



ENGLISH CENTRAL

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TEACHING ENGLISH AS A SECOND or OTHER LANGUAGE IN-STORE WORKSHOP

TARGET GROUP	APPROX. TIME	GOALS	MATERIALS	HANDOUTS
International students enrolled in TESOL courses at private language schools	60 minutes	<ul style="list-style-type: none">• Differentiate between types of resources• Learn about photocopying law• Exposure to a variety of teacher resources	<p><u>For teacher</u> <i>Just Right Student Book, Workbook, Teacher's Book, Concise Grammar, Pronunciation Activities, Learning to Teach English</i></p> <p><u>For students</u> Book Type Cards 1 <i>Just Skills</i> coursebook for each pair Access to Teacher Resources on shelves</p>	<p><i>Resources (Pair Work handout)</i></p> <p><i>Top 10 New Teacher Resources (handout)</i></p>



Lesson Plan

Preparation	<p><i>English Central staff can assist with this preparation.</i></p> <p>Collect all materials for the teacher into one pile. Collect all materials for each pair and place on the table. Prepare or ask staff for <i>Book Type Cards</i>. Photocopy one handout for each pair. Photocopy the <i>Top 10 New Teacher Resources</i> flyer.</p>	
Lesson Notes	T – Ss (5 mins)	<p>Coursebooks</p> <p>Introduce what “coursebooks” are first and that they come in various components: Student book, Workbook and Teacher’s Guide</p> <p><u>Student Books (SB)</u> – Show the book and emphasize that usually the schools end up choosing this book and that teachers have little choice about this book. It’s the one that’s given to students or that students buy and usually guides what is taught through the session.</p> <p><u>Workbooks (WB)</u> – Show the book, noting that it contains extra practice activities for the units in the SB and usually Ss buy this as well.</p> <p><u>Teacher’s Editions/Guides (TB)</u> – Show this book, mentioning that it comes in various degrees of usefulness, from lesson plans, timing and ideas for extension activities to sometimes just the answer key.</p> <p>Tell Ss that since the schools are normally the ones that control which books and which units need to be studied in any given term, T rarely have control over the choices, and since teaching straight from the coursebooks can become very dry for Ss and that class needs to be differentiated from what Ss could do on their own at home, T need to either supplement everything from their own creation, which can take hours, or they can invest in a few good teacher resources that can help them plan their lessons.</p>
	S / S – S (10 mins)	<p>Book Types Activity</p> <p>Tell Ss that before doing anything, it’s important to familiarize yourself with the different skills and books available to students that are in the store. Evenly distribute the <i>Book Type Cards</i> to each S. Ask them to read through the cards and ask about any they are unfamiliar with. If no one does, ask the student who has the following what they mean:</p> <ol style="list-style-type: none">Readers (simplified novels for Ss)English for Academic Purposes (studying skills for preparation into university programs)English for Specific Purposes (studying language specific to an industry, like Engineering or Nursing)Methodology (how-to books about teaching) <p>Ask Ss to walk around the store and look on the shelves for an example of a book that fits into the categories they have. When they have, have them place the card on the shelf in front of the book. This can be done as individuals or in pairs.</p> <p>Once completed, walk around the store to see if their choices are correct and show an example of a book that represents that category. Ask Ss which books they are familiar with or have used and what they thought of them.</p>

<p>T – Ss (5 mins)</p>	<p>Teacher Resources</p> <p>Introduce what “teacher resources” are by suggesting that since teachers have little control over the coursebooks they teach from, it’s further ahead to talk more about teacher resources that are available to them, which they can use to help make their lessons more interesting and dynamic for their students. Show examples of each of the following in explain their purpose:</p> <p><u>Methodology Books</u> – Hold up an example and elicit from Ss what methodology means. Ask them what methodology book they use in their TEYC class. Show the example you’ve chosen and reiterate that though there may be a few activities mentioned in it, it isn’t a book meant to supplement their coursebooks with. Rather, it demonstrates how to teach their Ss different skills, and gives useful tips on what to say to Ss, how to introduce lessons, how to manage the classroom and prepare lesson plans that are communicative.</p> <p><u>Teacher Reference Books</u> – Hold up the example, showing the cover and sample pages from the inside. Explain that reference books are meant for teachers only and explain technical vocabulary and skills in native speaker language that can help teachers understand, for example, grammar concepts, better so that they can better explain them to their students.</p> <p><u>Teacher Activity Books</u> – Show an example to Ss and mention that out of all resources, these usually can help teachers add practice activities and supplemental material to help their Ss learn the target language. Note that most often these books are the only with legally photocopiable pages that can be given to Ss. Key points are that they are often divided into skill or system and level, making it easy for T to pluck an activity from that matches whatever target language their coursebooks require teaching. Emphasize that lessons cannot be made solely from these books, but rather they are meant for practice and productive activities. Show them an example that gives aims, timing, lesson notes and a photocopiable worksheet.</p> <p>Photocopying</p> <p>It is necessary to introduce the concept of what is photocopiable versus what is not because the majority of new teachers, especially from Asia, haven’t ever learned of copyright.</p> <p>Note that coursebooks are almost never photocopiable and can be severely punished by the publisher if caught. In order to determine if a resource is photocopiable or not, point out obvious markers, like a logo or mention on the cover. When all else fails, show that in the details pages at the front of the book, there is usually a written section on copyright or photocopying.</p>
<p>S – S (15 mins)</p>	<p>Lesson for the Substitute Teacher Activity – Part 1</p> <p><i>AIM: Learn how to find supplemental material in teacher resource books</i></p> <p>Divide Ss into pairs or groups of three and give each S one copy of the Resources handout. Tell them that they each need to fill out the handout for use later. From the <i>Just Skills</i> coursebooks (suggested choices are: <i>Just Listening & Speaking – Elementary</i>, <i>Just Grammar – Pre-intermediate</i>, <i>Just Vocabulary – Intermediate</i>) on the table, have each pair choose one.</p> <p>Explain that in this activity, they need to plan out a lesson overview for a substitute teacher that will teach their class tomorrow. To do so, pairs or groups need to look through their coursebook and choose tomorrow’s lesson, making sure to pick something that they think can easily be taught. Once they’ve done so, have them fill out the top portion of the handout.</p> <p>NOTE: While Ss are doing this, you should move the <i>Book Type Cards</i> from the coursebook shelves to the Teacher Resource shelves to help Ss find the right section.</p>

	<p>Ss now need to go to the Teacher Resource shelves and find two activities from one or two activity books that would complement their lesson. Once they've found good titles, have them bring the books back to their seats and complete the bottom portion of their handout.</p>
<p>S – S (10 mins)</p>	<p>Lesson for the Substitute Teacher Activity – Part 2 <i>AIM: Gain familiarity with another teacher resource book</i> Assign each partner as A, B. Ask Partner A's to take their coursebook, teacher resource book and handout and sit beside a new Partner B. Their new Partner B is the substitute teacher for their class tomorrow. Ss need to introduce their coursebook, chosen lesson and teacher resource book activities to their substitute teacher, making sure to explain how they want the lesson to go and where to put the practice activities.</p> <p>Once completed, it is Partner B's turn to take their coursebook, teacher resource book and handout and find a new Partner A. Repeat the activity.</p>
<p>T – Ss (5 mins)</p>	<p>New Teacher Resources Give Ss a copy of the <i>Top 10 New Teacher Resources</i> handout which indicates English Central's recommendation list for new teachers. Point out that these 10 resources are what we believe all new teachers can benefit the most from. It contains valuable material that can be adapted and used in their classrooms.</p>
<p>S – S (10 mins)</p>	<p>Lesson for the Substitute Teacher Activity – Part 3 (Optional Extension Activity) Have original pairs come back together with one of the teacher resource books they were introduced to by their previous partners. Ask them to introduce the teacher resource books to their original partners, based on what they were told by their previous partners and their own observations.</p>
<p>Ss – Ss & T (varying)</p>	<p>Activities from Teacher Resource Books (Optional Extension Activity) Divide Ss into small groups. Have each group choose a teacher resource book from those that were used in the previous activity. Tell Ss that they need to pick another activity from the book in order to introduce and try out with the class.</p> <p>Once ready, have groups introduce the book, its focus and lead the group with an activity from the book they like. Do together as a class.</p> <p>When complete, discuss as a class the merits of the activity and how it could be used in a lesson plan.</p>

**English for
Academic
Purposes
Coursebooks**

**Grammar
Coursebooks**

**Picture
Dictionaries**

Readers

**Listening
Coursebooks**

**Test
Preparation**

Pronunciation	Integrated Skills
Reading	Writing
Business English	Vocabulary

Idioms

Methodology

**Speaking
Skills**

**Young
Learners**

**Learner
Dictionaries**

**English for
Specific
Purposes**

<p>Listening</p>	
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RESOURCES



Good lessons take a variety of components—course books, your own creativity, teacher resources. Let's try to see how all of these things can be used together. Plan a lesson for your substitute teacher.

COURSEBOOK

SKILL FOCUS	Grammar	Reading	Writing	Vocabulary	Listening & Speaking
LEVEL	Beginner	Pre-Intermediate	Intermediate	Upper Intermediate	Advanced
LESSON FOCUS					

USEFUL TEACHER RESOURCE

RESOURCE TITLE					
PUBLISHER					
ISBN					
PHOTOCOPIABLE	YES	NO			
ACTIVITY & DESCRIPTION	Activity 1		Activity 2		
HOW TO USE IT IN THE LESSON					