КАЗАНСКИЙ (ПРИВОЛЖСКИЙ) ФЕДЕРАЛЬНЫЙ УНИВЕРСИТЕТ

Институт филологии и межкультурной коммуникации

Высшая школа русской и зарубежной филологии

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Данная учебно-методическая разработка является пособием по методике преподавания иностранных языков, которая предназначена для студентов высших педагогических учебных заведений, а также педагогам средней школы. В пособии освещаются различные подходы в обучении: говорению, письму, навыков аудирования, грамматике.

Пособие окажется полезным для учителей среднеобразовательных школ, которые проходят курсы повышения квалификации на базе Казанского федерального университета и для студентов посещающих научный кружок «Инновационные методы при обучении иностранным языкам».

CONTENTS

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ

Данное учебно-методическое пособие состоит из следующих тем: "Teaching writing" (story writing), "Teaching listening", "Teaching Writing" (Poetry), "Using the whiteboard effectively".

Тема "Teaching writing" нацелена на раскрытие творческого потенциала студента. Написание рассказов позволяет студентам персонализировать изучаемый язык. Это мотивирует и интересно, потому что студенты творчески работают над своими продуктивными языковыми навыками, грамматикой, орфографией и письмом. В данной теме сначала рассматриваются компоненты эффективной истории. Затем представлены различные упражнениями по написанию рассказов, которые можно использовать в языковом классе с учащимися разных уровней.

Тема "Teaching grammar" облегчает понимание и восприятие грамматики английского языка. Хотя форма грамматики английского языка или то, как она создается, довольно проста, использование этих форм несколько сложнее. На самом деле использование грамматики, а не формы, представляет наибольшие проблемы как для учеников, так и для учителей. В данной теме представлен один из наиболее эффективных методов обучения студентов грамматике - временные шкалы. После краткого изложения, как рисовать основные временные рамки, включая использование символов и цветов, рассматриваются возможные временные рамки для всех времен глаголов в английском языке, чтобы проиллюстрировать различные варианты использования этих времен.

В разделе "Teaching listening" мы представляем три различных шаблона уроков, которые помогут в полной мере использовать весь потенциал изучения языка в тексте на слух. Первый шаблон урока использует текст для прослушивания как для смысла, так и для формы. Второй шаблон урока использует содержание текста для прослушивания для смысла. Наконец, третий шаблон урока использует язык текста для прослушивания для формы. С помощью этих трех моделей уроков в вашем репертуаре для планирования вы можете принимать стратегические решения о том, как использовать текст для прослушивания для максимального учебного эффекта с определенной группой студентов.

Поэзия может стать отличным инструментом для обучения наших студентов английскому языку. В разделе "Teaching Writing" (Poetry) мы сначала обсудим, почему написание стихов является полезным и мотивирующим занятием для студентов, изучающих английский язык любого возраста, уровня и происхождения. Мы рассмотрим, как

структурировать урок написания стихов, чтобы в полной мере вовлечь учащихся в процесс. Наконец, мы определяем структуру различных типов стихов, которые студенты могут писать. В конце этого занятия вы сможете эффективно интегрировать написание стихов в свои классы.

Белая доска или любая аналогичная поверхность для письма - это ключевой инструмент, которым каждый учитель должен овладеть, чтобы быть эффективным преподавателем. Доска позволяет вам давать учащимся дополнительную визуальную информацию, чтобы добавить к тому, что вы говорите устно. В теме "Using the whiteboard effectively" мы кратко рассмотрим некоторые ключевые моменты, о которых следует помнить, когда вы используете доску во время обучения языку.

TEACHING WRITING (STORY WRITING)

Story writing allows students to personalize the language they have learned. It is motivating and interesting because students work on their productive language skills, grammar, spelling and writing in a creative way. In this interactive course, we will first review the components of an effective story. Participants will then be introduced to various story writing activities that can be used in the language classroom with different levels of students.

Course Agenda:
1. Why Use Story Writing?
2. The Components of a Story
3. Story Writing Activities

1. Why Use Story Writing?

Why do we want to give students the opportunity to write their own stories?

- Story writing allows students to personalize the language they have learned.
- Students work on their productive language skills, grammar, spelling and writing.
- Students can be creative.
- It is motivating and interesting.

Story writing also allows you, as the teacher, to learn more about your students.

2. The Components of a Story

Match the components of a story given on the left with their definitions given on the right.

1. Characters	a. This is the underlying meaning of the story.
2. Setting	b. This is usually the first part of the plot. It is also called the problem. There can be different kinds of problems: between a character and nature; between a character and society; between or among characters; and within a character.
3. Theme	c. This is the sequence of events in a story. There are usually four parts to this sequence: a problem or conflict that the characters have to solve; roadblocks that the characters encounter as they try to solve the problem; the high point or climax when the problem is about to be solved; and the solution when the problem is completely solved.
4. Plot	d. This is the perspective from which the story is told. There are two main perspectives: the first person (the writer tells the story through one character using "I"); and omniscient (the writer sees and knows everything).

5. Conflict	e. This is where and when the story takes place. It includes the location, weather, time of day and time period (past, present, future).
6. Viewpoint	f. These are the people in the story. The writer usually tells us about appearance (what they look like), actions (what they do), dialogue (what they say) and monologue (what they think).

3. Story Writing Activities

Try the following story writing activities with your students.

A. Story Planning Activities

1. Brainstorming: Put three categories on the board – characters, settings, and conflicts. As a class, brainstorm ten different characters, ten different settings and ten different conflicts. Have students select several characters, one setting and one conflict from the lists as the starting point for their story.

2. Random Selection: Put slips of paper in a box or hat. Each slip of paper has at least two characters, one setting, and one conflict on it. Students pick a slip of paper for their story.

3. Drawing: Make a worksheet with three boxes on it. Label the first box 'characters', the second 'setting', and the third 'conflict'. Give one worksheet to each student in the class. Students start by drawing a picture in each box to represent what they will write about. They then write their story based upon the pictures they drew.

B. Picture-Based Activities

1. Picture Series: Students work in groups. They look at a series of pictures and talk about what is in the pictures and what is happening in the pictures. They then work individually to write a story based upon the pictures and their group discussion.

2. Character Picture: Students get a picture of a character. As a group, they talk about what the character looks like, who they think the character is and what kinds of things they think the character would do. They then work individually to write a story about their character, using the group discussion as a starting point.

3. Picture Sequence: Present a series of pictures to the class. Individually, students decide what order the pictures should go in. Students write one sentence for each picture to make the story.

4. Family Picture: Students bring in a picture of someone in their family. They write a story about that family member. Allow students to share their stories with either a partner or the whole class.

C. Beginnings and Endings

1. Story Beginnings: Give students the beginning of a story (either one sentence or, for higher level students, one paragraph). Students have to write the ending.

2. Story Endings: Give students the ending of a story (either one sentence or, for higher level students, one paragraph). Students have to write the beginning.

3. Partner Story Writing: One student writes the beginning of a story. Students then trade stories with a partner and write the ending for the new story they receive.

4. Class Story Writing: Each student has a piece of paper. They write the opening sentence of a story. They pass their paper on to another student and receive a different paper in return. They write the next sentence of the new story they receive. They pass the story on to another student and so on.

D. Other Activities

1. Vocabulary Story Writing: Students learn a set of vocabulary for a particular setting or character. They then work individually to write a story that makes use of the vocabulary.

2. Object Story Writing: Show the class several interesting objects (i.e.: a coat, a hat, a stuffed animal, an umbrella). Students write a story that incorporates all of the objects.

3. Change the Viewpoint: Give students a simple story written from a clear viewpoint. Have them work individually to rewrite the story from the viewpoint of a different character in the story.

4. Change the Setting: Give students a simple story which takes place in a unique setting. Have them work individually to rewrite the story in a different setting. For example, a story set in a big city may now be set in a small town or on a farm. A story set in a particular country may now be set in a different country.

5. Proverb Story Writing: Give students a saying or proverb. They must write a short story that illustrates that saying or proverb.

TEACHING GRAMMAR

While the form of English grammar, or how it is made, is quite straightforward, the use of those forms is somewhat more complicated. It is actually the use of grammar, not the form, that presents the most challenges for both students and teachers alike. In this session we will examine one of the most effective techniques to use when teaching the use of grammar to students – timelines. We will briefly discuss how to draw basic timelines including the use of symbols and colours. We will then walk through possible timelines for all of the verb tenses in English to illustrate the different uses of these tenses. At the end of this session you will have a solid understanding of how to create accurate and useful timelines for each of the tenses in English.

1. Tips for Drawing Timelines

A timeline is a way that we can represent how an event looks, in terms of time, with a particular verb tense. When drawing timelines, we need to first label three reference points, our elements of time – *past, now* and *future*.
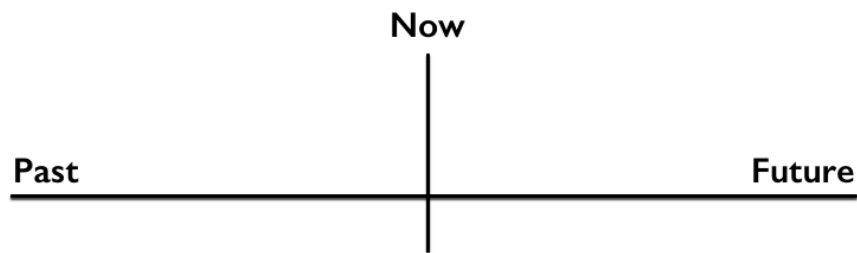

Next, we will need to represent the aspect, or the type of event that is occurring. There are three main types of events that we can represent visually on our timelines: a single event at a specific point in time, a continuous or ongoing event, and an event that is linked to another event at a different time. The image below gives you an idea of how to represent these three types of events on your timeline.
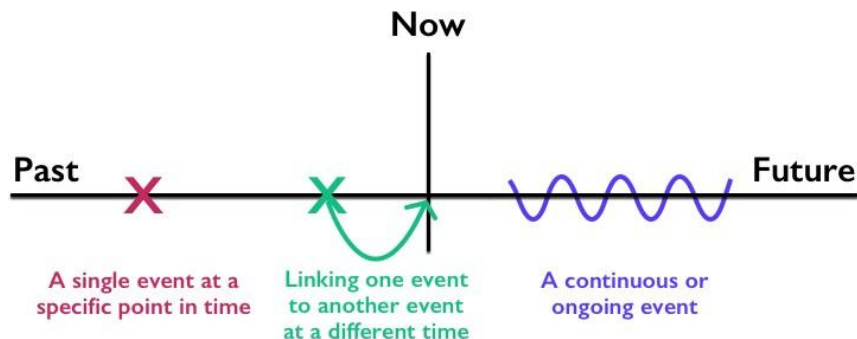
We also want to label *when* the event occurred or the *duration* of the event, if we have that information. If we don't know when the event occurred, we will use a question mark to signify that that information is unknown.
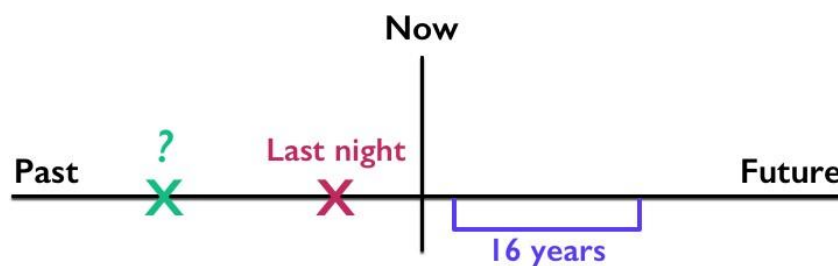
It is a good idea to use different colours to clearly differentiate between two events.
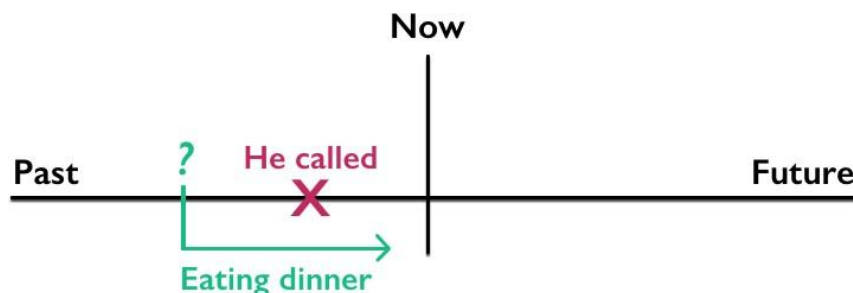
When you are drawing your timelines, keep in mind these two final tips:

- Make sure your lines are straight, not slanted.
- Make sure your timeline is large enough to be seen from the back of the class.

2. Using Timelines to Represent Each of the English Verb Tenses

It is important to remember that timelines illustrate the *use* of a verb tense, not the *form*. For this reason, you may need to use several different timelines to illustrate the various uses of a verb tense.
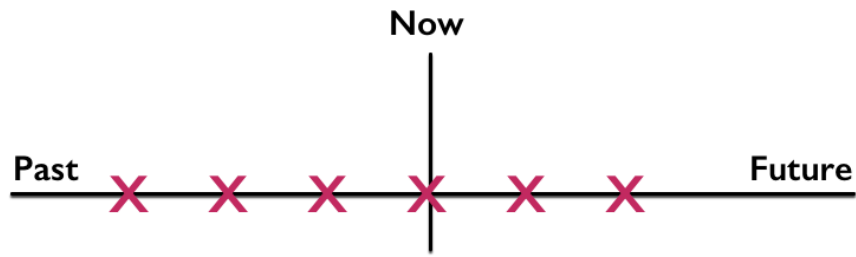
The following examples illustrate how we can visually represent each of the different verb tenses in English on a timeline.

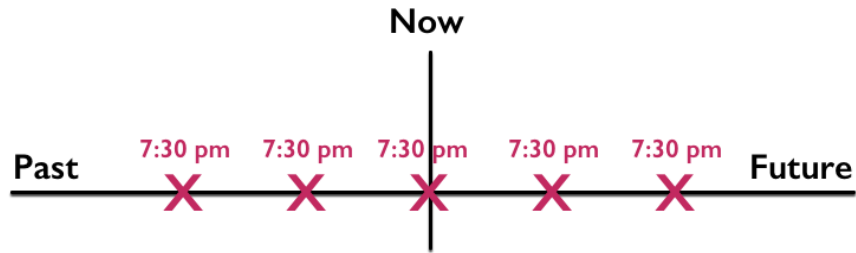*SIMPLE PRESENT*

a. Habits or routines

I eat yoghurt every day.

b. General truths

10
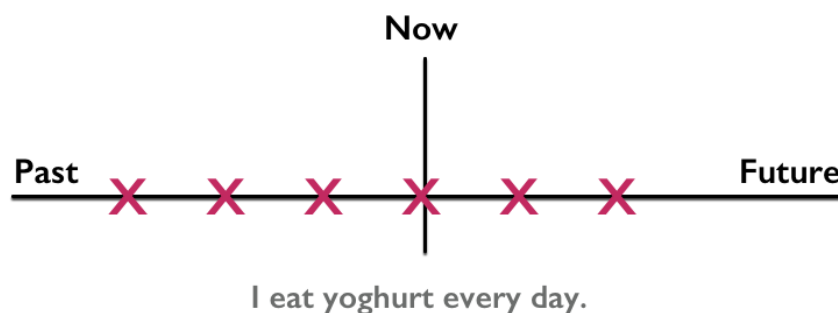
The sun rises every day in the east.

c. Regularly scheduled events

The train leaves at 7:30 pm.

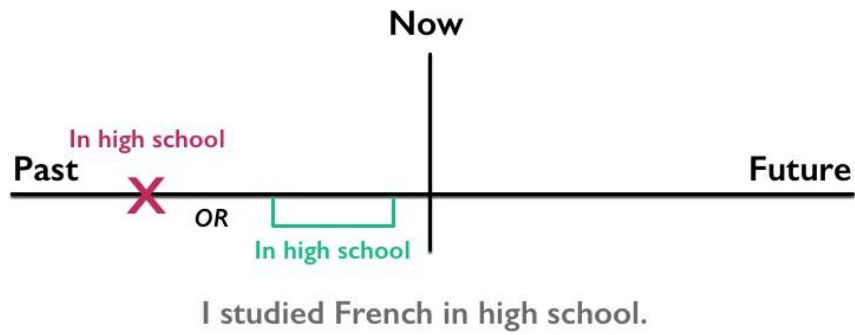## d. Running commentary

He shoots, he scores!

SIMPLE PAST

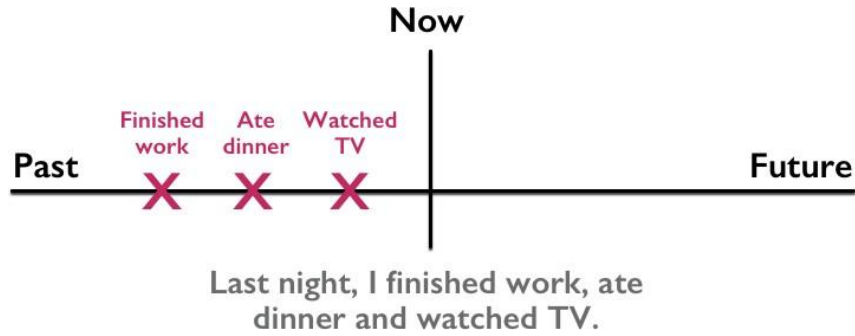## a. A single finished event that occurred in the past at a specific time

I watched a movie last night.

b. A habit or routine that occurred in the past

In high school

Past — OR — In high school — Now — Future

I studied French in high school.

c. A series of finished events that occurred in the past

Finished work   Ate dinner   Watched TV

Past — Now — Future

Last night, I finished work, ate dinner and watched TV.

SIMPLE FUTURE

a. Making predictions

Past — Now — Finish Next year — Future

I will finish my degree next year.

b. Making promises

Past — Now — Call Tomorrow — Future

I will call you tomorrow.
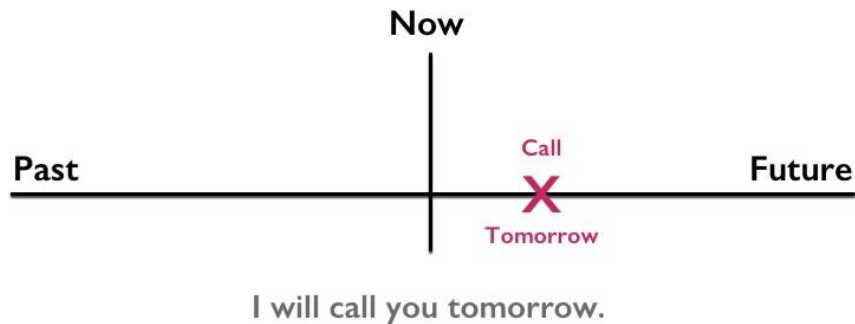
c. Offering to do something

Now

Past   Get the phone   **Future**
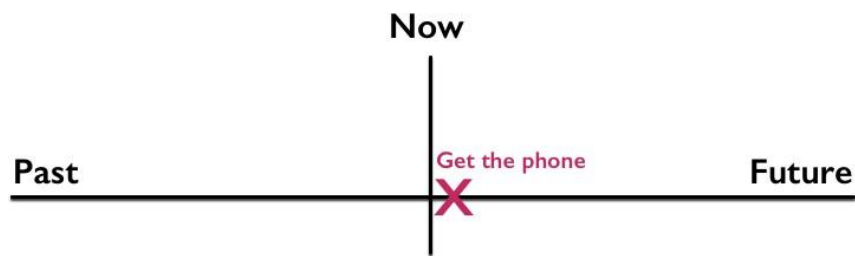
I'll get the phone.

PRESENT PROGRESSIVE (CONTINUOUS)

Now

Past   talking on the phone   **Future**

I am talking on the phone.

PAST PROGRESSIVE (CONTINUOUS)

Now

eating dinner (1)

Past   **Future**
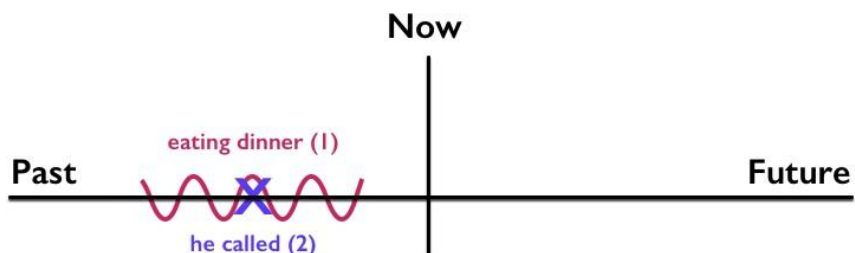
he called (2)

I was eating dinner when he called.

FUTURE PROGRESSIVE (CONTINUOUS)

Now

eating dinner (1)

Past   **Future**
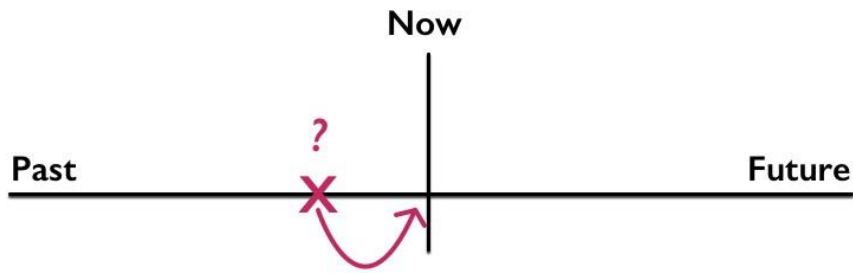
you arrive (2)

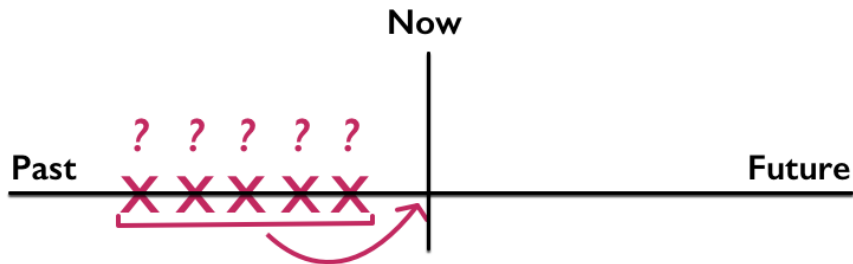We will be eating dinner when you arrive.

PRESENT PERFECT

a. An event that happened in the past, at an unspecified time, and is somehow relevant to the present

I have been to France.

b. An event that happened multiple times in the past, at unspecified times, and is somehow relevant to the present
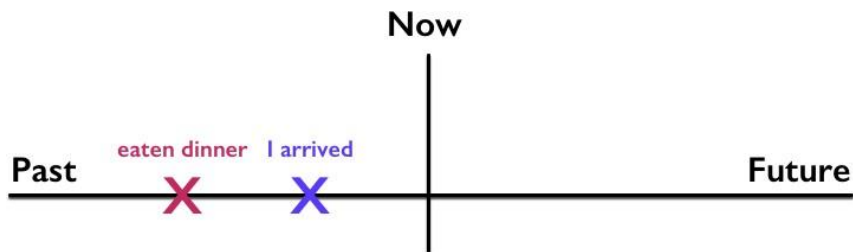

I have seen that movie five times.

c. An event that has not happened yet but is expected to occur in the immediate future.

He has not finished his homework yet.

PAST PERFECT

a. Two events that happened in the past in a specific order

He had eaten dinner before I arrived.

b. An ongoing event that stops with the occurrence of a second event
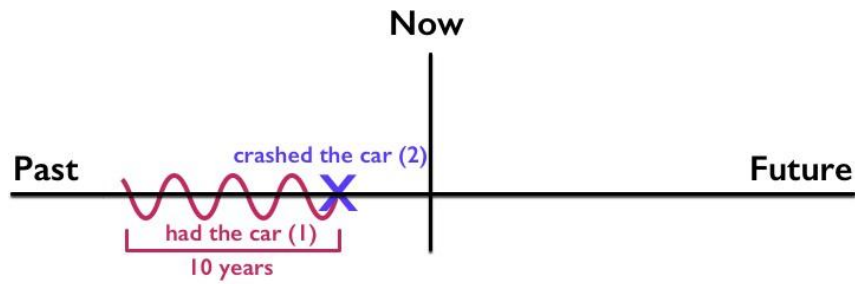
He had had the car for 10 years before he crashed it.

FUTURE PERFECT

a. An event that will occur before a specified time in the future
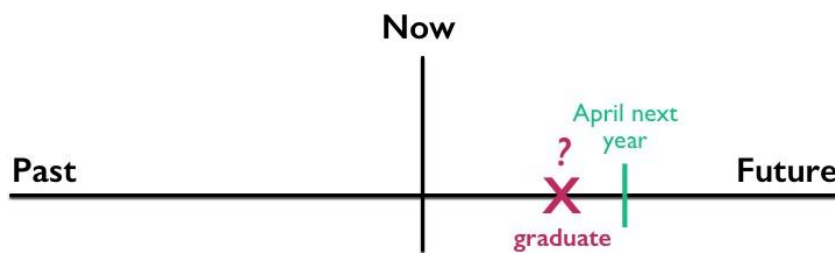
I will have graduated by April next year.

b. Two events that will happen in a specific order in the future
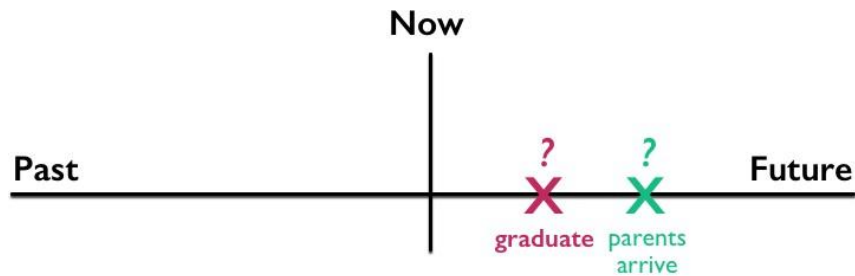
I will have graduated by the time my parents arrive.

PRESENT PERFECT PROGRESSIVE (CONTINUOUS)
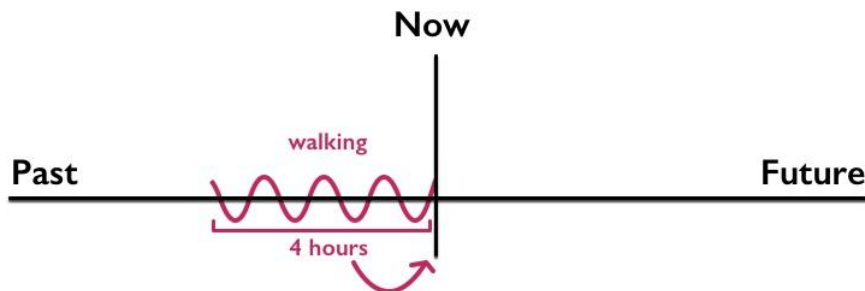
I have been walking for four hours.

PAST PERFECT PROGRESSIVE (CONTINUOUS)

Now

Past — walking (1)   met him (2) — Future
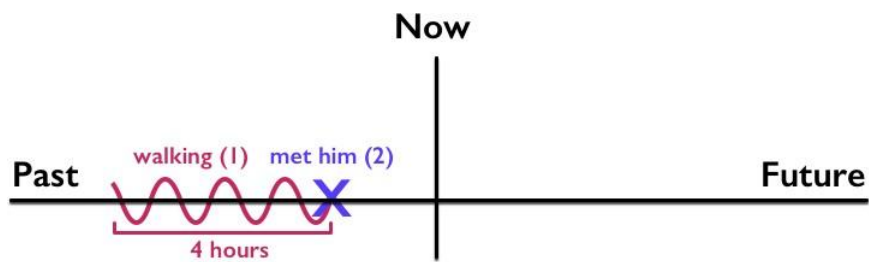
4 hours

I had been walking for four hours when I met him.

FUTURE PERFECT PROGRESSIVE (CONTINUOUS)

Now

Past — ? walking (1)   arrive (2) — Future
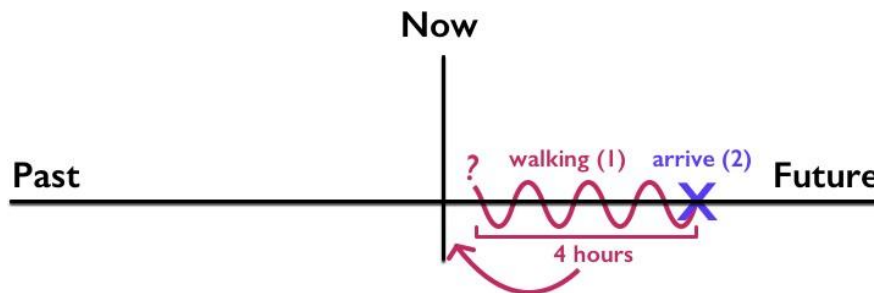
4 hours

I will have been walking for four hours when I arrive.

Remember to keep timelines in your repertoire when you are teaching grammar. They are an invaluable tool to help students visually understand how to place events in time with the different verb tenses in English.

TEACHING LISTENING

In this part, we introduce three different lesson patterns to use to fully exploit all of the language learning potential in a listening text. The first lesson pattern exploits the listening text for both meaning and form. The second lesson pattern exploits the content of the listening text for meaning. Finally, the third lesson pattern exploits the language of the listening text for form. With these three lesson patterns in your planning repertoire you can make strategic decisions about how to use a listening text for maximum learning effect with a specific group of students.

Course Agenda:
1. What Does it Mean to Fully Exploit a Text?
2. The Hourglass Lesson Pattern
3. The Meaning Lesson Pattern
4. The Form Lesson Pattern

1. What Does it Mean to Fully Exploit a Text?
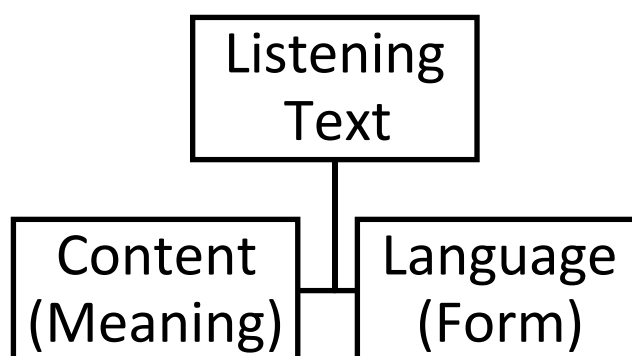
2. The Hourglass Lesson Pattern

Steps in the Hourglass Lesson Pattern

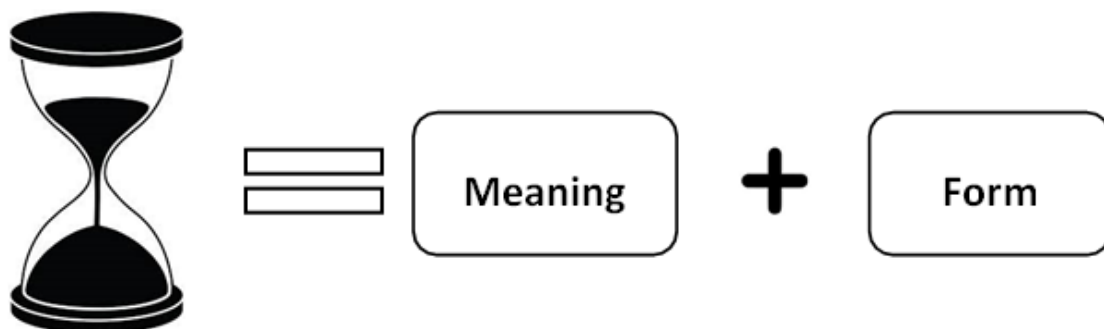| |
|---|
| **Warm-Up:** The purpose of this step is to introduce the topic of the listening text, set the scene for the listening text, and engage and motivate the students. |
| **Listen for the General Situation or Main Idea:** The purpose of this step is to have students extract the main idea from the listening text. At this step, students may establish the scenario, the characters, relationships among the characters, the emotional tone of the text or the main argument of the text. |
| **Listen for Detail:** The purpose of this step is to have students listen to the text to extract specific content details to deepen their understanding of the topic or situation. |
| **Listen for Language:** The purpose of this step is to have students listen for specific language in the text. This can be pronunciation, vocabulary, grammar or discourse structure. |
| **Analyze Language:** The purpose of this step is to analyze the language in the text to pull out rules, patterns, format or word meaning. |
| **Controlled Practice:** The purpose of this step is to give students the opportunity to use the language they learned from the listening text in a controlled manner. You want students to achieve accurate use of the language at this stage. |
| **Free Practice:** The purpose of this step is to give students the opportunity to use the language they learned from the listening text freely in a real situation. You want students to achieve fluent use of the language at this stage. |

Sample Hourglass Lesson Pattern

Class Level: High Beginner
Objective: SWBAT (students will be able to) listen for and produce descriptions of habits, using the present simple and adverbs of frequency

Time	Procedure
2 min	**Warm-Up:** Quickly quiz the class on topics they might talk about with their friends when they are making small talk. Accept all answers. Indicate that one of the topics that we commonly use with small talk in English is our habits, or the things that we like to do on a regular basis.
2 min	**Listen for the General Situation or Main Idea:** Tell students they will listen to a conversation between two friends. Set the task: "Are the friends talking about last weekend, next weekend, or every weekend? Play the audio until this question is answered and then check that students have the correct answers, either as a class or in pairs.
2 min	**Listen for Detail:** Have students listen again for which activities Bob does. Confirm in

	pairs and then as a class. List the activities on the right hand side of the board.
2 min	**Listen for Language:** Have students listen again for the adverbs of frequency that go with eachactivity. Confirm in pairs and then as a class. Write the adverbs of frequency on the board next to the correct activity.
5 min	**Analyze Language:** Ask students to create full sentences from the prompts on the board. Write down the answers the students provide. Underline the verbs and circle the adverbs. Elicit from the class how the present simple is structured in these sentences when using them to talk about habits.
5 min	**Controlled Practice:** Have students work individually to write 4-5 sentences about their own habits following the same sentence pattern on the board.
10 min	**Free Practice:** Put students in pairs. Designate one person in the pair as a particular celebrityand the other as a TV interviewer. Have them role play an interview to find out what the celebrity's habits are on weekends.

3. The Meaning Lesson Pattern

Steps in the Meaning Lesson Pattern
Warm-Up: The purpose of this step is to introduce the topic of the listening text, set the scene for the listening text, and engage and motivate the students.
Listen for the General Situation or Main Idea: The purpose of this step is to have students extract the main idea from the listening text. At this step, students may establish the scenario,the characters, relationships among the characters, the emotional tone of the text or the main argument of the text.
Listen for Detail: The purpose of this step is to have students listen to the text to extract specific content details to deepen their understanding of the topic or situation.
Free Practice: The purpose of this step is to give students the opportunity to talk about the topic and information presented in the listening text. You want students to speak fluently on the topic.

Sample Meaning Lesson Pattern

Class Level: Intermediate
Objective: SWBAT talk about different cultural practices

Time	Procedure
5 min	**Warm-up:** Ask students in which countries the following practices are common: bowing when meeting (Japan); men holding hands (The Middle East); using only the right hand

	to eat (India) etc. Ask students if they have experienced any of these. Ask them which would be the most difficult to get used to.
10 min	**Listen for the General Situation or Main Idea:** Indicate that students are going to hear a monologue about someone's trip to the Sudan. Ask them to speculate about what cultural practices they're going to hear about. Have students listen to the monologue to confirm their predictions about those cultural practices. Confirm the answers as a class.
10 min	**Listen for Detail:** Have students listen again for the details on the different cultural practices introduced in the text. Have the students write down everything they hear about what you do and don't do in this particular cultural situation.
20 min	**Free Practice:** Ask students for examples of when they have made a mistake with a cultural practice. Have students work individually to prepare some advice for visitors to their country with regards to cultural practices. What things should visitors be careful not to do? Once students have prepared some ideas, put them in groups of mixed cultures, and have them share their ideas.

4. The Form Lesson Pattern

Steps in the Form Lesson Pattern
Warm-Up: The purpose of this step is to introduce the language of the listening text, and engage and motivate the students.
Listen for Language: The purpose of this step is to have students listen for specific language in the text. This can be pronunciation, vocabulary, grammar or discourse structure.
Analyze Language: The purpose of this step is to analyze the language in the text to pull out rules, patterns, format or word meaning.
Controlled Practice: The purpose of this step is to give students the opportunity to use the language they learned from the listening text in a controlled manner. You want students to achieve accurate use of the language at this stage.
Free Practice: The purpose of this step is to give students the opportunity to use the language they learned from the listening text freely in a real situation. You want students to achieve fluent use of the language at this stage.

Sample Form Lesson Pattern

Class Level: Intermediate
Objective: SWBAT listen for and use past forms in a context of storytelling

Time	Procedure
5 min	**Warm-up:** Indicate that students are going to listen to a story about someone who went to the Sudan and experienced some interesting cultural challenges. Ask students what verb forms they would expect to hear when they are listening to a story (past forms).
10 min	**Listen for Language:** Create a table on the board, with the following headings: Past Simple, Past Continuous, Other past forms. Have students listen to the text and take notes on the verb tenses or forms that they hear using the table you've created. Confirm as a class. Have students look at a transcript of the listening text to check their answers.
20 min	**Analyze Language:** Have students look at each of the verb tenses in turn. Confirm both the form (how it is made) and use (when it is used) of each tense.
10 min	**Controlled Practice:** Have students write ten sentences about cultural practice mistakes they have made in the past. Have them use the forms presented in the listening text.
20 min	**Free Practice:** Ask students for examples of when they have made cultural mistakes. Have students get into pairs and tell their partner one of these stories about their experiences.

Remember: When we're teaching listening, we want to fully exploit our listening text. These three lesson patterns allow us to do that. We can exploit the text for meaning and form, just meaning or just form. By making these decisions strategically, you can best meet your student learning needs with the listening text you choose and the lesson patterns with which you teach those listening texts.

TEACHING WRITING (POETRY)

Poetry can be a great tool to use to teach English to our students. In this session, we first discuss why poetry writing is a useful and motivating activity for English language students of all ages, levels and backgrounds. We look at how to structure a poetry writing lesson in order to fully engage students in the process. Finally, we identify the structure of different types of poems that students can write. At the end of this session you will be able to effectively integrate poetry writing into your classes.

Course Agenda:
1. What is Poetry?
2. Why Should we use Poetry Writing to Teach English?
3. Factors to Consider When Planning a Poetry Writing Lesson
4. A Sample Poetry Lesson
5. Different Types of Poetry Our Students Can Write

1. What is Poetry?

Poetry is the expression of imagination, emotion, thought and experience through meaning, sound, imagery and rhythmic language choices. The language choices may follow a prescribed pattern or may deliberately have no pattern at all.

2. Why Should we use Poetry Writing to Teach English?

The following are some of the reasons to use poetry writing in your classroom:
a. It's fun!
b. It allows students to express their own ideas within a set structure or format.
c. It gives students the opportunity to be creative and artistic.
d. It helps students to develop creative language.
e. It forces students to write accurately and precisely in order to express themselves.
f. It gives students the opportunity to revise and refine their writing.
g. It helps students learn to write well!

3. Factors to Consider When Planning a Poetry Writing Lesson

Choosing activities depends on many factors:[1]
- What level are the students?
- What is the average age of the students?

- Why are the students learning English?
- What should the students be able to produce at the end of the exercise?
- What is the focus of the exercise? (tense, structure, usage, etc.)

Warning: Teachers need to ensure that the students feel personally involved if they want the poetry writing lesson to have lasting value. In order for students to accept that poetry writing is more than just 'fun', a teacher needs to be clear about which skills he or she is trying to develop. If the objective of the lesson is not clear, students might not feel motivated to participate. Teachers also need to provide constructive feedback to help students refine their language choices. Without this feedback, the lesson could be perceived as being meaningless.

4. A Sample Poetry Lesson

You can use the following lesson plan to teach poetry writing.

Time	Procedure
5 min	Ask the students what a poem is. Do they like poetry? Do they have a favourite poem or poet? Who is a famous poet from their country?
10 min	Have students work in small groups of 4. Each group has one example of the type of poem to be written. They must complete the following tasks: a) Identify the structure/form of the poem (what are the parts of speech in each line) b) Report orally and informally to the rest of the class on the feeling or tone of the poem c) Identify any relationships among the different lines of the poem Students can use dictionaries, as necessary, to figure out unfamiliar words.
10 min	Write the structural form of the poem on the board or screen and/or present it on a handout.
10 min	As a class, brainstorm possible words or phrases that fit within one of the lines of the poem (for example, with a cinquain poem, brainstorm synonyms that can be used for the first and last lines). Put the pairs up on the board as suggestions (for example, for a cinquain poem, you could have: vacation-holidays, artist-creator, Paris-paradise, life-journey, etc.).
10 min	Choose one of the brainstormed sets of words and write a sample poem together as a class on the board/overhead screen.
15 min	Working individually with the template created in the second step, students write one or more poems on the subject(s) of their choice. If time, have students share their poems with the class or in small groups.

5. Different Types of Poetry Our Students Can Write

The following are different types of poems that you can teach students, using the same lesson plan given above.

Acrostic

An acrostic poem has the first letter of a series of words making another word. The words in the series should be adjectives or phrases describing the main word.

Tough

Enthusiastic

Ambitious

Caring

Helpful

Energetic

Resourceful

As a variation on an acrostic poem, students can use their names for the first letter of each word.

Cinquain

A cinquain poem is a five-line poem that is diamond-shaped. The order of content for each line is as follows: 1 noun, 2 adjectives, 3 gerunds, 1 full sentence, and finally a synonym for the first noun.

Water

Cool, clear

Invigorating, refreshing, sustaining

A thing that provides energy

Life

Diamante

A diamante poem is similar to a cinquain poem except that it has more lines and more word classes. A diamante poem is a seven-line poem that is shaped like a diamond. The order of content for each line is as follows: 1 noun (A), 2 adjectives (A), 3 gerunds (A), 4 nouns (2A, 2B), 3 gerunds

(B), 2 adjectives (B), 1 noun (B). As you can see, the poem is equally divided into two parts – the first three lines and the first two nouns of the fourth line are related to one topic (A), and the last two nouns of the fourth line as well as the last three lines of the poem are related to another topic (B).

<div align="center">

Winter

Rainy, cold

Skiing, skating, sledding

Mountains, wind, breeze, ocean

Swimming, surfing, scuba diving

Sunny, hot

Summer

</div>

Haiku

Haiku is a Japanese poem format. It is an un-rhyming poem. There are three lines with a total of 17 syllables. The first line has 5 syllables, the second has 7 and the third has 5. Haiku can be used to describe something (although the subject of the haiku is never mentioned in the poem) or to convey the mood of a situation or setting. To have your students write haiku, you can assign a subject or mood, or students can select this for themselves.

<div align="center">

Green leaves softly shake

Pieces of yellow light jump

Branches creak and groan

</div>

Metaphor

Each line in a metaphor poem contains a different, prescribed metaphor for one person or object. You assign all of the metaphor categories and students select the person or object they would like to write about. Here is an example. You gave the class the following metaphor categories:

- a food
- a beverage
- a season
- a type of transportation
- an animal
- a type of flower

A student then wrote the following metaphor poem about his/her mother:

> Fresh baked bread filling the house with a sweet aroma.
>
> A hot apple cider on a cold day.
>
> The green of new life pushing up through the last snow.
>
> A graceful yacht catching the evening breeze.
>
> A koala bear, soft and warm.
>
> Your brilliant yellow petals light up the garden.

Limerick

A limerick is a humourous poem with five lines. The last word of the first, second and fifth lines rhyme. The last word of the third and fourth lines rhyme. The first, second and fifth lines have 3 beats followed by a silent fourth beat: da DUM da da DUM da da DUM "silence". The third and fourth lines have two beats: da DUM da da DUM. Because of this distinctive rhythmic pattern, limericks are particularly good for teaching students the rhythm of English. Here is an example.[2] Try saying it out loud to get the rhythm correct.

> There was an old man from Peru,
>
> who dreamed he was eating his shoe.
>
> He awoke in the night
>
> with a terrible fright
>
> and found out that it was quite true.

Sonnet

A sonnet is much more complex than any of the other poems introduced thus far. It should only be used with advanced level classes. A sonnet has 14 lines, which are divided into four sections called quatrains. The first three quatrains each have four lines. The fourth quatrain has two lines.

Taken from http://www.gigglepoetry.com/poetryclass/limerickcontesthelp.html.

A sonnet has a strict rhyming scheme.
- First quatrain: ABAB
- Second quatrain: CDCD
- Third quatrain: EFEF
- Fourth quatrain: GG

The rhythm of a sonnet is called **iambic pentameter**. This means that each line has 10 beats, of alternating stressed and unstressed syllables. Each quatrain has a specific role:

- The first quatrain introduces the subject of the sonnet.
- The second quatrain develops the subject or theme.
- The third quatrain rounds off the subject or theme.
- The fourth quatrain concludes the sonnet.

Shakespeare wrote some of the most beautiful and famous sonnets. Here is Shakespeare's Sonnet 18, also known as "Shall I Compare Thee to a Summer's Day?".

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate;
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date;

Sometime too hot the eye of heaven shines,
And often is his gold complexion dimm'd;
every fair from fair sometime declines,
By chance or nature's changing course untrimm'd;

But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st;
Nor shall Death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st:

So long as men can breathe or eyes can see,
So long lives this, and this gives life to thee.

<h1 style="text-align:center">Using the whiteboard effectively</h1>

Course Synopsis:

The whiteboard, or any similar surface for writing on, is a key tool for every teacher to master in order to be effective as an instructor. The whiteboard allows you to give students supplementary visual information to add to what you're saying verbally. In this session, we'll take a quick look at some of the key things to keep in mind when you're using your whiteboard as you teach language.

Course Agenda:

1. The Role of the Whiteboard
2. Organizing Your Whiteboard
3. Tips for Using the Whiteboard

1. The Role of the Whiteboard

The whiteboard plays a number of important roles in the language classroom.

• *It provides students with the visual side of the language.* As we speak and interact with our students, we're providing them with the verbal side of the language only. Students require both the verbal and the visual sides of the language in order to thoroughly learn any language.

• *It supports different student learning styles.* Auditory learners are automatically catered to when we verbally teach a lesson. The whiteboard allows you to cater to visual learners by providing visual information to support the lesson. Kinesthetic learners are engaged by having them work with the language up at the board.

• *It allows you to fluidly represent what's going on in the lesson in a visual manner.* You can elicit responses from students throughout the lesson and visually represent that information up on the board. This is in contrast to PowerPoint presentations, for example, which must be created before the lesson begins.

• *It allows you to highlight key points throughout your lesson.* This helps to focus student attention on those key points allowing them to better remember what you're trying to teach.

2. Organizing Your Whiteboard

It is important to have a clear picture in your head of how you are going to use your whiteboard space. If you use the space randomly, it can be confusing for students. Instead, have specific areas of the board designated for different things so that students always know where to find certain information throughout the lesson. There are many different ways to organize your

whiteboard, the key, however, is to be consistent. The image below illustrates one possible way to organize your whiteboard space.

You also want to think about how you can organize the working space of your whiteboard. One useful tip is to use columns and rows to keep the information you're working with as organized as possible.
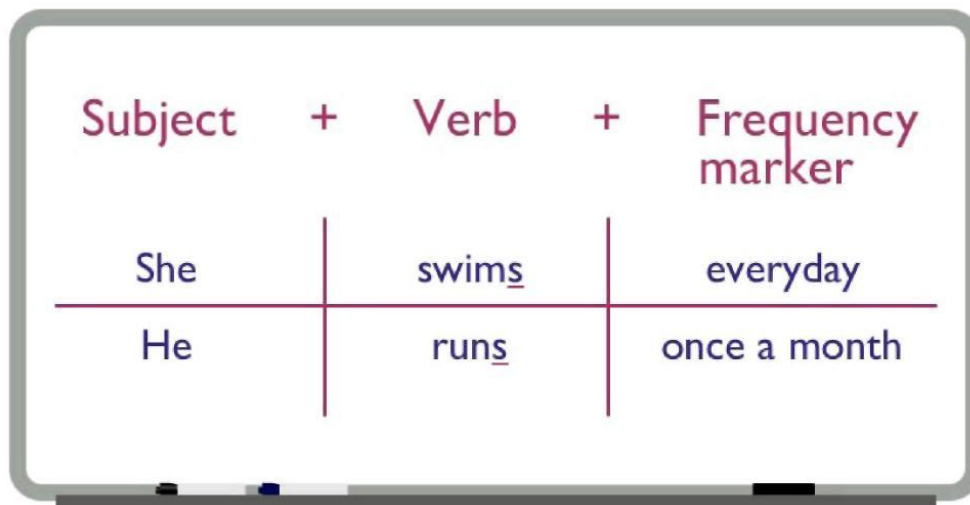

3. Tips for Using the Whiteboard

Now we'll take a look at some tips to keep in mind as you're using the whiteboard as a teaching tool. These tips also apply to any similar surface that you're writing on as your lesson progresses such as a blackboard or smartboard.

Tip #1: Print, don't write.

Printing is clearer and easier for students to read, particularly if their first language is not English.
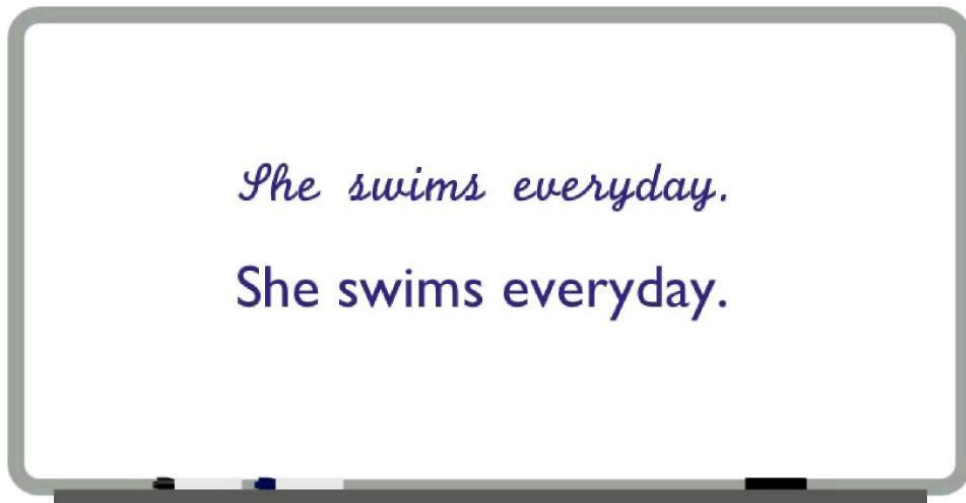
Tip #2: Make sure your printing is large enough to be seen from the back of the classroom.

It is a good idea to test this out before beginning your lesson by writing in your usual style and then checking to see if it is easy to read from the back of your classroom.

Tip #3: Don't turn your back on the class as you write.

You want to have a conversation with your class, not the whiteboard. Facing the board as you write also makes it more difficult for students to hear what you're saying. Practice turning your body towards the class as you write on the board.
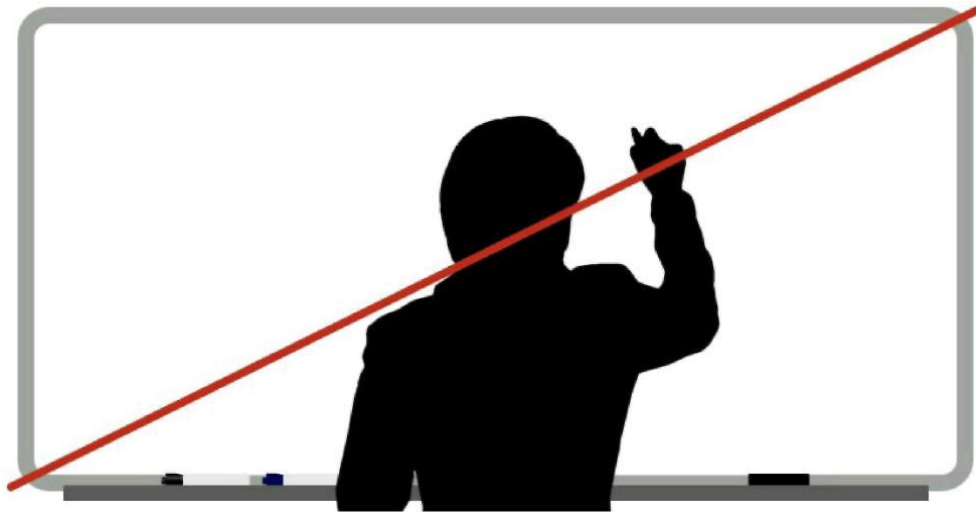
Tip #3 (for lefties!): Adjust your writing style to avoid turning your back on the class.

It is even more challenging for teachers who are left-handed to avoid having a conversation with the whiteboard. Try different approaches to find what works best for you. You may find it easier to stand to the right of the board and turn your head to the class as you write or you may prefer standing to the left of the board and turning your body in the opposite direction towards the class.
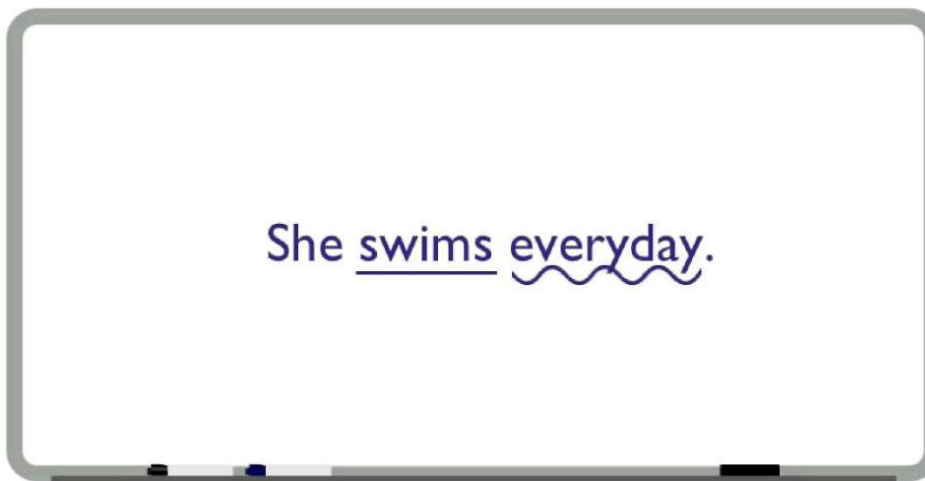
Tip #4: Use colours to help reinforce your teaching point.

For example, you can use coloured markers to represent the different parts of a sentence.
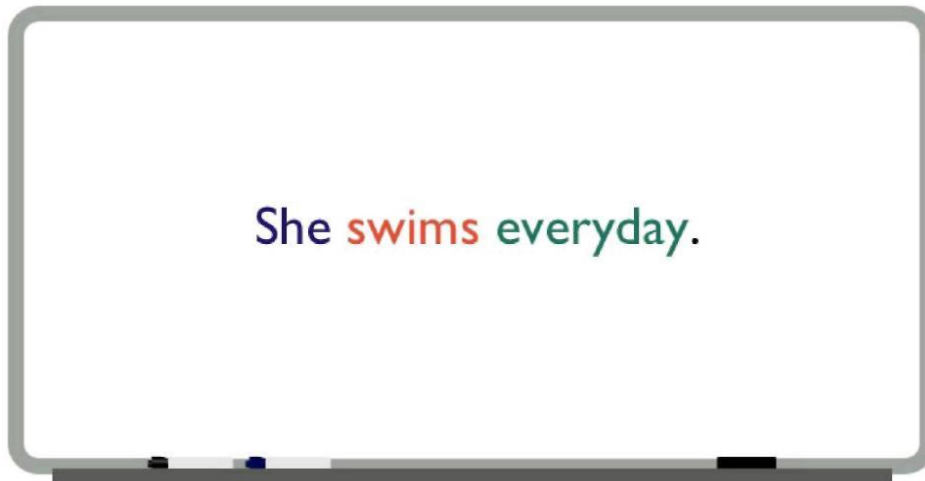
Tip #5: Use symbols to help reinforce your teaching point.

If you don't have coloured markers, a system of symbols can be just as effective at representing different sentence components or relationships between words.
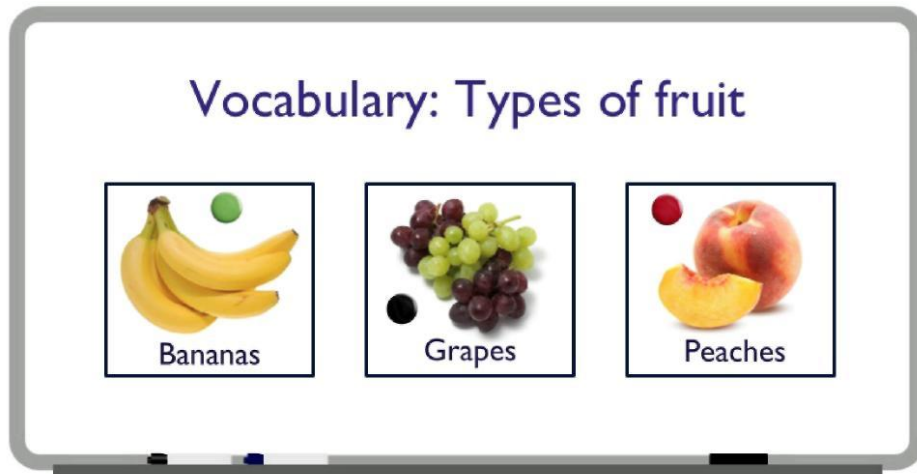
Tip #6: Don't write on an angle.

Try to keep your writing parallel to the lines of the whiteboard so that it is easier for students to read.

Tip #7: If your writing surface is magnetic, make use of it.

You can post pictures, diagrams or flashcards for the whole class to see.


Tip #8: Make sure your whiteboard is clean.

Layers of residue can make your printing difficult to read, particularly if you are using different coloured markers. Get into the habit of cleaning your whiteboard regularly, either at the beginning or end of your classes.

Tip #9: Make sure your whiteboard markers work.

This is a situation every teacher gets caught in. Make sure you test out your markers before beginning your lesson and always have back-up markers on hand in case they run out.
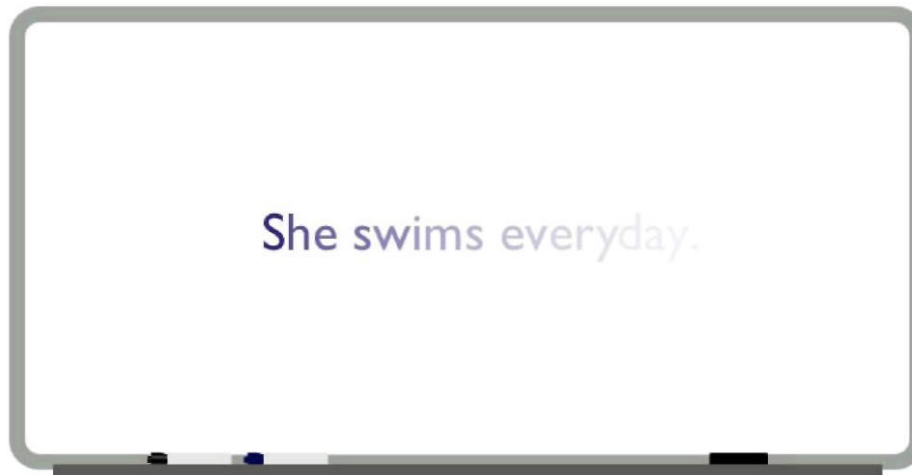
A Final Tip...

Remember to practice writing on the whiteboard. It is a skill that does not come naturally to most teachers and requires time and practice to perfect.

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