

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

Teacher's Book

Table of Contents

To the Teacher of this book	3
Unit 1 Why should language teachers be language learners?	9
Unit 2 What is the most important role of the English teacher?	7
Unit 3 Why do students fail to learn English well?	13
Unit 4 What is the best way to learn English?	15
Unit 5 Why is listening in English so hard?	17
Unit 6 Is it useful to practice speaking English with other students?	19
Unit 7 Should I try to sound like a native speaker?	21
Unit 8 Which is more important - fluency or accuracy?	23
Unit 9 What is the best way to develop reading skills?	25
Unit 10 What is the best way to build vocabulary?	27
Unit 11 Why study culture along with English?	29
Unit 12 What is the best way to study for tests?	33
Unit 13 How can I continue to improve my English skills?	35
Appendix Primary School Supplement	37

A publication of
Amity Foundation
Editor, Lynn Yarbrough
2014, revised

With thanks to the planning group during SEP 2011: Jane Coates, Virginia Heslinga, Sheila Botein, Clare Nobbs, Loretta Denson, Anne Wire, Phyllis Merritt and Ed Hobart
Special thanks to Jane Coates and Virginia Heslinga for contributions to editing and writing

To the teacher of this book

“Learning English” is a textbook for use in the Amity Foundation Summer English Program (SEP.) With volunteers from so many different places and backgrounds, teaching lessons based on such a variety of sources, it is good to have one common textbook across all this diversity.

The foundation of this “Learning English” is a textbook written by Don Snow, with Amity Foundation at the time, in collaboration with a number of Amity long-term teachers.

This version is a new layout with reduced content. This is the teachers book; for the first time, there is a separate book for students. Each participant in your classes will have the student book. You have both and it is intended that you would use both in your lesson planning.

As always, the lesson planning is flexible; pick and choose among the activities

suggested; consider any of the activities suggested among the lessons as a resource to be used with any other appropriate lesson, or dream up your own. The idea is for the participants to talk among themselves, respond in a variety of ways, report to you and to each other, and have a good time exploring all the complexities of learning English.

The nature of the content is based on the theory of learning English, perhaps as their students may be learning it. Some of the participants in these classes will be teachers of middle schools, either junior or senior, but others will be teachers in primary school. Of course, primary school children learn English differently. Consider varying the activities based on the participants in your classes. If there are a number of primary school teachers in your classes, check out the Primary School Supplement or add your own.



Conducting the Lessons

Readings:

Each lesson begins with reading the text, which introduces the topic. Each topic deals with one aspect of learning English. Since the participants of the SEP are all English teachers, they should be familiar with the topic. The point of each lesson is to foster conversation, discussion, expanded understanding, strengthened vocabulary, and exposure to a variety of teaching methods.

Instructions for the reading:

The reading for each lesson is found in the student book. Treat each chapter reading in various ways, day by day, to maintain interest.

- As homework, with review, comprehension questions in class
- Read in unison, practicing proper stress and intonation
- Assign one point to each table and ask them to present the information as a report
- Sometimes the nature of the way the reading is presented will suggest an approach

Extending the reading:

After the reading, verify that the meaning is clear, ask if there are new words or phrases with which they are not familiar, add any comments you think are relevant to the reading.

Conversational Practice Activities

Following the reading are a number of activities that serve as conversational practice. The purpose of these activities is to stimulate conversation and discussion among the participants (the Chinese teachers of English who are participating in this program.) The point is for them to express their ideas in English, in order to improve fluency and maintain accuracy in speaking English.

The content is a tool around which to build conversational practice activities.

Regarding these activities, they should: Assure that the greatest number of participants will be speaking at any one time. Ways to accomplish this include:

- Reciting in unison - while this method should be limited, it does accomplish a number of good results: participants can speak without fear of making a mistake and can practice patterns of speech so that they become a habit.
- Jazz Chants are excellent exercises in speaking in unison. Jazz chants reinforce pronunciation and intonation while also being relevant to the content. Use them as inserts in between other activities to provide variety and movement (stand up to do the jazz chants if participants have been sitting a while). Examples of jazz chants can be found at the back of this book, on pages 19-20 of the student book, and online at <http://www.short-term4china.org.uk>
- In the Tool Kit is a series of lessons called The Dialogue Course (Part IV). Even if you don't use the lessons, the dialogues at the beginning of each lesson provide good exercises in small units that can be said in unison.

Arrange conversation activities in small groups or pairs (see below for methods in using small groups): In this way, everyone gets to speak and to practice listening in small units of time. In order to introduce variety, use different methods to mix up the groups from time to time (changing groups too frequently is annoying; too seldom may leave dysfunctional groups together too long). See page 188 in the Tool Kit for ways to divide groups.

Throughout the Teacher's Book, conversation practice activities will often suggest "pair/group" arrangements, but each one can be conducted in multiple ways. You can choose from the following, consult the Tool Kit, or devise a variety of ways to conduct the activity.

Keep in mind:

Learning styles and movement - not everyone learns in the same way, and in any case, variety in activities is essential for sustaining interest and enthusiasm.

Within each hour some movement must be employed. Insert action in between group discussion sessions with jazz chants, concentric circles, language games, or treasure hunts, etc. Employ multiple senses.

Pair/Small Group Tasks are good for speaking practice because many students have a chance to speak. Shy or nervous students are under less pressure in small groups because they can choose not to speak, but still find it relatively easy to speak up when they feel comfortable.

Procedure:

Place students in pairs or groups of four or five. (Larger groups give fewer people chances to speak.)

Give groups a clear task, so that they know exactly what they are supposed to do. (It is harder for groups to get started if you only tell them to "talk about" something.) Good examples of tasks include:

"Make a list": (Ex: List the most beautiful places in your country.)

"List reasons why _____": (Ex: List ten reasons why middle school children should -- or shouldn't -- study a foreign language.)

"List advantages and disadvantages of _____": (Ex: List the advantages and disadvantages of using standardized examinations to determine who should have the opportunity to enter university.)

"Prepare directions": (Ex: Prepare a list of directions for how your foreign teacher

might bargain in the market.)

"Decide whether or not ____" (Such as whether or not middle school students should be allowed to date.)

"Agree or disagree with (a statement)" (Such as "It should be against the law to not wear a seatbelt when riding in a car.")

Reports: when asking groups for reports, ask each group for only one item, going from group to group, collecting report information. Go around two or three times if necessary to collect all the information.

Concentric Circles:

Concentric circles are good for several purposes - for groups in which members are less able to sustain a lengthy conversation in English, or just for sharing opinions about a variety of topics which don't require lengthy responses, and, not least, to provide movement and physical activity to break up long sessions sitting at a desk.

Divide the class in half and ask one half to form a circle; then the other half of the class forms a circle around that one, so you have an inner and an outer circle, with pairs facing each other.

If your room does not have movable desks, you can do the same thing with two lines facing each other, but the persons at one end have to move to the top at each move.

Give the assignment, i.e. "Tell about your favorite English teacher" and begin with a signal (clap hands, play music, ring a bell); on the signal participants share with the person across from them for 2 or 3 minutes, taking turns with their pair partner; repeat the signal and the inner (or outer) circle takes two steps to the right and repeats their description, etc.

The procedure can be repeated several times. You may also introduce a different topic after a particular topic has been repeated a few times, to retain interest and to expand practice.

Just-a-Minute - loosely based on a BBC radio show, and used as a warm-up or a wake-up if things get slow. Each person is to speak for one minute, 60 seconds, on a single topic, without hesitation or repetition. This can be done in table groups, small circles, or everyone speaking at the same time.

Use caution in planning activities in which only one person is speaking and the rest of the class is listening:

Minimize the amount of time that all of the class is listening to one person. Even if individuals are speaking sequentially for only a couple of minutes, that means each person speaks only once in nearly half an hour. If you ask for reports, consider spreading them out over 2 or 3 days, or at least intersperse reports by one person with a short activity in which all are involved.

Debates:

Debates are useful methods of conversational practice, if they are conducted properly. See page 12 of this book for more guidelines for debates.

Encounters with Westerners:

A unit of the Tool Kit (Part V, beginning on page 169) entitled “Encounters” can be very useful in conducting conversational practice for these lessons. Some are already included in this text. General instructions are given below.

For further ideas, see the website <http://www.short-term4china.org.uk>,

“Encounters Critical Incident Stories.ppt”

Each segment consists of a “critical incident,” a story in which there is an encounter between a Chinese person and a westerner that results in a misunderstanding. The discussion activity is to explore why the westerner acted and spoke as she did and what conclusions

Read or tell the story, speaking slowly, repeating if necessary. You may decide to act it out as a role play, with your teaching assistant playing the part of the Chinese person.

Conversational practice may employ one of the following, or other methods you devise:

- First, verify everyone understands the story and situation. Ask each group to discuss reasons why each person behaved as they did. They should consider cultural differences, both on the part of the Westerner and the Chinese. They should list as many reasons as possible, even ones that put the Westerner in a bad light.
- When sufficient time has elapsed, ask for reports, one suggestion from each group until all the reasons have been reported.
- Act it out – As a form of report, in a group of four, two people may act out the story as written, with each character having a “double” explaining to the audience why his or her character said or did as they did.
- Write letters to Xiao Lee or Xiao Wang, giving them advice in this situation; ask volunteers to read their letters to the class.
- Ask: What would you do if this happened to you? Have you ever had such an experience?

Follow up: After the basic story presentation and reports, skits, etc. you may like to give a short lecture on Western culture regarding situations such as this, add some idioms, or suggest which of their solutions are the most plausible. Don’t overlook the fact that not all Westerners are alike, so they should not assume that all Westerners will behave in this way.

You will find other useful tips for teaching “Learning English” by viewing the PowerPoint on <http://www.short-term4china.org.uk>, Teaching Resources, “Learning English Textbook TS.ppt”

Unit 1

Why should language teachers be language learners?

- I. Reading readiness:** Ask: *Why is it important for language teachers to have experience as language learners? List as many reasons as you can think of.* Ask for reports.
- II. Reading:** Lead the class through the reading, according to the plan you have selected (see page 4 for suggestions, or design your own method.)
- III. Follow up to reading:** Clarify comprehension, vocabulary, etc.
- IV. Conversation practice activities:** Choose from the following those activities that are most suitable for your classes, or develop your own activities that will promote speaking and movement among participants.

A role model

There is space in the student book for some preliminary thinking about a teacher who was a role model for language learning, suggest they make some notes. Then, share this information with group members.

They should listen to the stories of other group members. Take notes, and be ready to report on at least one of the teachers you heard about, explaining what made him or her a good role model.

In advance, obtain colored paper on which to print characteristics of model language teachers, one per sheet. As the reports are made, make mini-posters to tape on the walls.

Pair/Small Group Task: "Ten rules for learning English"

Say: "Imagine that a young Chinese student comes to you and asks for advice about how to learn English. Based on your experience learning English, what would you tell him/her? (See student book)

In pairs or groups: 1) Make a list of ten "golden rules" for learning English. State each as a rule. (Ex: "Regularly review vocabulary words.") 2) Decide which three are the most important. 3) Be ready to present your rules to the class, and explain why you felt the top three were the most important."



Pair/ Small Group Task: "What are the characteristics of a good language learner?"

Instructions: Based on your experience as a student and teacher, do the following: 1) List characteristics of good language learners. 2) After you have a list, discuss and decide which three characteristics are most important.

Record on the board each characteristic. Group like characteristics. When completed, review the list orally.

**Pair/ Small Group Task:
"Troubleshooting: If continuous study of language is a good thing, why don't we do it?"**

Instructions: Introduce the activity by saying something like, "Most of the instructions for new electronic devices will include a page called 'Troubleshooting.' On this page will be a list of things that might go wrong, and a corresponding action we can take to try to fix it."

Instruct the groups to use the chart on page 4 of the student book to create such a page for continuous language learning. In the left column, each one is to list reasons why English teachers don't do this, or find it difficult to do. Then, working together with their group members, and members of other groups, think of solutions to those problems.

Find creative ways to elicit reports and sharing. Some thoughts:

1. Pair up groups to share their problems and solutions. Group members can take turns sharing ONE of their problem/solution ideas. Ask members to add to their charts those ideas they find most useful.
2. Instruct half the class to list problems, the other half to list ways teachers can study continuously. After lists are complete, match up groups to see how many problems can be matched with solutions. Work to find solutions for all problems.

Why is learning English important?

Ask the participants this question, asking for a few volunteers to respond. Then, assign a category to each group and ask them to list many reasons for learning English based on that category. While the groups work, walk around, stimulating their thinking, prodding them to think more deeply. When finished, share.

An alternate method: For each category, give groups slips of [colored?] paper on which to write: one reason on one slip. As they share, make paper chains to use to decorate your classroom as a reminder of the importance of learning English.

Sample categories (you may think of others)

Technology, Jobs, Education, Travel, Communication, Personal development, Knowledge

Tips: 80% of computer data is stored in English; in disaster relief, international agencies use English; English is the main language of diplomacy, science, international conferences and sports; career opportunities re greater for English speakers; many jobs require English; learning a foreign language builds self-confidence and enhances thinking and communication skills; English is an international language; travel, study, and more.



Unit 2

What are the most important roles of the English teacher?

I. Reading readiness: Ask the participants to follow the instructions in their student book, Ask for reports.

II. Reading: Decide how to present the reading for this text. Follow up with comprehension questions.

III. Conversation practice activities: Choose from the following those activities that are most suitable for your classes, or develop your own practice activities that will promote speaking and movement among participants.

Role Play:

On page 6 of the student Book, are two blocks that elicit ways a “sage” and a “coach” would approach teaching English. Ask participants to think about the two roles and how each would shape classroom roles. After some minutes of cooperative work in groups, provide some props that might reflect a ‘Confucius’ and a ‘coach,’ and invite volunteers to conduct a dialogue for the class, indicating reasons for adopting the individual role.

Hats:

Collect several hats of any kind, baseball caps, etc.; prepare index cards or piece of paper with pins or clips to attach to the hats.

Explain the idiom as in, ‘a teacher wears many hats.’

Ask them to use the space in their student book to think of different roles a teacher plays, ‘actor, parent, boss, drill sergeant,’ come to mind; there should be others. After a few minutes, collect a list. Print role names on index cards or paper slips, attach to hats and have a role play in which the person wearing the hat of ‘parent,’ say, tells how a teacher is like a parent. Continue for several roles.

A good teacher is

Prepare large cutouts of stick figures (see below), one for each group of three or four); print on each one, “A good teacher is...” Ask participants to write with colored markers various characteristics of good teachers in large letters on their ‘teacher.’ Place cut out figures on the wall as reminders.



A Good Teacher: Puzzle it out

If your class finds discussion to be difficult, consider this activity to stress characteristics of a good English teacher.

Use one large piece of poster board for each group. Print with colored markers various phrases and words (see list below) at angles around on the poster board, several per sheet. Use different phrases on each sheet so the total is rather large.

Then, cut the poster board into a variety of shapes, at least as many as there are group members.

Mix up the pieces and place them on the tables, one poster board per table. The group assembles the puzzle pieces. When all groups have assembled their puzzles, have each group read the characteristics on their poster and discuss how this is true.

Some suggested characteristics:

- High expectations of yourself
- High expectations of your students
- Good preparation and planning
- Clear learning objectives
- Good organisation
- Good, clear communication. Good instructions.
- Someone who has good control of the class
- Encourages independent learning and skills
- A motivator
- Good sense of humour
- Warmth, care and good relationships with the students
- Develops the skills of the students
- Able to judge the correct level of work for the students
- Good relationships with the parents of the students

Advice for a new teacher, tag game:

Refer to the section of the student book, page 2 of Unit 2, about giving advice to a new teacher. Ask for a few entries in that space, then extend the exercise by using a role play tag game.

Ask for a volunteer to hold up a small sign saying:

**“Help, I am a
New Teacher”**

Call on a group and ask them for advice, in the form of, “You should...” or, “You shouldn’t”

After a few suggestions, the ‘new’ teacher can ‘tag’ a classmate, who then becomes the ‘new’ teacher, who repeats the process. Continue until several people have been the “new teacher” and all groups have made several suggestions.

Obstacles:

The student book has a block of type that lists a number of obstacles or problems that Chinese English teachers face. The items are run together without breaks or capital letters. The enlarged or artistic words are not necessarily key words. Ask them to follow the instructions, then to compare with group mates. Point out that some problems are beyond their control, but even those can be worked around or minimized with good tactics.

Collect the three most serious problems from each group and assign each group one; ask them to develop strategies for circumventing or overcoming to the greatest extent possible.

Debate:

The following two pages suggest a debate for this lesson, as well as for any lesson. The student book also has instructions for debate procedures and phrases. Review debate procedures and practice using the phrases before conducting a debate, at least for the first time.



Ping-pong Debates are informal debates on topics that have two fairly equal sides. The idea is that responses must alternate between ‘for’ and ‘against.’ Teams may be assigned a position, or individuals may voluntarily respond, so long as they alternate between the two points. Try to spread out the responses among the class so that more than just a vocal few speak.

Possible topics for today:

- **“Does my English have to be really good for me to be a good role model for my students? “**
- **In English class, should only English be used?**
- **Is an English teacher more like a “sage” or a “coach”?**
- **Should English classes be lively, with songs and games?**
- **In spoken English, which is more important – accuracy or fluency?**

Sources of debate topics for other lessons:

- Examine each topic in this course for potential debate topics; debates, like any other method, can be overdone, but if they are done in such a way as to allow a lot of participants to speak, they provide interest and variety
- Check the China Daily English website for topics being discussed in China
- Ask class participants about issues that are discussed in education circles regarding English learning
- Use debates for any lesson in which it appears to be useful

Instructions for debates:

Debates are useful tools in stimulating thinking, fostering cooperation, and creating interest in a topic. Consider debates whenever the content of your lesson contains debatable topics.

A debatable topic is one in which there are opposing opinions. If everyone agrees on something, there is nothing to debate about. Factors that contribute to a topic being debatable are:

- Participants care about the topic, are interested in it. If the participants don't care about the topic, the debate won't be lively.
- The arguments for each side should be fairly equal; at least, there should be good reasons for both 'pro' and 'con' arguments.
- The participants should know enough about the topic to develop a list of arguments, or reasons, for their position. Perhaps they can look up some information with advance notice.

Caution: Debates need to be conducted so that the largest number of people can be speaking for the greatest amount of time.

Procedure for a formal debate:

- Present the idea of a debate, the topic for the day, the positions of 'pro' and 'con,' the rules.
- If this is the first debate of the program, present the vocabulary (see page 8, student book) and practice it.
- Then, assignments should be made, with half the class assigned to each position, 'pro' and 'con.'
- The preparation phase should take the greatest amount of time so that most people can be involved in developing their arguments, or reasons, why their position is the correct, or best, one.
- Move around among the groups, giving help as needed for developing the strongest positions possible.

- Then, have at least one, preferably more, mini-debate by putting groups together to debate group-to-group, simultaneously with other groups, so that the entire class is engaged in debating at the same time.
- You can actually extend this activity by first having them debate two by two, then switching and debating again. Then, have a group of four debate another group of four, switching and repeating. These mini-debates would be limited in time, but be long enough that each side has put forward a couple of ideas each.
- Finally, conduct the full-fledged debate with either representatives from each group, or conducting as many debates as needed so that everyone has a chance to debate.
- Monitor the debates to be sure they stay on task and don't endlessly repeat their arguments. Stress that their purpose is not to convince the other group but to put forward the best arguments and rebuttals.
- At the end, comment on each side's good points and good use of English.

Alternate forms of debate:

Ping Pong Debates: Divide the class into two groups and assign positions. Provide time for pairs or groups to develop arguments. Then, conduct a back-and-forth debate, with one side stating on position and the other side countering it. Make sure that everyone has a chance to participate, not just the verbal few. This is a shorter form of debate and would take less time.

Popcorn Debates: In this form of debate, each person can choose the side he or she agrees with, but after every 'pro' statement, a 'con' statement should be made before another 'pro' statement can be made.

Again, this is a shorter form and would take less time.

Unit 3

Why do students fail to learn English well?

I. Reading readiness: Ask the participants to follow the instructions in their student book, to take the multiple choice 'exam,' and then among their group, discuss the ones they feel are the most serious. Ask for reports.

II. Reading: Decide how to present the reading for this text.

III. Conversation practice activities: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

Thumbs Up!

Thumbs Down!

Ahead of time, ask some students for a list of ways they studied English when they were in junior middle school (exams, reading, listening to the teacher, drills, exercise books, etc.)

As you read the items one by one, direct class members to respond by holding up a hand with the thumb up or thumb down, depending on whether they had liked or not



liked that activity, and why.

After you are satisfied that the activity has gone on long enough, ask:

“How have things changed? How is learning English different today? Make a list on the board as individuals respond.

Is it worthwhile to study English?

A group project; introduce the situation (see student book) and after discussion, ask for reports

Debate: Should All Study English?

In China all students, from primary school through university, must study English, yet many never develop functional skills.

Conduct a debate on who should be required to study English, beginning when and for how long.

The question is:

Should all Chinese students study English?

Pro: Yes, all should study - list reasons

Con: No, only some, decide who, when, how long?

Assign sides to participants in whatever way you choose, but try to have an even number of groups so they can debate each other.

Introduce the topic and assign positions. Each group should argue for its assigned side. Allow 10-15 minutes for preparation.

Then, pair up groups and ask them to debate simultaneously, taking turns from one side to another, for five to ten minutes.

Move groups around and repeat the process for another five to ten minutes.

Ask each debate team to select one person to join a class-wide debate. Conduct a debate in front of the class, allowing group members to make suggestions to their team members.

WHEN IS STUDYING ENGLISH NOT STUDYING ENGLISH?

In China, studying English is often not for the purpose of speaking English, but as a tool for determining who can go on to further study or enter certain programs.

Ask participants to draw pictures in some blank space in their student book that show how English is used. They should label each picture and explain them to their group members. (Possibilities: doors, gates, bridges, hurdles, stairs, and more)

After everyone has drawn pictures and shared them with group members, ask for two or three participants at a time to volunteer to come to the chalk board to draw one of their pictures and explain it to the class, repeating the process until there are no new ideas.

How to encourage students to practice speaking, even outside of class and without the pressure of exams?

If the best way to develop skills that lead to speaking, reading, and writing English is for students to take the initiative to develop their own plan and to carry it out, how can you as a teacher encourage and promote this?

Pair or group work: Discuss ways teachers can encourage students to take initiative for improving their own English skills, especially for speaking and reading.

Who do they know who has done this? What did they do? Is it only an internal motivation, or can teachers encourage it?

Encounter: The Compliment See Page 6 for a more in-depth explanation of Encounters in these Learning English lessons. The critical incident that follows talks about a Chinese person who tries to help a Westerner in a museum. An issue in the student book talks about whether it is worthwhile to study English. This story as it is acted out and explored may relate well to this topic. The story is below; read it or tell it slowly and clearly, twice if necessary.

Xiao Wang is a university student visiting a local museum; there he meets an older western man. Unfortunately the explanations of the exhibits are not translated into English and the man can't read them, so Xiao Wang offers to explain all the exhibits to him.

However, as he begins he soon finds that it is very difficult to explain about all the ancient artifacts in English. He makes a lot of mistakes, and often has to admit that he doesn't know how to say what he wants to say in English.

By the time they reach the end of the museum, Xiao Wang feels very tired and discouraged because there are so many things that he can't say in English.

However, the man smiles and thanks Xiao Wang for his help, and then says "Your English is very good." Xiao Wang says, "I'm sorry. My English is very poor."

Ask class members to discuss among themselves possible responses to the following questions. Say, there are no right or wrong answers, but they should think of many possible answers, and then consider which ones are most likely:

- Why did this college student have so much trouble helping the Westerner understand the museum exhibits?
- Would it be worthwhile for him to improve his spoken English? Why? How?

Unit 4

What is the best way to learn English?

I. Reading readiness: Allow a few minutes for participants to share responses to the question, “What is the best way to learn English?” Ask for some volunteers to write their ideas on the board, repeat until no one has any new ideas to add.

II. Reading: Decide how to present the reading for this text.

III. Conversation practice activities: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and active participation.

Follow-up to reading:

1. If you had volunteers to write their ideas on the board for the best way to learn English, look at the items and tag with Rule #1 and Rule #2 to show how they stack up. If an item doesn't meet the rule, could it be adapted so that it does.
2. Actually, Rule #1 and Rule #2 are essentially the same. If you put them together, you have, **“Practice doing what you want to improve on in the way that is closest to your desired result.”**
3. Make some cards similar to the following (add more topics), and give one to each group. Ask them to list as many ways as possible to apply the rules to achieve the desired result.

I want to speak
English more
more fluently

I want to read
more smoothly

I want to improve
my listening

- **Reading aloud in the morning**
- **Memorizing and reciting passages from textbooks**
- **“Crazy English”**

A common practice among Chinese students is to find a spot outside (or in an open area inside in bad weather), stand and read aloud from passages in their textbooks. Other common practices include: memorizing passages from texts, and following the styles promoted by “Crazy English,” (ask your students).

Are these methods effective? What skills do they develop? Ask the participants to work in their groups to decide just what skills are developed by these and other activities commonly used. (see section in student book)

For your information: Ask your class members what methods Chinese students commonly use to study English. Ask why these methods are followed.

Practice makes perfect - or does it?

In fact, a skill practiced with mistakes will make the mistakes permanent. But, no skill will be perfect without practice. So, in deciding how to spend time practicing, choose the outcome you want and select the methods most likely to contribute to that outcome.

Below are (1) goals for English study; (2) Methods of study and practice. Place these on cards or slips of paper, in multiples; there should be more method cards than goal cards (add others as you like). Distribute to class members, asking them to walk around to match up goals and methods by linking arms and forming a human chain, with the goal at one end and the methods stretching out from the goal. There are no doubt many combinations, the issue is to think about how to match goals with methods. When everyone is in a chain, ask each group to explain their goal and associated methods and reasons for selecting them.

Goals:

- Speak fluently, improving accuracy
- Read with comprehension
- Improve listening skills
- Understand Western culture more clearly
- Speak accurately in class as a teacher
- Read novels in original English
- Read Western newspapers with minimal difficulty
- Gain knowledge about world history and current events and be able to use English in talking about them

Methods:

- Watch a DVD several times, first with Chinese subtitles, then English, then none. Make a vocabulary list of frequently used words and phrases.
- Read China Daily and other English newspapers, marking new words, looking them up later, then re-reading passages with new words to check your understanding in context.
- Carry a small notebook with you at all times; write new words and basic meanings as you encounter them. At least once a week, look over the words added, checking the dictionary for multiple meanings. Review previous words periodically.
- Use the Internet to check for idioms found in reading and listening exercises.
- Listen to VOA and BBC every day, taking notes of basic facts and names of countries and leaders, as well as for new words and phrases.
- Watch or listen to Chinese news every day to be familiar with current events,
- While walking across campus, on the street, or at home, speak softly but audibly, describing what you see, expressing your opinions about actions you see or advertisements you see, or talk to yourself about things you need to do, etc.
- Read a Western novel, first in a bilingual, adapted version, then try one chapter in the original. Do not look up words, but mark them. See if you can understand the meaning without looking the up. After consulting the dictionary, re-read for understanding.

Unit 5

Why is listening in English so hard?

I. Reading readiness: The participants are asked to evaluate their listening skills during this first week of classes, and to express that evaluation in a percentage, from the first day until today. You might walk among the tables to see how they have evaluated themselves. It might also give you an idea of how well they are understanding you and the other foreign volunteers.

II. Reading: Since this is a lesson on listening, the reading will be from this page and be oral. Read the text aloud; the student books provide various kinds of feedback for them to employ as you read each paragraph. Be careful to notice if they need you to repeat or to slow down.

Why is listening in English so hard?

1. For beginning students of English, the main reason listening comprehension is difficult is that there are simply too many new and unfamiliar words. But, even students who have studied for years - and who know hundreds or thousands of English words - often still find listening comprehension quite difficult. Why?

(pause for them to write, watch to see if most people are understanding; repeat if necessary)

(The following paragraph is presented with blank spaces left for certain words (underlined in your text). Pause periodically for them to write the words they hear; but don't stop for every word, since that would negate the point.)

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

(For the following paragraph the assignment is to identify the important skill, "listening fluency." Later, there will be opportunity to interpret and reinforce this skill.)

3. So it is very important to build "listening fluency," or, the ability to recognize and understand English words and phrases very quickly when you hear them - without pausing to translate or try to remember the words. Obviously, this is a skill that is built mainly through practice - lots and lots of practice.

(For the following paragraph they are to make a list of different types of listening materials.)

4. What is the best kind of listening practice? There are many good ways to practice - listening to the radio, MP3s, to native English speakers, and even to non-native speakers of English. These days, the Internet is a good source of listening material.

5. The most important thing is to find listening practice material that has the right level of difficulty: not too easy, or it will be boring, but not too hard, or it will be too frustrating. Even more important is to practice, practice, practice.

(Pause while everyone finishes up their responses; they may need to check with others to find out things they missed. Don't be in a hurry, move around the room to see if everyone has completed the assignment. If they found this difficult, you may need to adjust the speed of your normal teaching, not so slow, but for clarity of speech and directness of sentences.)

III. Conversation practice activities

1. Listening fluency:

Assign groups to write an English definition of "Listening fluency."

Then, discuss what they think it means and how they can improve their listening fluency. Make suggestions as needed.

2. Turn the Radio On:

Before coming to China, you might record a few different kinds of audio material: news clips, popular songs, audio books, etc.

Ask the participants to listen to pieces of these materials. Play each one for a minute or less. At the end of each, ask comprehension questions, what did it say, what was it about, etc. Then, at the conclusion, ask which ones were the easiest, most difficult, and why they think this was so.

3. Available resources:

These days there are many resources for listening opportunities and materials. Ask each group to make a list and rate them for ease of availability and effectiveness for developing listening skills. (see student book.) Call for reports.

Extra: Ask around to find out how technology has added to resources.



4. Simon Says:

This old game can be a fun way to practice listening skills, especially if your class has problems with listening comprehension. But, it is useful for all the classes, in that it may be an activity they can use with their own students, and it's fun to practice it here.

Procedure:

Before the activity, make a list of the instructions you wish to use. (Ex: "Open your books." "Turn to page six." "Touch your nose with your friend's pen." Etc.)

Conduct the activity in a game-like manner, repeating instructions and building for faster student responses. (add your own instructions)

- Stand up
- Put your right hand in the air
- Touch your nose
- Turn around
- Clap your hands
- Shake hands with your neighbor
- Jump up and down
- Face the window
- Face the blackboard
- Sit down
- Pick up your pencil
- Write your name
- Stand up
- Balance on one leg
- Touch your ear
- Put both hands in the air
- Touch your chin with your left hand
- Touch your elbow with your right hand
- Pick up your chair
- Sit down

Unit 6

Is it useful to practice speaking English with other students?

- I. Reading readiness:** This topic is a bit ironic, since the participants have been speaking English together for several days in your classes, but it is still true that most Chinese do not like to speak English to other Chinese. Ask for responses to the True/False question in the student book, 'Reading readiness, and responses to 'why?'
- II. Reading:** Since the text is presented as something of a dialogue, consider asking half the class to read aloud alternating boxes and all reading the last one, or divide the reading among the groups with each group reading aloud one paragraph.
- III. Conversation practice activities:** Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

How I learned to speak English:

Since all of the participants in this program can speak English, they must have had a lot of experience with many methods or ideas.

This can be done in groups or pairs, but you might try **"Concentric Circles."** (See Methods & Activity Tips in the front of the book) This activity is good for groups in which the members are not so fluent in speaking English, or when short responses are requested.

The assignment: Each partner is to tell some ways they have used in order to improve their speaking. When enough time has passed for each partner to share, maybe two or three minutes, ring a bell, clap your hands, blow a whistle, or play music when they are to speak and stop it when they are to stop. The outer circle takes one (two? as you like) step to the right and the cycle begins again. Repeat the cycle several times, but stop before it gets boring.

2. English Corner, China:

In many Chinese cities, there is an informal 'English Corner' that functions on a Saturday or Sunday in a certain plaza or park to which anyone may come who wants to speak, or listen to, English.

Many colleges and middle schools also have a designated time for English corner.

Assignment: Have each group design their idea of a better English corner for their school: What are the problems of English corners; should there be a topic, and if so, how to choose; how to promote participation, etc. and present to the class. There will be many commonalities, highlight those elements that are different.



Chance encounters:

Say: "Imagine you are walking in a park and you see a foreign tourist. You want to practice your English, so you want to strike up a conversation."

First, ask groups to make a plan: "How would you approach the tourist, what would you say?"

Ask them to list one or more strategies for starting up a conversation:

- First, you should...
- Then, you should...

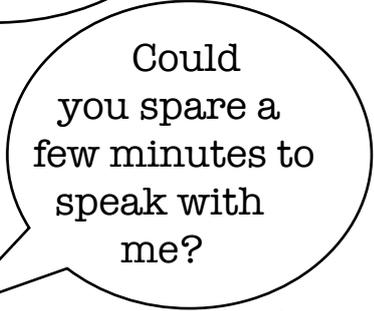
Ask for reports, then ask two people to act out what they think might happen in this situation following their strategy. After they have finished, repeat the idea with different volunteers.

After each role play, ask the group for suggestions on ways to improve the results.

Finally, make your own suggestions, perhaps based on your own experiences.



Hello,
I'm very
pleased to meet
you.



Could
you spare a
few minutes to
speak with
me?



Are
you enjoying your
visit to China?

Encounters: The shopper

For more details about Encounter activities, check page 6 of this book.

Reading the story slowly, once or twice, is sufficient for understanding.

Story:

"Xiao Wang is out shopping and sees a middle-aged western woman who is trying to ask the storekeeper if an item she wants comes in another color. The woman looks frustrated and is using lots of sign language but the storekeeper still does not understand what she wants. Xiao Wang decides that this would be a good chance to practice his English, so he goes over, explains to the clerk what the tourist wants, finds out the answer and then tells the tourist about other colors. The tourist says thank you, and then begins looking at other items in the store. Encouraged by his success, Xiao Wang asks the tourist if she would like him to act as interpreter as she shops. The tourist however says "no, thank you" and then walks off to another part of the store."

Ask:

How do you think Xiao Wang might have felt when the shopper refused his offer of help?

What do you think Xiao Wang expected?

Why do you think the shopper refused his offer of help?

List as many explanations as you can think of. After sufficient time, ask for reports. At the end, you may add your opinion.

What if there are no foreigners?

The student book asks for participants to list many ways of speaking English when there are no foreigners. Allow time for this as a group activity, then ask participants to mingle around, checking with classmates and add new ideas to their list. (They may not consult you, as you are a foreigner! At the end, you may add some ideas they have not thought of.)

Unit 7

Should I try to sound like a native English speaker?

- I. Reading readiness:** Ask the participants if they feel it is important to speak like a native speaker of English. Collect some comments.
- II. Reading:** Decide how to present the reading for this text. If, in preparation, you have downloaded some of the accents and pronunciations found on this website: http://alt-usage-english.org/audio_archive.shtml, you might play a few sentences from several of them now, in order to demonstrate that English pronunciation, even by native speakers, varies considerably.
- III. Conversation practice activities:** Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

Learning language as a ‘mimic’

We all learn to speak our native language at our mother’s knee; that is, we mimic what we hear our parents and others say.

As an exercise, read a portion of a text other than the text in front of the participants, so they must listen and not also read. Read phrases for them to repeat. The result may give you some ideas for other activities to practice

THINTHANKSHEEPSHIP
IINVITEYOUTOVISITM
YVILLAGEIT’SMPLEA
SUREILOVECLOTHESM
EETMYCOLLEAGUEST

Difficult sounds for Chinese speakers of English - see student book

Non-native English learners will nearly all have difficulty with some sounds in English, depending on their native language. So, there are some sounds used in English pronunciation that are difficult for Chinese learners of English. The student book has some exercises and problem sounds. Keep drills short but use them often.

Intonation and stress

Intonation and stress are very important in speaking English. Here are some principles and examples. If you have an advanced class, they might enjoy the challenge. Otherwise, there are some examples in the student book which give

General stress:

Basically, stress words are considered CONTENT WORDS such as:
Nouns e.g. kitchen, Peter
(Most) principal verbs e.g. visit, construct
Adjectives e.g. beautiful, interesting
Adverbs e.g. often, carefully

Emphatic stress:

When you want to stress a specific meaning, any word can be stressed.

Normal: That was a difficult test.

Emphatic: That was a difficult test.

Contrastic stress:

Normal: I want to wear this dress.

Emphatic: I want to wear this dress.

New information stress: When asked a question, the reply will stress the information asked for.

When does class begin? It begins at nine o’clock.

Resource: Dialogue Course

In *The Amity Teacher's Toolkit*, the Dialogue Course, pp. 147-168, offers many exercises that go well with this unit. Some of these are especially good for participants who have trouble with spoken English. In particular, consider lessons 1 and 2 for exercises that help with intonation and stress, as well as pronunciation.

Jazz Chants help with pronunciation and stress

The repetition and rhythm make it easier to understand and remember; it's also fun and effective.

Several jazz chants are included in the student book; you probably won't use all of them with this lesson, but they can be a resource for several of the lessons.

Method:

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

Practice the chant. 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.

Personalize the chant. Substitute their own names or town or situation.



The International Phonetic Alphabet

The International Phonetic Alphabet (IPA) is used in China to teach pronunciation. If you are not familiar with this, you may find charts online, or in China in bookstores or office/school supply stores. Your teacher/students will also have them in textbooks you may borrow.

Practicing words and sentences utilizing the sounds on these charts will be useful in small doses. Find creative ways to conduct drills.

Resource: The Internet

Fortunately, the Internet offers many free audio programs to help with pronunciation. Since British English is the standard taught in China, encourage your students to check with the BBC website for practice.

Unit 8

Which is more important - fluency or accuracy?

I. Reading readiness: Ask the participants to follow the instructions in their student book, to conduct a mini-debate on the relative importance of fluency and accuracy. Ask for reports.

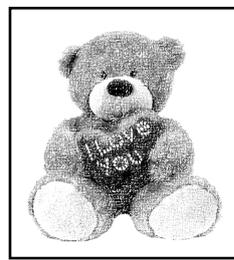
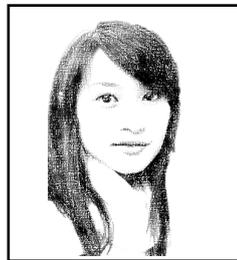
II. Reading: Decide how to present the reading for this text.

III. Conversational Practice Activities: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

English and Chinese grammar differ significantly in ways that affect accuracy in speaking English. Literal translation of good Chinese does not result in good English. This has given rise to what is often called ‘Chinglish,’ that is, English spoken with mixtures of English and Chinese grammar. (see the student book for a group assignment.)

He, she, it

The Chinese characters for ‘he,’ ‘she,’



and ‘it,’ are all pronounced ‘ta,’ with no difference in tone, so in speaking English, this often results in: “My husband, she likes...” To practice, prepare sheets of paper on which you have pasted magazine pictures of males, females, and objects or animals. Ask groups to create a story, requiring several minutes to tell, each figure should be referred to as ‘he,’ ‘she,’ or ‘it.’ Then, each group should tell their story to the class, preferably with more than one person doing the telling.

Another he, she, and it story:

Prepare a story involving a male, a female, and an object. Draw or find a head shot of a male, a female, and a large picture of an object; paste them on a piece of poster board so they may be held up quickly, as needed. Tell the story orally, but every time the word, ‘he,’ ‘she,’ or ‘it,’ appears, instead of speaking it out, you hold up one of the pictures; the group is to respond quickly, aloud, calling out the correct pronoun.

An interesting grammar lesson

Grammar lessons are seldom interesting. See the student book on the assignment. Decide how best to share these ideas. Some possibilities:

- Concentric circles (see page 5)
- Fruit basket-turn-over - play music, during which participants walk around the room; when the music stops, each sits down in the nearest chair. Each one shares his or her interesting grammar lesson; repeat.
- Report by birthdays - January birthdays report, in the order of day of the month; then February, etc.

Encounters: The English Teacher

The story is in the student book; see those instructions. When the groups appear to have finished their deliberations, ask for reports. Since they were allowed to collaborate, the lists should be similar, with some exceptions. Ask each group to suggest one item from their report; continue asking for ideas until no one has a new idea to report.

Here are some possible explanations, not necessarily equally likely. As the reports are given, some of these ideas may be mentioned; if they are not, you may add those you think are most likely, if any.

- The teacher avoids explaining grammar because she doesn't know how to explain grammar very well (and doesn't like it very much).
- The teacher doesn't think grammar is important. The teacher's main goal is to build students' communication skills, so she focuses more on communication and fluency than on grammar.
- The teacher refuses to give long explanations because she thinks they will slow down the lesson.
- She feels her method is more efficient.
- The teacher thinks the students rely too much on memorizing grammar rules, so tries to encourage them to figure out rules for themselves

The verb 'to be,' adjectives, adverbs

In Chinese, it is not necessary, except under certain conditions, to say "I AM happy." The correct Chinese literally translated is "I very happy." Also, adverbs precede verbs, so that "I like him very much," becomes "I very like him." This leads to spoken English problems.

Here is a simple game, use these words or others that better meet your needs.

Have enough sentence-words for everyone in the class. Give one sheet to each person.

Play music, and a bit like musical chairs; while the music is playing, everyone is to move around, keeping an eye on who has what words. When the music stops, everyone must join others to make a correct English sentence. Sentences must be at least 3 words, longer is good. Repeat sentences with the same players are not allowed. Not every word goes with every other word, but many variations are possible.

Repeat as long as it is fun or until you run out of new combinations.

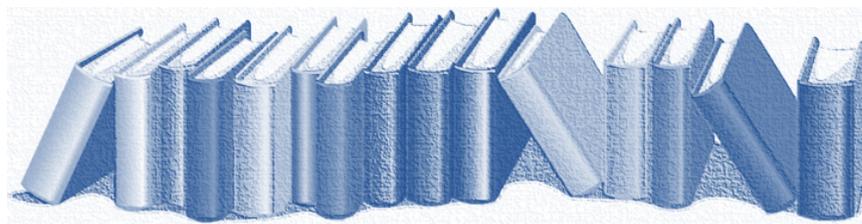
Possible words, one unit per sheet of paper:

Subjects	Verbs	Objects or adverbs	Adjectives
He	was	him	happy
She	will be	her	unhappy
Harry	is	them	a lot
John	doesn't like	very	nervous
Mary	is being	not very	upset
The little girl	likes	quite	satisfied
The boy	would be	very much	smiling
The teacher	was	not	sitting down

Unit 9

What is the best way to develop reading skills?

- I. Reading readiness:** Ask the participants to think about the question in their student book. Ask for their opinions.
- II. Reading:** Before the reading, you might want to ask for an explanation of ‘intensive reading’ and ‘extensive reading’ and how they are administered in English language study. Then decide how you will choose to present the reading material.
- III. Conversation practice activities :** Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.



Debate: do you think it is true that intensive reading can hinder reading extensively? Why or why not?

Or, Which is more useful for improving reading? Intensive or extensive reading?

Since these two reading tools are basic to Chinese English teaching, a debate on this topic might be useful to clarify the issues and to give you a better understanding of these two reading tools.

Read the instructions for conducting debates on page 12, if you have not already done so, and proceed with instructions and conduct the debate. Allow plenty of time in the early stages; this provides more speaking time for each participant.

Compare the value and purposes of intensive reading and extensive reading - Concentric circles (see p. 5)

Divide the class in half; assign one half the job of giving their opinion of the value of intensive reading as a part of

English teaching in China today, what problems do students encounter with it. Assign extensive reading to the other half of the class.

Organize the concentric circles and proceed. After sufficient rotations, poll the two sides to see what the consensus might be.

When to use a dictionary

Mobile phones in China all have English - Chinese dictionaries, or some still use an electronic dictionary, and all English students use them frequently.

First question: What’s good and not good about instantly checking with the dictionary for every word you don’t know?

Second question: When to check, and when not to check, the dictionary while reading?

Third question: How to wean yourself from the habit of checking the dictionary so often?

Fourth question: When to use a ‘real’ dictionary, that is, a hard copy book?

Skimming

Skimming is a method of practicing reading; there is an explanation in the student book. As an introduction, ask them to skim this article, timing it so there is not time to read it carefully, but giving them enough time to skim through it.

When the time is up, ask some comprehension questions to see how well they did. If the group is more advanced, ask more detailed questions, if not, see if they understood the main points.

Follow up with a more extensive exercise, following the guidelines below:

Procedure:

- 1) Choose a passage for students to skim.
You can often have them skim whatever reading text they will study next in their textbook, or you may prepare in advance and bring some brochures or materials from home. In the back of the student book are some passages for extra reading, you might choose one or more of them. And, the Internet has many choices, choose passages based on the reading level of your participants.
- 2) Tell students their goal is to very quickly get a rough idea of what the text is about. Then give them the following instructions:
 - a. Read any titles or sub-titles, if any.
 - b. Read the first few lines of the first paragraph.
 - c. Read 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 illustrations.
- 3) Give students a time limit.
 - a. This depends on the length of the text, but usually one or two minutes is enough.
 - b. Be sure you don't give students enough time to actually read the text.

4) Have students skim.

While they skim, you should count down the time, perhaps calling it out every minute. Also check to make sure students aren't trying to read.

5) To end the exercise, have students tell you as much as they can about the contents of the article.

6) Good questions include:

What is it about?

What else can you tell me about it?

Does it look interesting?

What have you been reading?

Ask each group to develop a reading list of books they have read in the last year - in Chinese. Compare the lists, are there some books that have been widely read among the class? What kinds of books are they?

Now, how many books in English have they read? What kinds of books are they? If not books, how about magazines, newspapers, or the Internet? Does online reading 'count'?

What is the greatest hindrance to reading more English books?

Are English books available in their hometown or in a nearby city?



Unit 10

What is the best way to build vocabulary?

I. Reading readiness: Ask participants to hold on to their lists on improving vocabulary; they will be used in a later activity.

II. Reading: Prepare small posters with sentences such as the following: That project has been dogged with problems from the beginning. I can't wait to get home and rest my dogs. I like small dogs best. In the winter, I like dog. Get up, you dog. I dated a dog last night. It's raining cats and dogs. They fight like cats and dogs. My first pet was a black dog. My dogs are tired. A dog is a canine animal. Be sure there is at least one for every example in the text, but you can have more. Distribute them at random among the class.

As the text is read, each group should try to decide if their sentence or sentences go with that example.

The issue is not really the word 'dog.' In fact, most of the time it is just that, a four-legged animal, but it is just an example of how English words can have a lot of meanings.

III. Conversation practice activities: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

Brainstorm ways to build vocabulary

- see student book activity; utilize that as preparation for this activity

Organize the groups to share and multiply their suggestions on ways to improve vocabulary. Following is a list of some ways. You may suggest them if the class does not think of them.

- Make lists
- Learn 10 new words each day
- Learn words according to spelling patterns or letter strings
- Flash cards
- Partner work-test each other
- Put the new words into a sentence/silly sentence/phrase
- Say it out loud
- Visualisation
- Link new words together into a story
- Antonyms and synonyms-learn the opposites/put them into a sentence
- Model a sentence-students then repeat it and give an alternative
- Crosswords and word searches
- Songs
- Put new words together into a silly story
- Words that are the same grammar type e.g. adverbs
- Copy the word out many times
- Begin a new hobby; this will create the need to learn many new words



Vocabulary games

Concentration: If you have time, or save this for an afternoon activity.

- Take a deck of cards, divide into half, with hearts and diamonds together, clubs and spades together. One deck of cards will work for two groups.
- Choose 13 words with their definitions. For instance, hearts and diamonds - tape the words on the bottom side of the hearts cards and the definition on the corresponding diamond card (6 of hearts has word, 6 of diamonds has definition). Mix up, face down.
- The people in each group take turns turning up cards until someone matches a word and the definition, which they then remove. At the end, whoever has the most pairs wins.
- Follow up to see if all words and definitions are clear. Use these cards for other game-like activities to reinforce vocabulary learning.



Memory flash: Make a list of ten words they might not know, with a simple definition.

Post the list for a few minutes, then remove the list. Call out each word, one at a time, and ask for definitions. See who can remember the most definitions. Then do it with definitions, who can think of the word. Extend with other words or longer/shorter times, if it seems useful.

(Like this, substitute your own words and definitions, or make additional lists)

contagious –infectious

asthma - breathing difficulties

sketch – draw a picture

cosmetics – make up worn on the face

reservation – a booking

aerobics – keep fit, exercise to music

itinerary – schedule/diary entries/plans

duplicate – a copy, to imitate

recreation – a sport/past time/a hobby

pantomime – a theatre performance for children and families

When should I use a dictionary?

- see student book activity; use these responses to 'seed' their discussion or to fill in where they have gaps

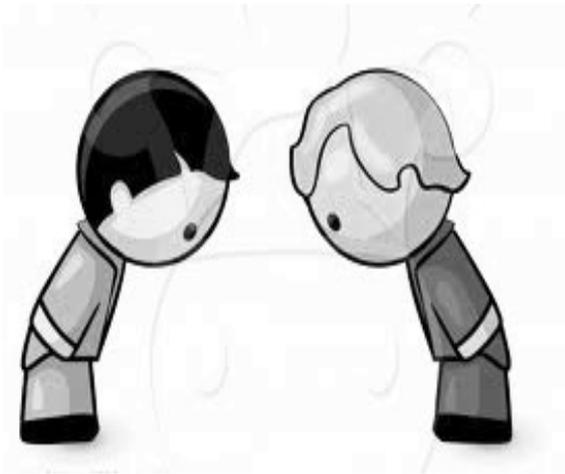
- when there is a new word in the title
- when an unknown word occurs lots of times
- when I can't guess the word from the sense of the passage
- when it is not in the Glossary
- when I can't get the meaning any other way

Alternatives to looking up a word straight away e.g. underline/ use a highlighter pen, write the word in a notebook and look it up later/at the end of reading.

Unit 11

Why study culture along with English?

- I. Reading readiness:** Encourage the participants to read and complete the Reading Readiness activity in their student book . Ask for reports from the groups.
- II. Reading:** The reading for this text is broken up into units. Call for reading each one, followed by the activities, in turn.
- III. Conversation practice activities:** The student book has several activities related to the readings. Consider using those activities first, then choose from the following those activities that are most suitable for your classes, or develop your own to promote speaking and movement among participants.



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 better.

Baseball idiom quiz:

This multiple-choice game is just a fun activity to introduce a very few of the baseball idioms found in American English; if the participants do not know the answers, they can try and guess. If you are an American and like baseball, you may want to embellish the activity. Answers to the questions are: 1b; 2a; 3c; 4b; 5a; 6b

Compare cultures

An interesting task is to give each person a half-piece of paper, creased in half; ask each one to draw, using stick figures and simple diagrams, of some symbol, idea or situation to compare Chinese and Western culture as they understand it, Chinese on the left,

Western on the right.

At first, they will be a little reluctant to draw, and may need encouragement, but once they get going, it works well.

When finished, ask two or three to come to the board at the same time and draw their ideas, and explain what they mean. You will find a lot of stereotypes that will contain a level of truth, but there will also be some insightful ideas. For stereotypes, point out the truths and explain the nuances. Repeat as often as there are volunteers. This may open up opportunities for additional discussion on comparing cultures. Remember, cultures aren't wrong, only different.

Pair/Small Group Task: "The ten most famous people" - see student book

In pairs or small groups, 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.

Pair/Small Group Task: "Learning Western culture from movies"

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 by watching Western films.

"Critical Incident": The following activity is one that involves some creative thinking. The story is simple and if you read carefully, and repeat if necessary, it won't need to be printed. You might consider enlisting students to act it out as a role play. See page 6 for other helps.

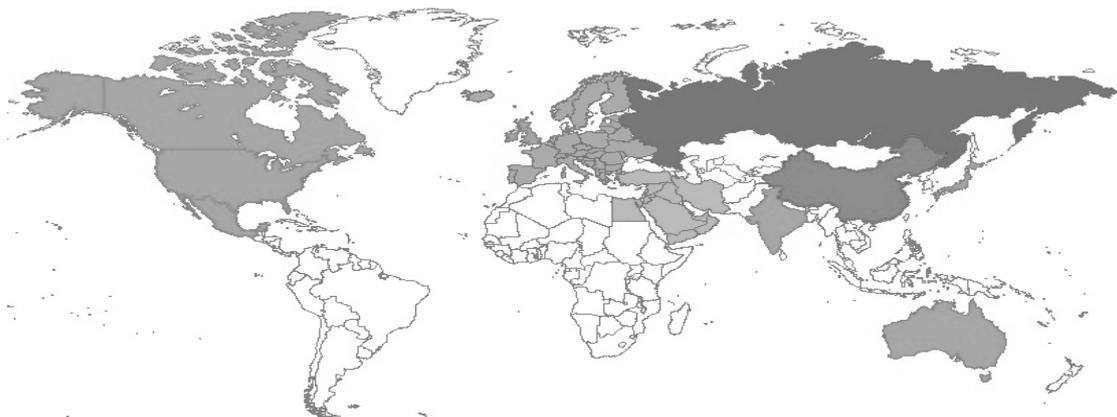
"Why didn't she want my help?"

Imagine the following situation: *This summer at your school there is a short-term English training course being offered by*

several Western teachers, and you have been assigned to be one of the assistants for the program. The Western teachers have not been in China before, and don't speak any Chinese, so your duty is to help them with daily life issues. It is also your duty to make sure that they remain safe and well while they are in China.

During a break between classes, you overhear Janet, one of the older Western teachers, say that she needs to buy some T-shirts. You offer to go out shopping with her this afternoon, but Janet says, "No thank you" and then rushes off to class. The next day, you overhear the students talking about how Janet got lost yesterday when she went off alone to a market on the other side of the city to shop for T-shirts.

Ask participants, in groups, do the following: 1) First, decide how you would feel when you heard the students talking about Janet. 2) Then think of several possible explanations for why Janet turned down your offer to take her shopping. (There is no single right answer, but there are a number of likely possibilities.) 3) Ask for responses from the groups, and then give your impression of what you think the reasons might be.



Culture Extension

Culture is a rather nebulous thing to grasp, since most of us think our own culture is the norm, if we recognize it as culture at all, and we compare other cultures to ours as if the other one is, if not wrong, at least a little strange. When you encounter such an experience, you may recognize that you have just hit a culture bump.

What is culture?

An exercise in the student book asks this question. After groups deal with this question, or if they need a ‘starter,’ suggest these hints:

- Shared knowledge - things we all ‘know’
- Shared values - ways to behave in common situations
- Shared perspectives - when considering an issue, we all look at things from mostly the same viewpoint
- Shared beliefs - when it comes to weddings, childbirth, funerals, and festivals, there are generally traditional beliefs about rituals and celebrations
- Shared behaviour - cultural norms tend to shape the way we act in public settings, so that we don’t ‘stand out’ as being different

Compare types of culture: Below are some characteristics of individualist and collective cultures. Keep in mind that these are generally true, but can be turned into stereotypes if taken too literally. Suggest that when the ideas or behavior of someone from another culture seems ‘strange,’ consider these factors to see if you can see things from the other person’s point of view.

Individualist

The need for **personal space/privacy**

- **Independence/self-reliance**
- **High achievement/career**
- **Take credit and responsibility** for what we have achieved
- Reluctance to accept **compliments**
- Reluctance to answer **personal questions**
- A clear and firm distinction between **private and public life**
- Tendency to speak **directly, plainly,** and openly - we ‘get to the point’
- **Tolerant** of behavior that does not conform to cultural norms **norms-accept a wide range of views and values**
- **Family relationships-care** of elderly/**independence** of the young.

Collectivist

- **View themselves as members of a group-family/work unit/-**consider the needs of the group to be more important than the needs of the individual
- **Obligation to help others in their group**
- **Generous**
- **Modest**
- **Tend to communicate in a way that is more indirect and subtle**
- **High degree of conformity** is expected-a clear consensus as to what is/is not acceptable behaviour.
- **Family relationships-respect and obedience/care** of elderly
- **Self respect, dignity and ‘face’** are perhaps more important in Chinese culture.

More Encounters

“Encounters” has been introduced on page 6, and several of these stories are embedded into some lessons. Here are two additional stories that you may wish to use in Lesson 12, but may find useful in other lessons, as well.

Who pays?

Xiao Li met a Western college student named Marie, who was in China studying Chinese. They had met each other a few times on campus, so one afternoon as they were chatting, Xiao Li suggested that they go get dinner. Marie agreed and they went to a little restaurant nearby, where they each had a bowl of noodles. Just as they finished the noodles, Xiao Li stood up and went to the desk, where she paid for the two meals. When Xiao Li returned to the table, Marie asked how much her noodles had cost, but Xiao Li just shook her head and said that because Marie was new to China, it was “her treat.” Marie was not happy about this and kept insisting she wanted to pay for her dinner, she said they should “go Dutch.” Eventually she did take Marie’s money, she didn’t seem very happy about it. Xiao Li found this a little awkward and unpleasant; she didn’t have the good feeling she had when she treated her Chinese friends to a meal.

Xiao Li wondered, why do Westerners always pay for their own meals? Do they not value relationships the way Chinese do?

Some possible interpretations:

Westerners stress equality, and if each person pays, it makes them feel no one is superior, that all are equal.

Westerners do invite people out to dinner, but they are usually clear that they will pay, by saying, “I’d like to invite you...”

When they intend to go Dutch, they may say something like, “Let’s go get a bite to eat.”

Follow-up discussion questions:

- 1) Do Chinese ever “go Dutch”?
- 2) How do Chinese eating in a group decide who will pay?
- 3) Does anyone ever pay who isn’t at the dinner?

The Gift

Situation: Xiao Lee has been granted a special scholarship at an American university, and his English teacher, Ms. Kelsen, wrote a recommendation letter that was instrumental in his getting the scholarship. Xiao Wang feels very grateful to Ms. Kelsen, so decides to buy her an expensive gift, a landscape painting, as a way of thanking her. One day after class has ended and the other students have left, Xiao Wang presents the gift to Ms. Kelsen. Looking surprised, Ms. Kelsen says thank you, but says that she can’t accept it. Xiao Wang offers the gift several more times but Ms. Kelsen insists on refusing. Why do you think Ms. Kelsen won’t accept the gift? List several possible reasons and then decide which seem most likely.

After their reports, suggest some minor variations on their ideas, and then ask some follow-up discussion questions:

- 1) What are the customs for gift giving and receiving in China?
- 2) In China, what are some appropriate ways to express thanks to someone who has helped you?
- 3) Is there a clear difference between a gift and a bribe?
- 4) Do you think Ms. Kelsen should have accepted the gift? Or not?
- 5) What else could Ms Kelsen have done?

Unit 12

What is the best way to study for tests?

I. Reading readiness: Ask the participants to share some of their ideas for the best ways to study for tests, then introduce the reading.

II. Reading: Decide how to present the reading for this text.

III. Conversation practice activities: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

Follow up the reading with: “What is the ‘funniest, worst, most interesting’ test you ever took?”

Ask each group to select the best story, then ask for reports from each group.

Just how many exams are there, anyway?

You might just be surprised at how many exams a student will take in his or her student career. Make a chart, starting with regular exams each semester, then moving to major exams, then national standardized exams, through university.

Debate: The ‘gao kao’ should be eliminated.

Organize a debate on whether or not the university entrance examination should be eliminated. Those assigned the task of defending the exam should give reasons why it should be kept. Those assigned to argue that it should be eliminated should give their reasons and suggest alternatives.

Alternative to debate: Divide into 3 groups: The ‘gao kao’ should be 1) kept; 2) replaced (with what?) 3) revised (how?)

Each group should create a forceful presentation to push their view - using visuals; each person to give part of the argument.



Learning styles can have an impact on studying for exams as well as on learning the material in the first place

The student book has some content on learning styles, and a sample Learning Styles inventory. Disclaimer: the results are suggestive, not fixed and should be taken as a general guide. Everyone can learn from various points of view, but it is useful to know general preferences.

This inventory is suggestive of Fleming’s (2001) VAK model. There are other ways to look at learning styles.

Using the material in the student book, including the learning styles inventory, help the participants know how to complete the inventory and how to score it.

Scoring Chart Sample

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	<u>5</u>	1	<u>1</u>	4	<u>5</u>
3	<u>5</u>	5	<u>3</u>	6	<u>5</u>
7	<u>5</u>	8	<u>1</u>	9	<u>3</u>
10	<u>3</u>	11	<u>3</u>	12	<u>5</u>
14	<u>3</u>	13	<u>1</u>	15	<u>1</u>
16	<u>5</u>	18	<u>3</u>	17	<u>1</u>
20	<u>1</u>	21	<u>5</u>	19	<u>1</u>
22	<u>5</u>	24	<u>1</u>	23	<u>1</u>
TOTAL points: 32		TOTAL points: 18		TOTAL points: 22	

After everyone has scored their inventory, go around checking for questions and problems. Ask everyone to decide if they agree with the results. Remind them that even if the results don't seem to be correct, the exercise can be helpful in showing them there are different ways to look at teaching and learning methods.

Some possible ways to use this information might be:

1. Birds of a Feather - ask everyone whose learning style is mostly visual to go to one corner of the room, and so on until you have three groups. If some have roughly even scores, you might have a fourth group. Ask people in each group to

form pairs or triads as they stand, and talk about things they remember that verify their learning style, and times of learning difficulty when the teacher used a style that made it difficult for them to learn. After a few minutes, clap your hands, blow a whistle, etc., for pairs and triads to change groupings and continue their discussions.

2. How to mix and match teaching/learning/exam styles - group any way you like; ask groups to brainstorm ways to work within the Chinese education system to accommodate students with different learning styles for presenting information, learning activities, and exam styles.

Unit 13

How can I continue to improve my English skills?

I. Reading readiness: The main focus of the lesson today will be to talk about plans to continuing to improve English skills

II. Reading: Decide how to present the reading for this text, based on the way you plan to address the activities regarding planning for future expansion of English skills.

III. Conversational practice activities: Choose from the following those activities that are most suitable for your classes, or develop your own involvement activities that will promote speaking and movement among participants.

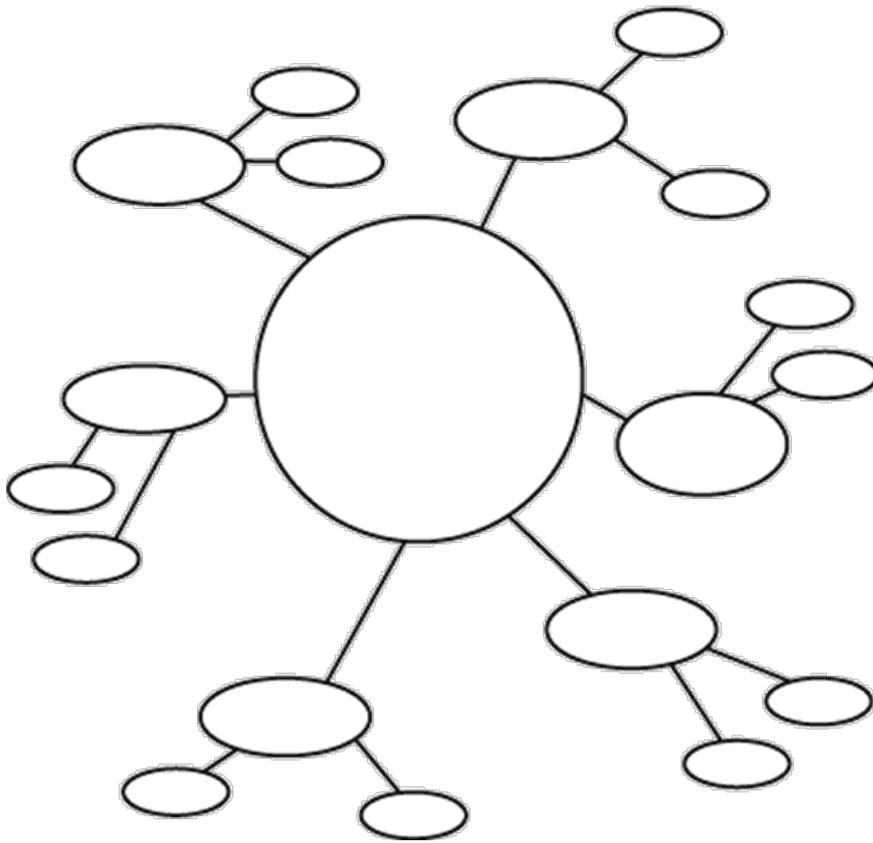
Realistic planning

In pairs or groups, discuss three questions:

- 1) Realistically, how much time do you have on the average day to study English, especially time when you are not exhausted?
- 2) Realistically, which opportunities can you create to use English outside teaching?
- 3) Realistically, which kinds of English study do you like enough that you will do them even when you are tired and busy?

Be prepared to report your answers to these questions





A **mind map** is a diagram used to visually outline information. A mind map is often created around a single word or text, placed in the center, to which associated ideas, words and concepts are added. Major categories radiate from a central node, and lesser categories are sub-branches of larger branches.^[1] Categories can represent words, ideas, tasks, or other items related to a central key word or idea. (Wikipedia)

Mind Map Plan

Join this together with the “**Realistic Planning**” activity above. Use the mind map activity to create realistic plans for continuing study.

Call attention to the Mind Map Plan in the student book. Explain what a mind map is and encourage them to use it freely, with freehand lines and circles to write plans for their continued English skill development.

Encourage them to think creatively (and realistically) about ways to continue English development within the constraints on their time and energy as teachers.

How to keep on keeping on

Helping your students learn English is a strong motivation for teachers to continue learning; in this way, they can be a model for their students and can share methods and provide encouragement.

This suggested activity has been adapted from one that Anne Saunders, an SEP volunteer from Canada, submitted, describing an exercise she did at the end of her SEP assignment. She found it was an effective way to stimulate intense discussion, focused on a genuine desire to help their students. Another benefit of the exercise was to realize the value of peer-to-peer resourcing, that they can be a resource for each other.

Begin where you are:

Divide into groups by levels of students they teach - all primary school teachers, all junior middle school, or all junior one, etc.

Ask each group to create a profile of their students, using a large piece of paper or poster board and markers: ages, characteristics, community background, interest and motivation in learning English.

Identify and share the problems:

Ask each group to identify 8 - 10 key problems they face in teaching these students.

Write these on the board, eliminating duplications and ask each group to choose a different challenge on which to work.

Work on solutions:

Allow plenty of time for groups to work on their problem.

With their students' attributes in mind, they should brainstorm and select strategies for actions that would address the problems.

Present to the class:

They should then prepare a presentation to the class. This presentation could take any form: verbal, visual, role play (they could act out a classroom situation), etc.

Then, elicit questions, comments, suggestions, from other class members.

Purpose:

The exercise had several objectives, which I did make explicit after all the presentations.

1) It reinforced that the teachers can be resources to each other -- not only in practicing English conversation, but also in developing teaching strategies and problem solving. 2) It gave the teachers the opportunity for a lot of English conversation about a topic they care very much about: their students and improving their teaching of them. 3) And, the exercise demonstrated an effective approach to learner-centered teaching using groups; it demonstrated these key components:

- i. Learners can be divided into groups many different ways; in this exercise I had thought I might group them by their interest in a common challenge but, as I read the assignments, it made sense to me to group the teachers by the levels they taught.
- ii. Learners are more likely do their group work and converse in English if they find it interesting and relevant. The challenges they had identified in their assignment were issues that really mattered to them.
- iii. Learners are more focused and motivated in doing the group's work if there is an outcome or output expected. My expectation had to be re-stated and clarified a few times, but the presentation to the class created a real need for group members to talk with one another to complete the in-class assignment.

Appendix

Primary School Supplement

The purpose of “Learning English” is to use the topic to stimulate conversation on the part of Chinese teachers of English. The content is based on principles involved in learning English and activities and discussions to reinforce those principles. It is not the purpose of this textbook to teach Chinese teachers how to teach English, though the process may influence teachers to adopt similar methods in their own classes.

Because the original book was written at a time in which English learning in China began in junior middle school, many of the activities in this book appear more suitable for adaptation to the middle school environment than to the primary school.

This supplement is an effort to provide ideas for activities that are more suitable for adaptation to teaching English in primary school and to address the issues that primary school teachers of English face. Included are statements from experienced Chinese teachers of English in primary schools that may facilitate our understanding. This supplement includes only a few resources. As more material becomes available, it will be added. It is our hope that it will be increasingly useful.

Ms Luo Xinping, a teaching supervisor in Ya’an County, Sichuan, made these suggestions regarding the best ways to teach English in primary school in China:

- Primary school students are active and easily distracted. Different teaching methods should be used to make the class full of fun, to stimulate interest in learning English.
- In one forty-minute class, there should be four or five activities and tasks, changing about every ten minutes.
- Activities such as: English songs, chants, and guessing games (after learning new words), role play (after learning a short dialogue) and students in higher grades can come up with their own conversations, based on patterns provided by the teacher.
- Organizing students for discussion and role-play activities in a crowded classroom can be done by grouping four students in two rows, the front two turning around to face the back two. In this way, the children can use English to carry out a variety of tasks.
- Before setting the task, the teacher should tell the students the rule of the activity, such as what the task is, what dialogue patterns they should use, how many minutes they have and also when they discuss, they should try to control the volume.
- While the students are talking, the teacher should walk around and see how it is going, if the students have problems, they should provide help immediately.
- After the discussion or practice, the teacher could ask three or four groups to act out their dialogues in front of the class.
- If our teachers try to organize some interesting activities and provide students with opportunities to practice language, I think students can experience success and love English gradually.

Bella, a young primary school teacher in Nanjing has shared similar principles for teaching English in primary school:

Key words:

- Communicative Method - pay attention to integrated skills, giving students more opportunities to speak English
- PPP (Presentation, Practice, and Production)
- Task-based learning
- Total Physical Response
- Group work
- Songs and rhymes
- Information Gap

Presentation includes presenting some new words, arousing the students' interest, reviewing some related knowledge and so on. It's more like warming up, Brain-storming, free-talk, guessing game or songs are some of the many ways to accomplish this.

Practice: We learn the text together. The teacher plays the tape or cartoon about the text, so the students can get an impression of the whole text. But before listening or watching, a question could be asked: who, when, where... Let the students listen and watch with a clear purpose. In order to improve the students' comprehension ability, we designed some "T" or "F" questions or some choices for the students. Through solving these problems, they try to get the right and useful information from the text. We design these according to Task-based Learning.

Then, the students read after the tape or the teacher, read together, and read by themselves. The children read in various of ways: read in roles, read in groups, read and act.

Production: After learning the new text, the students may try to use the language items learned in this class.

They may be asked to make a dialogue in a group, to summarize, to act, to write a short passage, to do a survey, to do a report, to make a poster and so on. The students learn to communicate and negotiate with each other during this process.

Jane Coates has submitted the following suggestions for activities suited for primary school students and young middle school students.

Working with younger students

- The lesson must be fun and there should be involvement and action.
- Lots of repetition
- Use real objects-look and say
- Lots of pictures
- Role play
- Make things that you see in the text book e.g. postcards
- Rhyming words
- Songs and chants
- Competitive team games

Following are some jazz chants suitable for young students. Jazz chants are fun and provide practice in pronunciation and intonation.

I found a cow

- **I found a cow**
- I found a cow!
- **How?**
- I found a cow!
- **How?**
- I found a bear!
- **Where?**
- I found a bear!
- **Where?**
- I found a hen!
- **When?**
- I found a hen!
- **When?**
- I found a cow.
- I found a bear.
- I found a hen.
- **When?**
- I found a cow.
- I found a bear.
- I found a hen.

- I found a cow.
- I found a bear.
- I found a hen.
- **When?**
- I found a hen.
- I found a cow.
- I found a bear.
- **Where?**
- I found a bear.
- I found a hen.
- I found a cow.
- **How?**
- I found a bear.
- I found a hen.
- I found a cow.
- **Wow!**

Shoes and socks

- **Shoes and socks**
- What do you wear on your head?
- **A hat.**
- What do you wear on your hands?
- **Gloves.**
- What do you wear on your feet?
- **Socks**
- **Shoes and socks**
- **Shoes and socks**
- What do you wear when it's cold?
- **Socks**
- **Shoes and socks**
- **Shoes and socks**
- What do you wear when it's warm?
- **Socks**
- **Shoes and socks**
- **Shoes and socks**
- Where do you wear your hat?
- **On my head.**
- Where do you wear your gloves?
- **On my hands.**
- What do you wear on your feet?
- **Socks.**
- **Shoes and socks.**
- **Shoes and socks.**

I'm always right

- I'm always **right**
- I'm **right**. Clap, clap
- I'm always **right**.
- I'm **right**. Clap, clap
- I'm **always** right.
- You're **wrong**, Clap, clap
- You're always **wrong**.
- You're **wrong**, Clap, clap
- You're **always** wrong.
- **Sometimes** I'm wrong.
- That's **right**. Clap, clap
- Sometimes I'm **wrong**.
- That's **right**. Clap, clap
- You're **always** wrong.
- I'm **right**. Clap, clap
- You're always **wrong**.
- I'm **right**. Clap, clap

If you go, I'll go

- **If you go, I'll go**
- If you go, I'll go,
- I'll go with you.
- **If you go, I'll go,**
- **I'll go along with you.**
- If you go, I'll go, I'll go too.
- **If you go, I'll go too.**
- **I'll go along with you.**
- If she goes, I'll go, I'll go too.
- **If she goes, I'll go,**
- **I'll go along with her.**
- If she goes, I'll go, I'll go too.
- **If she goes, I'll go,**
- **I'll go along with you.**
- If he goes, I'll go, I'll go too.
- **If he goes, I'll go,**
- **I'll go along with him.**
- If he goes, I'll go, I'll go too.
- **If he goes, I'll go,**
- **I'll go along with you.**
- If they go, we'll go, we'll go too.
- **If they go, we'll go,**
- **We'll go along with them.**
- If they go, we'll go, we'll go too.
- **We'll go along with you.**

Gus always takes the bus

- **Gus always takes the bus**
- Gus always takes the bus
- **Why?**
- Gus always takes the bus
- **Why?**
- **Why does he take the bus?**
- Because he loves it.
- **He loves it.**
- Elaine always takes the plane.
- **Why?**
- Elaine always takes the plane.
- **Why?**
- **Why does she take the plane?**
- Because she likes it.
- **She likes it.**
- Jane never takes the train.
- **Why not?**
- Jane never takes the train.
- **Why not?**
- **Why doesn't she take the train?**
- Because she hates it.
- **She hates it.**
- Mike always rides his bike.
- **Why?**
- **Mike always rides his bike.**
- **Why?**
- **Why does he ride his bike?**
- Because he loves it.
- **He loves it.**

It's time to go to bed

- **It's time to go to bed**
- It's time to go to bed.
- **What time is it?**
- Its time to go to bed.
- **What time is it?**
- It's time to go to bed
- **I don't want to go to bed.**
- You have to go to bed.
- **What time is it?**
- You've got to go to bed.
- **I don't want to go to bed.**
- You must go to bed.
- **I don't want to go to bed.**

- **I'm not sleepy.**
- **I'm not sleepy.**
- It's time to get up.
- **What time is it?**
- It's time to get up.
- **What time is it?**
- It's time to get up.
- **I don't want to get up.**
- **You have to get up.**
- **I don't want to get up.**
- **You've got to get up.**
- **I don't want to get up.**
- **You must get up.**
- **I don't want to get up**
- **I don't want to get up**
- **I'm not sleepy.**
- **I'm not sleepy.**

Chants and Songs

March Time Chant

- One, two, three, four, one, two, three, four
- Left, right, left, right, stamp your feet.
- One, two, three, four, One, two, three, four
- We go marching down the street.
- One, two, three, four, one, two, three, four
- Swing your arms and breathe in deep.
- One, two, three, four, one, two, three, four
- Up the hill however steep.
- One, two, three, four, one, two, three, four
- Hold your head up, look your best.
- One, two, three, four, one, two, three, four
- Soon be home to have a rest.

- One, two, three, four, one, two, three, four
- Stamp, stamp, stamp, stamp feet like lead.
- One, two, three, four One, two, three, four
- All we want is to go to bed.

Counting Song

- One two three four five
- Once I caught a fish alive.
- Six seven eight nine ten
- Then I let him go again.
- Why did you let him go?
- Because he bit my finger so.
- Which finger did he bite?
- This little finger on the right.

Instruction Song

- *TUNE: Row, row, row your boat*
- *Gently down the stream*
- Run, run, run to school
- Hurry don't be late
- Don't forget **to take your books**
- And tell all your classmates
- *Add verses*
- Don't forget **to tie your shoes**
- Don't forget **to brush your hair**
- Don't forget to.....

Warning Song

- *Tune: Are you sleeping, brother John*
- Are you talking? Are you talking?
- Student Li? Student Li?
- Mrs. Wang is coming .Mrs. Wang is coming
- Quiet please! Quiet please!
- Can you hear it? Can you hear it?
- Zhu Mei Ling? Zhu Mei Ling?
- Your cell phone is ringing, your cell phone is ringing.
- Turn it off please. Turn it off please