around each phrase; they will then appear to be stones, or obstacles to your teaching. When you reach the end, look back to see if these problems exist in your situation; add some if the list is incomplete. Highlight three that are the most serious for you. Compare with your group mates, discuss strategies for overcoming them.

apathy low ^{motivation} too many **exams** too tired too many **STUDENTS** no encouragement classes are **boring** disruptive behavior no parental SUPPORT not enough money too difficult textbooks old poor facilities poor **technology** too many rules poor spoken English **grammar** is everything **discipline** problems no time to *practice* poor training lack of administration support discouraged don't like teaching *English* high pressure need **new ideas** school too poor classes are too **big**

Conducting English Language Debates

A debate

- Is an organized argument;
- One side argues to support the statement;
- The other side argues against the statement.

Strengthen your argument by:

- Giving reasons for your opinions
- Stating facts and experiences
- Stating what experts or authorities have said

Some phrases you can use to express your opinions and ideas:

- “Personally I believe/I think/I feel...”
- “From my point of view...”
- “In my opinion...”
- “I’d like to point out that...”
- “I strongly believe/think/feel...”

More phrases you can use to express your opinions and ideas:

- “I’m certain/sure/positive that...”
- “In my experience...”
- “It seems to me that...”
- “What I mean is...”
- “I’d like to say/suggest that...”

Presenting your argument:

- Begin by stating what you are arguing for
- State as many opinions as you can, with supporting reasons
- Summarize your position. For example, say “To sum up...” or “In summary...” or “In conclusion...”

When the other group presents its argument, listen and make notes of the points or opinions in their argument.

After both groups have presented their arguments, then each group in turn can respond to the other group’s points, arguing against them

Responding to the other side or group’s argument refer to particular opinions or points. For example, you might say:

- “I don’t agree when you say...”
- “I’m afraid I can’t agree with what you said about...”
- “I totally disagree...”
- “I don’t think what you said is right...”

Unit 3

Why do students fail to learn English well?

I. Reading readiness: (then as a group, decide which is the most serious?)

Why do Chinese students fail to learn English well? (check all that apply)

- A. ___ They don't want to study English
- B. ___ They have no chance to use English
- C. ___ They only want to pass the exams
- D. ___ They don't practice English in their free time

1. One of the main reasons, perhaps, is that it simply takes a long time to learn any foreign language, especially if it is very different from your own. You have to learn a new grammar system, and thousands of new words.

2. However, the bigger problem has more to do with the *way* Chinese students study English. The real goal of many students is not to learn English but to pass examinations. They study very hard for the exam and then promptly forget it.

Q:

Even after studying English for many years, many Chinese people feel they cannot use English well. A frequently asked question is,

WHY?

3. While studying for tests may help students learn English, passing tests is not the same thing as learning to use English. In fact, it's possible to get good test scores without ever developing many usable skills.

Solution: Students who really want to learn to use English well, need to **take the initiative to decide for themselves what skills they want to master, and then actively carry out a plan** for developing those skills, whether or not there is an exam. ***

What are some ways you learned English when you were a student?

How many ways can you and your group members list?



The Great Debate

An enormous amount of time and energy is spent in China teaching English to all students, from primary school through university, yet many never develop functional skills.

Should all Chinese students study English?

If yes, why?

If no, who should study, how long, when?

Based on your assignment, work with your group members to develop arguments for debates to be conducted in class.

To study or not to study, that is the question?

You have a friend, 25, who is a low-level official in a state-owned company that produces electronic appliances. She studied English in university but didn't study well and has forgotten most of what she did learn. Now she is thinking about her future, wondering if better spoken English would be useful.

With partners, give reasons why it:

Would be worthwhile	Would <u>not</u> be worthwhile



Unit 4

What is the best way to learn English?

I. Reading readiness:

No doubt people often ask you, "What is the best way to learn English?", how do you answer?

II. Reading:

What is the best way to learn English?

This is an important question, but there is no single answer because "English" is not just one thing - it is a combination of several different things.

In part, "English" consists of **Knowledge: Vocabulary words and Grammar rules**

Even more important, "English" also consists of a variety of different skills, such as: >

Speaking, Reading, and writing.

So, there is **no single best way** to learn English. Instead, there are **many different ways**.

But, there are **2 Basic Rules** that will help students decide the best way to develop each of the English language skills:

Skills are built through practice

Rule #1

Rule #2

You learn to do what you do

Learning to read certainly requires knowledge of English grammar, vocabulary, and even some knowledge of Western culture. But the skill of reading requires being able to put all of this together at the same time, and this can only be learned through practice. And more practice. >

In other words, students who practice speaking English will get better at speaking English. (And students who practice answering multiple choice questions on tests will get better at answering multiple choice test questions.) Practice what you want to accomplish. ***

PRONUNCIATION

VOCABULARY

reading

Listening Grammar

SPEAKING

Strengths and weaknesses: No one can be perfect in every area of English learning. Assess your knowledge and skills in the following areas, by drawing a line from 1 to 10, indicating the level that represents your skill, and share with others in your group. You can help others from your strengths and gain help from others for your weaknesses.

SKILL / level	1	2	3	4	5	6	7	9	10
Grammar									
Vocabulary									
Culture									
Speaking									
Listening									
Comprehension									
Reading									
Writing									
Pronunciation									

According to our text, “we get what we practice doing,” which is, if we want to read smoothly, that is what we need to practice; if we want to speak fluently, we need to practice speaking, etc. Of course, there are steps to take, such as building vocabulary for both reading and speaking, but in order to reach our goals we need to plan comprehensively.

Below are various methods used in China to study English. Based on today’s reading and your experience, what kinds of benefits will be the result of that kind of activity?

Reading aloud in the mornings

Memorizing and reciting passages from textbooks

“Crazy English”

Writing an English diary

Watching DVDs (how to make this more effective than just comprehension)

Listening to VOA and BBC on radio or Internet

Talking to yourself in English while you travel, walk, exercise, etc.

Reading China Daily in English, reading English news on Internet

Unit 5

Why is listening in English so hard?

I. Reading readiness:

Over the last several days, you have been immersed in more English listening than is probably normal. Evaluate your listening skill this past week. Can you see progress? If you had to say how much you understood from your foreign teachers on the first day, and how much you understand today, what might it look like? Check around you, how about your classmates?

First day _____%; Today _____%

II. Reading:

Listen to the foreign teacher read the text. Answer the questions or fill in the blanks as he or she reads.

Why is listening in English so hard?

1. What is the biggest problem for beginning students of English?

2. The problem with _____ comprehension is that when you listen to an English _____, you not only have to _____ words by _____ them instead of by _____ them, you also have to _____ the words very _____, because, if you pause to _____, the English _____ will keep right on going and you will _____ much of what he or she says.

3. What skill is it important to build?

L _____

F _____

4. What are some ways to listen to English?

5. Finally, what are two very important things to keep in mind for improving listening comprehension:

1.

2.

III. Actions:

1. Work with your group members to write an English definition of "Listening fluency."

Discuss what you think it means and how you can improve your listening fluency.

Resources galore:

In your hometown there are many ways for a person to practice listening. Consider not only materials that can be borrowed or purchased, but opportunities to listen to people.

List them and rate them according to ease of access and helpfulness.

Ways of listening (persons, places, and materials)	Ease of access (easy, difficult, cheap, expensive)	Level of helpfulness (high, medium, low)



Unit 6

Is it useful to practice speaking English with other students?

I. Reading readiness:

True or False? Chinese people like to speak English with other Chinese. Why?

II. Reading: Is it useful to practice speaking English with other students?

Chinese students often believe that the best way to improve their spoken English is to speak with native English speakers. They think this is best because they will hear "pure" English, and because they believe native speakers will correct their mistakes. For these reasons, Chinese students are sometimes reluctant to practice speaking English with other Chinese students.

But, the idea that native English speakers will correct students' errors is generally mistaken. Westerners consider it impolite to correct other people's language mistakes, so usually as long as Westerners understand what students are trying to say, they won't correct any mistakes.

Also, there are relatively few foreigners in China, so students who only practice with foreigners are likely not to have much practice at all. Without sufficient practice, students who encounter a foreigner will generally not be able to express their ideas very quickly or fluently.

Therefore speaking to each other gives Chinese students practice in expressing ideas in English more fluently.

Tip:

You can even talk to yourself! The hardest part of speaking in English is organizing your ideas and putting them into English quickly, and any kind of practice that helps you build fluency is useful. ***

Encounters with a foreigner:

Chance meetings with a foreigner may offer a chance to speak English, and in some instances, to provide help to the foreigner who does not speak Chinese.

However, it's important to realize that not all foreigners need help, nor do they all want to talk to strangers. But, a friendly greeting will seldom be refused and if you develop a 'sensitive radar' for reading when a foreigner is open to conversation, you may have a chance to make a new friend, at least for the few moments of your conversation. One important tip to remember - keep it short, don't be personal, and when you feel they are getting restless, sign off sweetly.

Some conversation starters:

- Hello, I'm very pleased to meet you.
- It is good to meet you. Welcome to.....
- My name is..... I'm a Teacher at.....
- Excuse me. I know that you are a visitor to.....
- Would you be willing to spend a few moments speaking with me?
- Could you spare the time to speak with me?
- I would be very grateful if you could
- May I ask your name?
- Why are you visiting....?
- Are you enjoying your visit here?
- Do you have family or friends here?
- How long will you stay here?
- Are you here on business or is it a social visit?
- May I ask you...?
- Would you be willing to...?
- Could I ask you about....?
- I am interested in...
- Could you tell me about...?
- What do you think about.....the weather events...?
- Is there anything that I could help you with?

What if there are no foreigners?

In most places in China, there will not be many opportunities to talk with foreigners, but this is no excuse for not practicing speaking English.

How many methods, places, situations, scenarios, plans, and strategies can you and your group think of through which to improve one's spoken English?

Try to list as many as you can, even if you have never tried it.

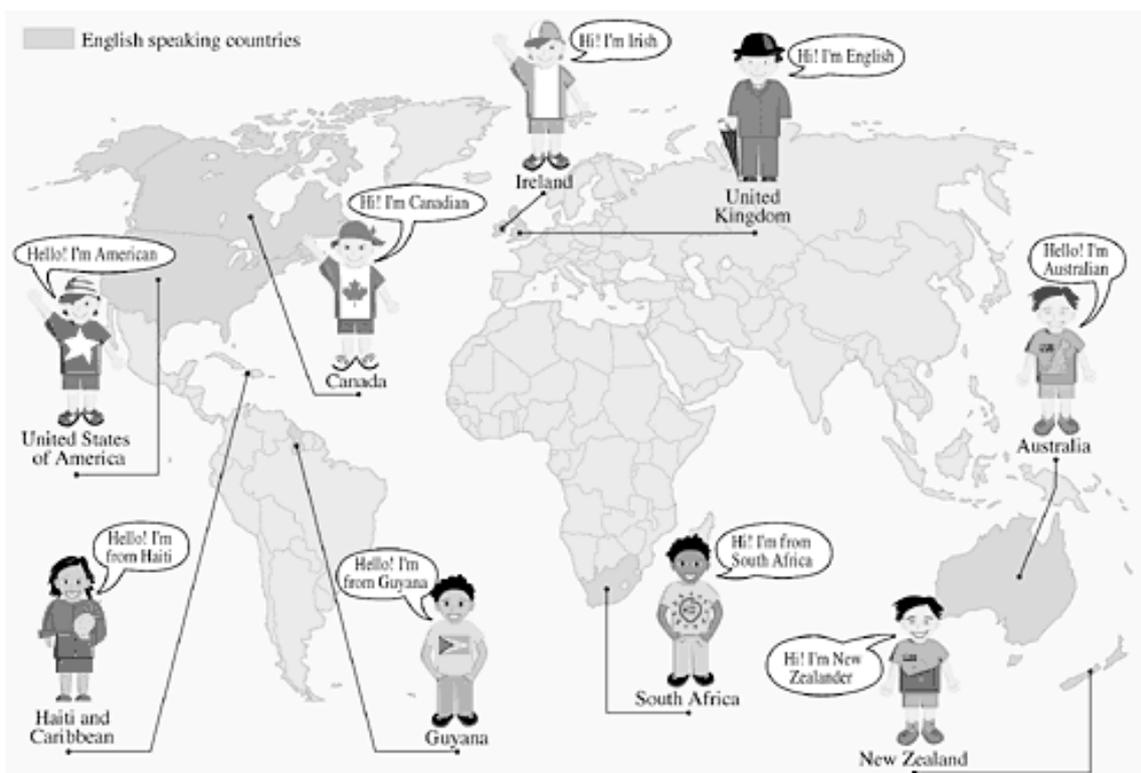
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____
- 13 _____
- 14 _____
- 15 _____

Unit 7

Should I try to sound like a native English speaker?

I. Reading readiness: What do you think? Should you try to sound like a native English speaker? Ask your classmates, what do they think?

II. Reading:



Should I try to sound like a native English speaker?

Good pronunciation is important for students of English, but it is neither very important nor realistic to try to sound like a native speaker. First of all, which native speaker would you try to sound like? British English is the most standard in China - American English is spoken by many foreign teachers, but even they have various accents - and then there are the Irish and Australians, and many others whose native language is English, but whose pronunciations are distinctly different. Virtually all speakers of English have an accent, whether or not they are native speakers.

The most important factor in pronunciation is forming good pronunciation habits from the beginning. Pronunciation is a function of muscle habit as well as from knowledge, so that once formed, it is very difficult to change. This means that English teachers for beginning learners have a very special responsibility to help students establish good pronunciation skills.

The goal in pronunciation is to speak English clearly and accurately. To improve pronunciation takes a proper audio model, lots of time, and lots of practice.

Think, thank, thought

The 'th' sound in English is not found in Chinese, so it is often rendered as an 's' or some other sound. With a little effort, this problem can be overcome.

Pair practice:

think sink
thank sank
these seas sees seize
that sat
mouth mouse
faith face

Tongue twister:

Those thirteen thin students sat in the classroom thinking. Although the weather was changing and the temperature sinking, they forgot their thick jackets. What were those thirteen foolish students thinking?

Sheep or Ship?

Pair practice:

sheep ship
sleep slip
steel still
tree trip
meal mill
heel hill

Please come to visit my village

The 'v' is not in the Chinese language, and is often pronounced as 'w' by even very good English speakers.

Try reading these sentences for 'v' practice:

I'd like to invite you to visit my village. Visitors are always welcome. We grow violets in the spring and the water in our river is very clear.

More pronunciation practice:

Close the door, hang up the clothes. I love to buy fashionable clothes.

My colleagues are usually very helpful. When I say 'Thank you,' they say, 'It's my pleasure.'

Intonation and stress

Speaking English clearly is not only a matter of sound pronunciation, but must also include stress and intonation. In learning vocabulary, words are taught with their syllable stress, but equally important is word stress in sentences. In this way, you signal your meaning.

- FRANK'S book is on the table. (Not Helen's.)
- Frank's BOOK is on the table. (Not his magazine.)
- Frank's book is on the TABLE. (Not on the chair.)



Check the following sentences, what meaning is conveyed by the stressed words?

Here's the cheese sandwich you wanted. That's wrong. I ordered a **meat** sandwich.

Did you buy that cotton shirt you were looking at?

No. I bought the **silk** shirt.

In general, key words are stressed - and words that convey new meaning.

Why are the following words stressed?

"I'll be **arriving** at **ten** at **Heathrow** because of a **delay**, so I'll get the **last** train back to **Leeds** and be home **late**."

Where did you go **yesterday**? I was in **Leeds** yesterday.

When were you in Leeds? I was in Leeds **yesterday**.

There wasn't a **soul** in Leeds yesterday. **I** was in Leeds yesterday.

Jazz Chants

Jazz chants are a fun way to practice pronunciation and intonation. They can also be used to practice various grammar forms. These are included here because they are useful for this lesson, but you may also find them useful for other lessons.

Personal Questions

Where were you born?

I'd rather not say.

Where are you from?

I'd rather not say.

How tall are you/

How old are you/

How much do you weigh?

I'd rather not say.

How much rent do you pay?

I'd rather not say.

How much do you earn?

I'd rather not say.

Why aren't you married?

I'd rather not say.

Why don't you have children?

I'd rather not say.

Where were you last night?

Why weren't you home?

Did you stay out late?

Did you come home alone?

Did you have a good time?

Did you see a good play?

Did you go to a concert?

I'd rather not say.

I can play basketball

Yoga, yoga I can do yoga.

Can you do yoga too?

I can't do yoga but I can do karate.

Can you do karate too?

I can't do karate but I can play basketball.

Can you play basketball too?

I can't play basketball but I can ice skate.

Can you ice skate too?

I can't ice skate, but I can ski.

Can you ski too?

I can't ski but I can play volleyball.

Can you play volleyball too?

Who stole the cookie from the cookie jar?

(use names of class members)

Who stole the cookie from the cookie jar?

Lynn stole the cookie from the cookie jar.

(Lynn) Who **me**?

Yes **you**!

(Lynn) Couldn't **be**!

Then **who**?

(Lynn) Wendy stole the cookie from the cookie jar.

(Wendy) Who **me**?

(Lynn) Yes **you**!

(Wendy) Couldn't **be**!

(Lynn) Then **who**?

(Wendy) George stole the cookie from the cookie jar

(George) Who **me**?

Yes **you**!

Couldn't **be**!

Then **who**?

(George) Sharon stole the cookie from the cookie jar

(Sharon) Who, **me**?

(George) Yes, **you**!

(Sharon) Couldn't **be**!

(George) Then **who**?

(Sharon) David stole the cookie from the cookie jar [continue as you like]

I do karaoke on Wednesdays

Mondays, Mondays.

What do you do on Mondays?

On Mondays I usually watch television.

Tuesdays, Tuesdays.

What do you do on Tuesdays?

On Tuesdays I sometimes go for a walk.

Wednesday, Wednesday.

What do you do on Wednesdays?

On Wednesdays I always go to the market.

Thursday, Thursday.

What do you do on Thursdays?

On Thursdays I often go to a football game.

Fridays, Fridays.

What do you do on Fridays?

On Fridays I always do karaoke.

Weekends, Weekends.

What do you do at the weekend?

On weekends I usually stay in bed.

Where can I buy a ticket?

Excuse me, where's the coffee shop?

Not here! It's behind the ticket office.

Excuse me, where's the coffee shop?

Not here! It's across from the exit.

Excuse me, where's the coffee shop?

Not here! It's between the phone booth and the luggage lockers.

Excuse me, where's the coffee shop?

Not here! It's in front of the restrooms.

Excuse me, is this the coffee shop?

Yes, it is. But sorry! It's closed.

My PC

Cursor, keyboard, monitor, mouse.

There's a personal computer in my house.

Disc drive and discs.

Where's the CD?

My personal computer is looking for me.

Cursor, keyboard, monitor, mouse.

I like that PC

In my house.

It's user friendly, if you try.

But don't forget to switch on the power supply.

Method - perhaps you can use these in your classes:

The essential element in presenting a chant is to maintain a clear, steady beat and rhythm.

Review the chant-the cultural context, the situation.

Model the chant. Suggest that they tap out the rhythm with a pencil or tap the table with their fingers as they listen to the chant.

Choral chanting-take one line or section at a time depending on the ability of the class. Practice any parts, pronunciation that the students have difficulty with.

Group or individual chanting. Act out the chant if necessary or helpful.

Personalize the chants-substitute their own names, situations etc.

Exercises based on the chants.

Unit 8

Which is more important - fluency or accuracy?

I. Reading readiness: Among your group mates, stage a mini-debate. Think of all the reasons you can, for and against, each position: fluency or accuracy

II. Reading:

Which is more important - fluency or accuracy?

One question Chinese students often ask is: Which is more important – communication or grammar? For spoken English, the simple answer is that, on the whole, communicating is more important than correct grammar.

After all, the main goal of speaking English is to communicate ideas, not just to avoid making grammar mistakes. However, this certainly does not mean that grammatical accuracy is not important. Sometimes, incorrect grammar will result in a failure to communicate.

Consider, for example, the two following sentences:

- 1) I like dogs.
- 2) I like dog.

Both of these sentences are grammatically correct, but the meaning of the two sentences is quite different. Sentence #1 means "I like the kind of animal called dogs." On the other hand, sentence #2 means "I like dog meat."

Even though there is only one small difference between these two sentences, it makes a big difference in meaning. Mistakes in grammar do not always result in communication problems, and English speakers are often able to understand sentences that have grammatical errors.

However, serious students of English want to continually work towards as much accuracy as possible. ***



Chinglish

Why do students make high scores on grammar exams, but when they speak, they mostly speak 'Chinglish'?

With your group, try to pinpoint the reason why students can't change good grammar scores to accurate speech.

Joining Fluency and Accuracy

How to practice English so that you can speak fluently, yet accurately?

List speaking practice activities that will reinforce accuracy.

Encounters: The English Teacher

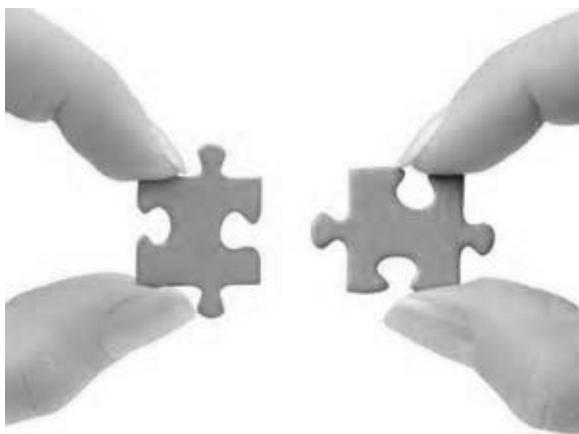
Xiao Wang is taking an oral English class which is taught by a Western teacher. Xiao Wang's teacher never lectures on grammar; instead the class usually consists of conversations in pairs or large group discussions of cultural issues.

Today, Xiao Wang was confused about how to use "the" and "a" in English, so in class she asked the teacher to explain. However, instead of explaining, she said: "I generally prefer not to explain grammar rules. Tell me what you want to say and I will tell you how to say it correctly."

Why do you think the teacher refused to explain?

As each group works on possible answers to this question, feel free to move around from group to group to see what ideas they have. If you agree with their ideas, return to your group and add that idea to your report.

Have you ever had an
interesting
grammar lesson •



Think about an interesting grammar lesson you once taught or in which you participated, either as a student or in a demonstration. Prepare to share briefly in the class activity.

Unit 9

What is the best way to develop reading skills?

I. Reading readiness: In what ways might intensive reading hinder good reading skills?

II. Reading:

What is the best way to develop reading skills?

In China, two kinds of reading are used in English study: intensive and extensive. They each have their purposes and advantages, but because intensive reading has been so stressed, it's possible that this has had a negative impact on being able to read English fluently and with pleasure.

Intensive reading

In many ways, intensive reading is really more of a language study method than a form of reading. Intensive reading is useful because its slow speed allows students to stop and look up new words, and to pause and carefully study long or difficult sentences to get a better understanding of their grammar.

However, intensive reading alone will not make students good readers. In fact, too much intensive reading may actually cause students to develop bad reading habits. Because intensive reading requires students to pay attention to every detail, it often encourages the habit of paying more attention to the vocabulary and grammar of a text than to its overall meaning.

Finally, students who fall into the habit of reading everything intensively often come to dislike reading in English.

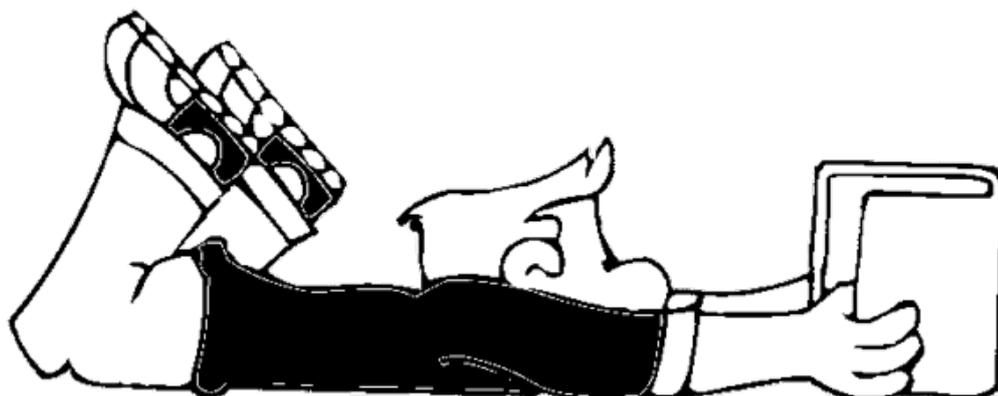
Extensive reading

The main purpose of most reading is to understand the meaning of the text, usually as quickly as possible, so extensive reading is more like "real" reading than intensive reading is.

Furthermore, to become good readers, students need to read a lot - entire books or magazines - instead of just short articles or passages from English textbooks.

For most Chinese students of English, it is probably better to spend more time reading material that is relatively easy - easy enough that they can understand most of the content even if they don't understand every word.

In other words, read each text as quickly as possible, focusing on meaning and trying to guess the meanings of unfamiliar words instead of always stopping to look them up in the dictionary. ***



T or F
?

Too much emphasis on intensive reading can hinder development of good reading skills, True or False?

In this mini-debate, decide if this is a true or false statement (or somewhere in between), as you discuss with your group.

WHAT HAVE YOU BEEN READING?

Do you read for pleasure? In these Internet and technology times, it is often said that people don't read. Have you read any books in Chinese in the last year? What? Fiction, non-fiction, history, science fiction...

Now, how about English? Have you read any books in English? Magazines? Newspapers?

Can you report on a book or magazine or newspaper article you have read?

Dictionary - what dictionary do you use most often? Mobile phone? Electronic? Book?

Dictionaries are very handy, and essential for language learners, but when can dictionaries hinder reading? When should you read without the dictionary?

Skimming

Skimming is a way of quickly looking over an article or book to get a rough idea of what it is about. Skimming is not the same thing as fast reading; instead, it is selective reading of a few parts of a text. In real life, people often skim to decide whether or not they want to read something. In class this is a useful pre-reading exercise before reading an article or a book.

Procedure: (Preview)

1. Get an idea of what the text is about:
 - a. Notice title and subtitles
 - b. Read the first few lines from the first paragraph
 - c. The first line of one or two paragraphs on each page
 - d. Read a few lines from the conclusion
 - e. Look at any pictures or charts
2. Skim the text according to procedure
 - a. What is the text about?
 - b. Does it look interesting?

Unit 10

What is the best way to build vocabulary?

I. Reading readiness: If someone asked you how to build vocabulary, what would you say? Make a list of several ways. Compare notes with those around you.

II. Reading:

What is the best way to build vocabulary?

Sometimes students think that "learning vocabulary" simply means memorizing the English equivalents of Chinese words; "dog" = "gou" and so forth. However, English words are often not exact equivalents of Chinese words, and the way English words are used is often different from their Chinese equivalents. So in order to really learn a new word, students need to learn several things:

- What a word's other meanings are. Many words have more than one meaning; for example, "to dog (someone)" means "to follow (someone) persistently." Also, "dogs" can even mean "feet."
- How it is used grammatically. For example, as noted in an earlier lesson, "dogs" refers to a kind of animal; but "dog" refers to a kind of meat.
- Whether it has a good or bad connotation. Many words either have a good meaning or a bad meaning. For example, the word "dog" often has a bad connotation, and if you call someone a dog, he will not be very happy.
- What words it often goes together with. Some words often go together with other words; for example, "dogs" is often found with the word "cats."
- Whether a word is formal or informal. For example, usually the word "dog" is neutral, neither formal nor informal. However, using "dogs" to mean someone's "feet" is very informal.
- How common a word is. Some words are very common, while others are very rare. For example, the word "dog" is much more common than the word "canine."

How can students learn so many things about a word? A good dictionary will help, but the best way to learn all these things about many words is by reading a lot. Just as the best way to get to know a person is to see her in many different situations, the best way to get to know a word is to encounter it over and over again, and this only happens if you read frequently and extensively. ***



How many ways can you think of to improve vocabulary?

Take the list you made for Reading Readiness and together with your group, brainstorm even more ways to build vocabulary.



When to “memorize the dictionary”

In an effort to build their English vocabulary, some students try to memorize a dictionary of English words. In groups, list all the advantages of this strategy, and all the disadvantages. Be as specific as possible, and be ready to explain each to the class.

HOW CAN A HOBBY IMPROVE YOUR VOCABULARY?



Unit 11

Why study culture along with English?

I. Reading readiness: In groups, discuss the following: *Most people in China say it is important to study Western culture along with English. What are some of the reasons why it would be important?*

Why might it be more difficult to communicate with people from another culture?

Make a list of reasons and be ready to share with the class.

II. Reading 1:

Why is it important to study culture to prepare for intercultural communication?

Most Chinese who learn English agree that knowing about Western cultures makes it easier to communicate effectively with Westerners. Some reasons for this are quite obvious. For one thing, knowing about Western culture helps you to better

understand English. For example, it can be hard to understand Americans if you don't know anything about baseball because you may not understand what expressions like "strike out" and "throw a curve ball" mean.

Pitcher



American English is heavily influenced by sports idioms, particularly from the sport of baseball. Some of these idioms are:

Play ball – to cooperate with someone

A ball park figure – an estimate

Strike out – to fail in some effort

Play hardball – use extreme measures to ensure success

Off base – to make a mistake

Throw a curve ball – to do something unexpected

Batter and Catcher



Batting a thousand – to succeed completely

Didn't get to first base - to fail at the first step

Following are some sentences using baseball idioms. See how many you and your group members can get right.

Read the sentences and try to guess the meaning of the underlined idioms.

1. Wow! I thought the trip would be much less expensive. I was way off-base!

- a) I didn't cooperate.
- b) I guessed wrong.
- c) I did something bad.

2. I tried to make friends with Mary, but she would not even talk to me. I struck out.

- a) I failed. Mary is not my friend.
- b) Mary is my sister, but she wouldn't talk to me.
- c) Mary really likes me. Mary is my best friend.

3. Jan: Did you decide to make the deal with that company? Sam: No, they wouldn't play ball.

- a) The company is successful.
- b) Jan and Sam want to play baseball.
- c) They wouldn't work with me.

4. Frank: How much do you think an Audi costs? Sam: Hmmmm... my ballpark estimate is around \$35,000.

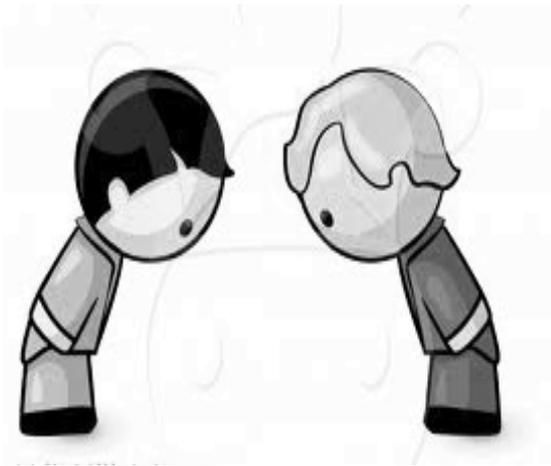
- a) Sam wants to borrow \$35,000.
- b) Sam guesses that an Audi costs about \$35,000.
- c) Frank wants to buy an Audi.

5. I'm angry! I planned to take my vacation next week, but my boss told me that I can't go now. He really threw me a curve ball!

- a) My boss told me I could go, then changed his mind.
- b) My boss is a generous man.
- c) My boss is going on vacation.

6. Some companies play hardball with their rivals, because they will do anything to win a contract.

- a) Some companies win everything.
- b) Some companies use strong competition.
- c) Some companies buy contracts.



Follow a few simple rules

Rule #1: Be careful, and don't jump to conclusions too quickly.

Rule #2: Try to see things from the foreigner's perspective.

Rule #3: Always keep trying to learn more and understand

II. Reading 2.

1. Avoid saying the wrong thing

Understanding Western culture helps you avoid doing or saying things that would be offensive to a Westerner. For example, you are less likely to offend Westerners if you know that Westerners don't consider it polite to ask a woman's age or to ask people how much money they make.

2. How to communicate with foreigners

"Intercultural communication" is communication between people from different countries or cultural backgrounds; for example, between Chinese and Westerners. When people in China use English, it is usually to talk with foreigners, to read things written in foreign countries, to watch movies made in foreign countries, and so forth. So, it's good to know something about how to do this. ***

Actions:

<p>What is culture, anyway?</p>	<p>"My culture" Imagine that you have been invited to give a talk on "Chinese culture" to a group of foreigners who have never been to China before. What are the main things you would talk to them about?</p>	<p>"Learning Western culture from movies" In pairs or groups, do the following: 1) First list the advantages of using films as a way to learn about Western culture. 2) Then list the disadvantages. 3) Finally, list tips you would give to Chinese students who are learning about Western culture watching Western films.</p>
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II. Reading 3

Other reasons:

1. Giving explanations:

What do they already know?

However there are also less obvious reasons why it is important to learn about Western culture. The first of these is that it help to have an idea of what they already know. Imagine this conversation: >



Tourist: Who was "Zhuge Liang"?

Tour guide: He was one of Liu Bei's generals during the Three Kingdoms period.

If the Westerner has heard of Liu Bei, or knows roughly when the Three Kingdoms period was, the guide's explanation will help. But if not, the explanation doesn't help at all.

A good explanation needs to be based on what the listener already knows.

2. Persuading others:

What do they already think?

In order to effectively persuade a person to believe something, you need to base your argument on what they already believe. For example, imagine trying to persuade a Western tourist that Chinese medicine is good. If you argue that Chinese medicine must be good because of its long tradition, the argument isn't likely to be very effective. The Westerners may not believe in it. However, if you say many of these medicines have been scientifically tested, Westerners are more likely to be persuaded because they trust scientific testing.

Action:

Pair/Small Group Task: "The ten most famous people"

List the ten most famous people (places, events) in Chinese history. List them in order of importance. Be prepared to explain why each is important, and what this person symbolizes to Chinese people today.

1	6
2	7
3	8
4	9
5	10

Unit 12

What is the best way to study for tests?

I. Reading readiness: *If you could give just one piece of advice to students who are preparing for tests, what advice would you give?*

II. Reading:

What is the best way to study for tests?



Many students prepare for tests by "cramming," in other words, by studying very intensively immediately before the test. If the main goal is simply to pass the test, this strategy is not entirely bad; in fact, it has real advantages. Students who study hard the night before a test will usually remember much of what they study for at least a few hours.



However, relying heavily on a strategy of cramming right before tests also has several serious disadvantages:

- 1) The first problem is that if students don't study much during the semester, but then try to catch up right before the test, they will have to study very hard. This means they will probably be quite exhausted when they take the test and may do poorly.
- 2) The second problem is that students who cram tend to quickly forget much of what they learn.
- 3) Then, students who haven't really mastered English skills and knowledge, won't have a good foundation for the next semester.

So, what is a better way to study? In the long run, the best strategy for English is regular study and review, not intensive study right before the test. It is better for two reasons:



- 1) Students who study and review regularly don't forget so much of what they learn.
- 2) It is also more effective in helping students really learn,

which means that English knowledge becomes firmly rooted in their memories and is not quickly forgotten. So a strategy of regular study and review helps students build a firm foundation for further English study. ***

See who can 'take the cake' for the

funniest
worst
MOST
INTERESTING

exam experience:

When planning a strategy for exams, it helps to know your learning style - Research has shown that students can perform better on exams if they change study habits to fit their own personal learning styles.

Most people have a preferred learning style, though they can learn through a variety of styles. By knowing your preferred learning style, you can prepare more effectively for important exams.

We may be **visual, auditory, tactile/ kinaesthetic learners** or we may be a combination of these.

Visual Learners

You may have a visual preference-you can 'see' the desired goal, see it in pictures, use still and moving images and imagined scenes.

You may prefer: video, overhead slides, flip chart, coloured board markers, lively and engaging textbooks with lots of images. Memory mapping, visual note taking tools, visual display opportunities, keywords displayed etc.

Auditory Learners

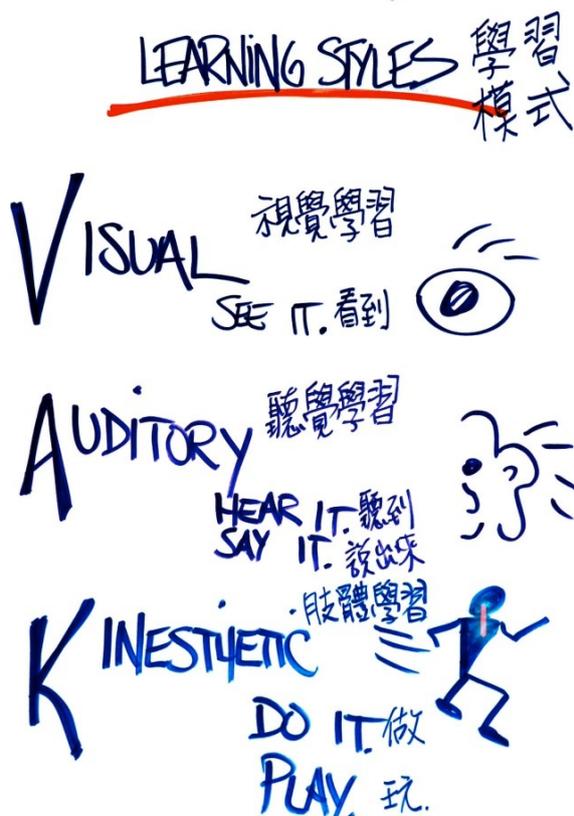
You may be more receptive to what others are saying. Internal dialogue is very easy for this group of people.

You may prefer group discussion, mini-debates, raps, rhymes, chants and verse, dramatic readings, listening to tapes, sound-bites, mnemonics, music for visualizing and relaxing. You may prefer to listen to a speaker.

Tactile, or Kinaesthetic, learners

You may access your learning goals by experiencing the feelings associated and through touch. You may prefer design and build activities, physical movement, mime activities, outside activities and field trips with a strong practical activity and element.

It is therefore very important for us as teachers to vary our teaching methods and styles in order to reach our students who do not just have one learning style.



Know your learning style

Beside each statement below are three choices: Often, Sometimes, and Seldom. Put a check in the space that most reflects your preference regarding that action. Put one check on each line.

	Often	Some- times	Seldom
1. I learn and study better by listening than reading			
2. I follow written directions better than spoken ones			
3. I like to take notes and write things down for visual review			
4. I study best with actual practice or making models			
5. I need to have graphs, charts, and visuals explained in order to understand and remember them			
6. I enjoy working with objects, using my hands, or making things			
7. I enjoy making graphs and charts to explain information			
8. I can tell if sounds match when presented with two sounds			
9. I remember best when I write things down several times			
10. I can easily understand and follow directions on a map			
11. I learn and study academic subjects better by listening to lectures and audio materials			
12. I often play with the coins and keys in my pocket			
13. I learn to spell words more easily by repeating the letters out loud rather than writing the words on paper			
14. I can better understand a news article by reading it rather than listening to it on radio			
15. I chew gum or eat snacks while studying			
16. I remember things best by picturing them in my head			
17. I learn to spell by 'finger spelling' words			
18. I would rather listen to a good lecture or speech rather than reading the same material in a book			
19. I am good at working and solving jigsaw puzzles and mazes			
20. I grip objects in my hands while studying			
21. I prefer listening to the news on the radio rather than reading about it			
22. I prefer to learn about something by reading			
23. I am comfortable hugging others, shaking hands, etc.			
24. I follow oral directions better than written ones			

Scoring: Below are the statement numbers divided into learning styles. For each check mark you put on the “Know your learning style” table, place the appropriate number in the matching column. At the bottom of each column, place the total for the numbers in that column. The highest number reflects the learning style that is most dominant for you. You may find they are fairly balanced, or mixed. There is no ‘normal.’ This exercise is just a suggestion that there are some types of learning activities that are most effective for you.

Often = 5 points Sometimes = 3 points Seldom = 1 point

Visual		Auditory		Tactile/Kinesthetic	
Number	Points	Number	Points	Number	Points
2 _____		1 _____		4 _____	
3 _____		5 _____		6 _____	
7 _____		8 _____		9 _____	
10 _____		11 _____		12 _____	
14 _____		13 _____		15 _____	
16 _____		18 _____		17 _____	
20 _____		21 _____		19 _____	
22 _____		24 _____		23 _____	

TOTAL points:

TOTAL points:

TOTAL points:

What to do?

Since every classroom includes learners from all three styles and blends, teachers need to provide both information and practice activities that appeal to different styles of learning.

Also, in writing exams, it is important to keep in mind that some exam styles are conducive to some learning styles, while being detrimental to persons with certain other learning styles.

For instance, following are types of exams that are helpful to and detrimental to different learners:

VISUAL:

If the visual learner uses visual cues while studying for an exam, such as diagrams, outlines, color coding notes, highlighting

while reading notes.

Best exams: draw map, outline, write essay

Worst exams: Listen and respond

AUDITORY:

Study by reading text and notes aloud, watch videos, use audio for language learning, recite with eyes closed.

Best exams: oral exams, or writing answers that they have studied by listening.

Worst exams: timed reading and responses

TACTILE, OR KINESTHETIC:

Study by walking while reciting, study in short blocks of time, study with others, flash cards

Best exams: Fill-ins, multiple choice

Worst exams: long tests, essays

Unit 13

How can I continue to improve my English skills?

I. Reading readiness: Now that you are completing the training program, how do you plan to continue practicing your spoken English and using it in classes you teach?

II. Reading:

How can I continue to improve my English skills?

In order to teach English well, English teachers usually need to continue studying even after their formal language courses end. There are **three main problems** you will encounter when you continue to study English on your own, and a good English study plan needs to take all three of these problems into consideration:

No pressure for study

When you are the teacher, you don't have a teacher who will make you study, and you don't need to worry about tests and grades, so it's easy to put off study, or even stop altogether.

Limited study time

As an English teacher you have many responsibilities that take up most of your time; you may feel you have only a few minutes each day, which doesn't seem enough.

Easily discouraged

People who study English on their own are easily discouraged and find it hard to remain motivated. After all, progress is hard to measure and rewards are few.

Keeping these problems in mind, how do you make a good plan for continuing to improve your language skills and your spoken English practice after this course ends?

Focus your study effort on one or two things at a time

Don't try to improve in every area all at one time. For instance, you might just work on vocabulary and listening; then switch to something else after a few months.

Set a study goal that really interests you

If you want to improve your ability to speak about certain kinds of content, focus your reading and vocabulary in that area, whether that be grammar, culture, or popular topics.

Choose a study method that fits your goal

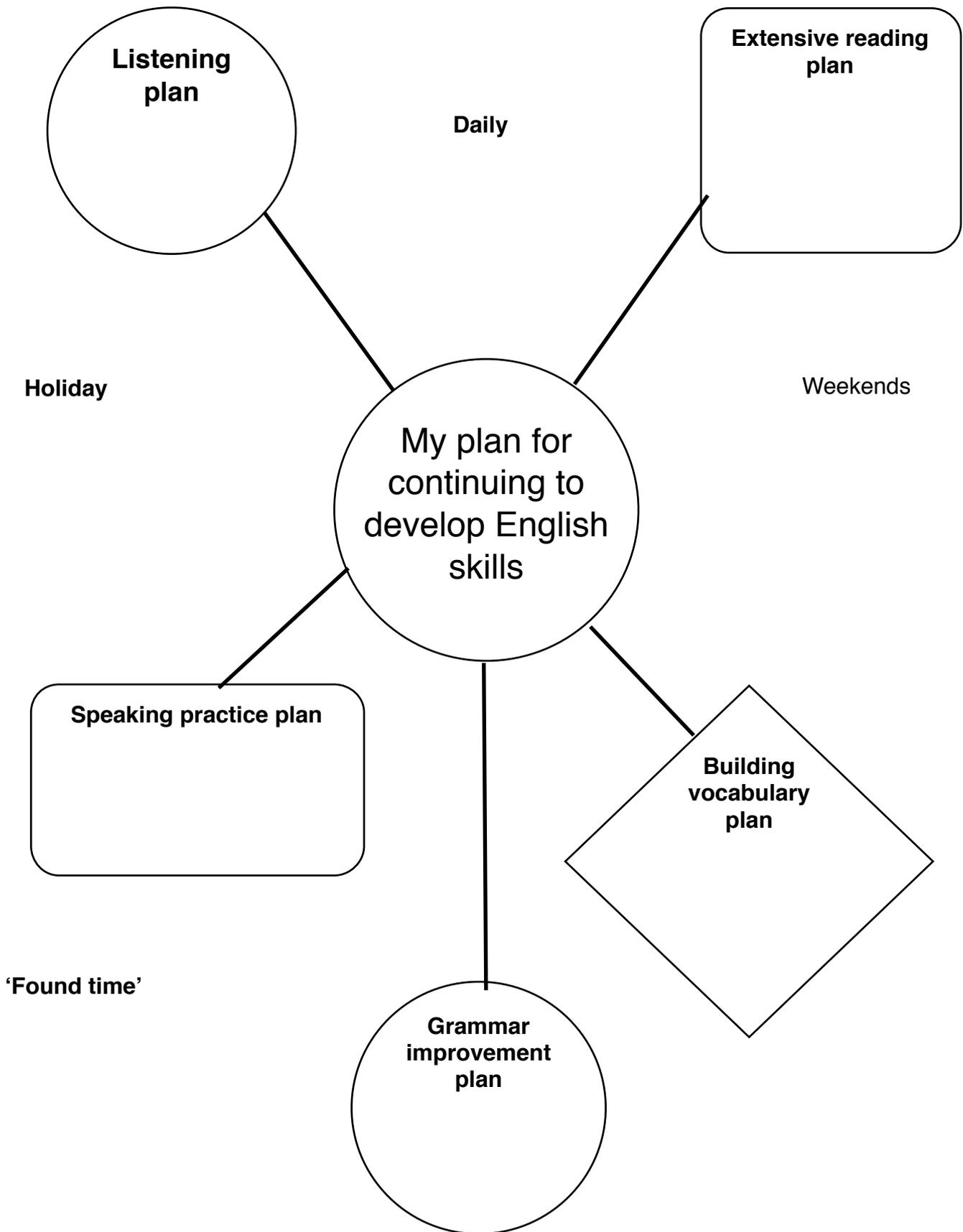
The most basic rule of language study is: You learn to do what you practice doing. If you want to improve your speaking fluency, then speak often, even to yourself, and especially in class.

Finally, don't give up.

Persistence will win out. As long as you keep studying and practicing, your English will keep improving. ***



This is a form for creating a 'mind map,' which is a free form method of making a plan. Some of the steps are already provided, but you may add more. Just draw a freehand line and circle from any of those on the page to create at least a tentative plan to continue developing your English skills. Write inside and outside of the shapes as you need.



Appendix I

Teaching Tips



Attitude:

The effectiveness of a teacher depends mainly on the teacher.

- It is normal to feel nervous at times
- Have a positive attitude and a plan for an organized classroom
- Students can learn a lot if they feel safe, respected, valued, and encouraged.
- Teachers can model all the qualities and actions they want to see in students.
- Develop a view of teaching that encompasses coaching, record keeping, guiding, knowing, enriching, and leading.
- The best teachers are also actively learning every day.
- Remember mistakes are valuable. If a person makes a mistake, they are at least trying to do something.

Children learn what they live

If children live with criticism, they learn to condemn.

If children live with hostility, they learn to fight.

If children live with ridicule, they learn to be shy.

If children live with shame, they learn to be patient.

If children live with encouragement, they learn confidence.

If children live with praise, they learn to appreciate.

If children live with fairness, they learn justice.

If children live with security, they learn to have faith.

If children live with approval, they learn to like themselves.

If children live with acceptance and friendship they learn to find love in the world.



Classroom Management:

Students need to know the expectations and rules in any class.

- Avoid making too many rules. Keep the rules clear and simple.
- Enforce rules fairly for all class members.
- At the start of the year send a positive letter home with great expectations for a wonderful year and a clear list of your classroom rules.
- If you have a student who has a reputation as a troubled student, find something positive about that student in class and call his/her home with a good report.
- Project your voice by good breathing that increases volume. Vary tone and pitch so that you will not put students to sleep with a monotone or too soft voice.
- Move about and be as animated as possible to increase student attention.
- Keep an assignment book in the classroom. This is a place where the class monitor writes down everything that was covered in class that day so any student who was absent can check the assignment book upon returning to class.
- You should establish a discipline procedure that does not require you to stop what you are doing to control minor misbehaviors.
- Add as much fun as you can to the learning process. More flies are caught with honey than vinegar.
- Have specific examples of student work for parent/ teacher conferences.



Teaching Time:

Plan lessons carefully. Lesson plans for a week or month or a semester will help you to see ways to increase student learning through varied activities, repetition of key concepts, and preparation for tests.

Know how students learn at the age level in your classes. Search for ideas and methods that can help them learn.

- Notice how your body language and tone of voice are picked up by students.
- Move around in the classroom and among students.
- Enhance your classroom with positive visual stimulation in words, pictures, or both.
- Make homework count. Vary homework between the easy to complete and what will be more time demanding.
- Plan to be flexible. Exhibit a positive attitude towards unexpected interruptions

- Have something on the board that will help students get right to work when they enter class. Examples: The homework for the day; a question or quote of the day to write in a journal; a picture on display for them to describe or create a story about it.
- Have a consistent method for taking attendance, returning homework, calling on students - this will give a sense of structure and security for students
- Plan for class assignments that will allow students to work with a partner or small group. Life skills and workplace skills require students know how to work with others.
- Testing is crucial to students' future options so while you try to equip them to do well, how will you also decrease the stress they feel over testing?



Additional Reading

Where did English come from?

Like all languages, English didn't appear out of thin air; rather, it belongs to a family of languages. However, the question of who its ancestors were is somewhat complicated - more so than for many languages.

Basically, English is a member of the Germanic language family, and it gets much of its grammar and its most basic vocabulary from that side of the family tree. This means that English is related to German, Dutch, Danish, Norwegian, Swedish, and several other north European languages. (Because of grammar and some vocabulary similarities, speakers of these languages tend to find English easier to learn than speakers of other languages do.)

However, many of the words in English actually come from the Romance language family, the family that includes French, Spanish, Italian, and several other languages. This is because about a thousand years ago, England was conquered by French-speaking Norman people, and during the years that the Normans ruled England, many French words entered the English language. So it can be said that English really has two parents - one Germanic and one Romance.

Additionally, English has also borrowed a great deal of vocabulary from other languages. Many words related to science and scholarship have been created from ancient Greek or Latin roots. In fact, so many English words have Greek or Latin roots that students who know these basic roots can often guess the meaning of unfamiliar English words. Finally, English has borrowed many words from other modern languages - and keeps borrowing new words all the time. So, English is an international language not only in the sense that it is used all over the world; it has also borrowed words from all over the world, so to some degree many of the world's languages are represented in English.

How long does it take to learn English well?

It is impossible to give a specific answer to this question, but for most students it will normally take at least several years.

Of course, this does not mean that after several years of study all students will have mastered English. If students don't study hard, or if they only focus on passing tests, it is quite possible to study hard for several years and still have relatively poor English skills.

However, students who make the effort to learn more English, and to practice using their English skills, will find that as long as they keep studying and practicing, their skills will continue to improve. There are many success stories in China - people whose English skills have become very advanced - and each of these people is a reminder that it is possible for Chinese students to become very good in English. For some people this is easier than others, but virtually all students are able to become quite competent in English if they continue to study wisely and hard.

Who decides what is grammatically correct and incorrect?

Students sometimes seem to think that English grammar rules originated in grammar books, and that they stay the same forever. Of course, however, grammar "rules" actually come first from people. In fact, we might say that grammar rules are the shared language customs of a group of people, shared ways of using the form and order of words to convey different meanings. And, just as the customs of a culture tend to change over time, grammar rules also tend to change.

If you look at an English book from 500 years ago, you can clearly see that English grammar has changed since that time. For example, 500 years ago an English speaker would have said "thou shalt" instead of today's "you shall" or "you should." And even today English grammar continues to change. For example, 20 years ago an English speaker would probably have said "Did anyone forget his coat?" However, today many English speakers would say "Did anyone forget their coat?" This particular change is caused largely by the fact that many people are not comfortable using the word "his" to describe both women and men, but it is still a good example of grammatical change.

So who decides what is grammatically correct? Of course, grammar books and language experts can sometimes tell users of a language what is right and wrong. But in the long run, popular consensus tends to be more powerful, and when most of the people change the way they use language, the grammar books and experts will eventually also change too.

How important is it to learn English slang?

The simple answer is that it isn't very important for most Chinese students to learn English slang. In particular, it is usually not a good idea to study slang expressions in books and then try to use them. In order to understand why, we need to understand what "slang" really is.

Slang isn't just informal English. Real "slang" consists of fashionable words and expressions that are used by people to show that they are part of a certain group. For example, many Americans in the 1960s used the word "groovy" (good) to show that they were modern and "cool." However, once everybody started using the word "groovy," it wasn't special anymore, so most people stopped using it. (Now people would probably laugh at anyone who used the word "groovy.")

One reason why it is not a good idea to learn slang from books is that real slang changes too quickly. Most slang expressions don't last very long, so by the time someone collects slang expressions, puts them in a book, and publishes the book, many slang expressions are already out of date. (A few slang expressions survive and become a regular part of the language, but not very many.)

Another reason not to learn slang from books is that proper use of slang is also closely related to culture, and when students use slang in ways that aren't culturally appropriate, it often sounds quite funny. When students learn a slang expression from a book, they often don't learn the right social context for using the expression. So when they actually try to use the expression, they often use it in a way that is socially inappropriate, and they are likely to be laughed at.

So it is probably best only to try to understand slang expressions, not to use them very often.

