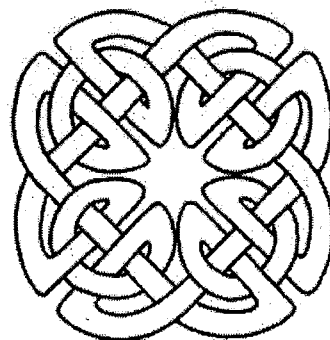


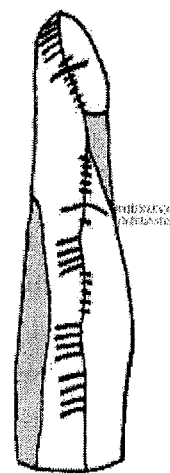
IRISH CULTURE: LITERATURE & POETRY

The *Book of Kells* is an ancient manuscript—a book written out by hand long before printing was invented (800AD). It contains the words of the four Gospels of the Bible and is decorated with many beautiful pictures called illuminations. It is written in Latin.



Scholars say that the early Christian monks and scribes in Ireland saved civilization because they tediously copied not only the Gospels, (Matthew, Mark, Luke, John) but other important manuscripts as well which had been destroyed on mainland Europe during the barbarian invasions.

Ogham Writing comes in the form of marks on the edges of this pillar stone (left) are characters from an alphabet that was used in fifth-century Ireland. Known as **ogham** (pronounced "OH-ehm."), the 25-letter alphabet was supposedly inspired by Ogma, god of eloquence. **Ogham** was generally carved and read from **BOTTOM** to **TOP**. Ogham served as an alphabet for one of the ancient Celtic languages. Its origin is uncertain: it may have been adapted from a sign language. Current understanding is that the names of the main twenty letters are also the names of 20 **trees** sacred to the *druids*.



OGHAM-ALFABET													
+					////	//				/		///	
A	B	C	D	E	F	G	H	I	J	M	N	Ng	O
X		////											
P	Q	R	S	T	U	V							

<http://www.oghamzone.com>

How could you use texts like these with your learners?

The Salmon of Knowledge

Long ago when Fionn mac Cumhaill, the great leader of the Fianna of Ireland, was still a young boy he was sent to live with a very wise man named Finnegas. Finnegas was a poet who lived on the banks of the river Boyne and was renowned throughout Ireland for his vast knowledge.

As well as being renowned for his skills in composing and reciting poetry Finnegas knew more about the ways of the world, including the secrets of the birds and animals and plants and stars, than any other man in Ireland.

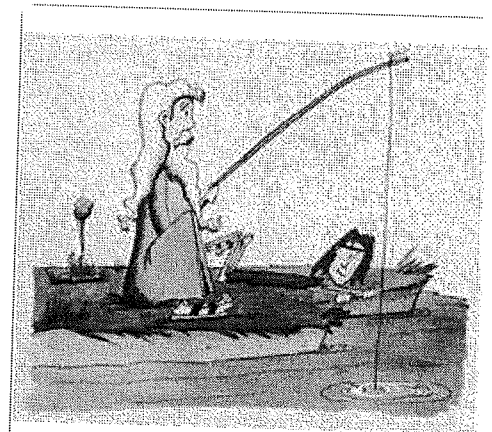
It was because of his vast knowledge that Fionn had been sent to learn from Finnegas. Fionn loved to listen to the old man's wonderful stories and his many words of wisdom which he too, in time, would learn to recite. In exchange for the wisdom Finnegas would pass on to him Fionn would help about the house, cooking, cleaning and fishing for the old man.

However, despite Finnegas' vast knowledge, he did not know everything and there were times

when Fionn's endless curiosity got the better of him, and he was left unable to answer the young boy's questions. 'Is there a way to know everything?' Fionn asked him.

This was a question that Finnegas had asked once too and was the very reason why he now lived next to the river Boyne. It had been told by the druids of old that living in a still, dark pool in the shade of the overhanging hazel trees was the Salmon of Knowledge. It was as result of eating the nuts of these magical hazel trees that the Salmon had acquired all the knowledge of the world.

And so it was that, according to



prophecy, the one who would eat the Salmon would gain the knowledge for themselves. Finnegas had been living on the edge of the river for several years

now, attempting to catch the Salmon and gain such wisdom.

It so happened that one day, not long after Fionn had come to study under him, that Finnegas went fishing and finally caught the Salmon. 'I've caught it! I've caught it!', he cried happily.

He immediately reeled it in and ran up to Fionn with the Salmon in his arms. 'You must cook it straight away!' Finnegas ordered Fionn, dancing and skipping with excitement. As Fionn began to set up the fire and spit in order to cook the Salmon, Finnegas warned him, 'Cook it, but whatever you do, do not eat a single bit of it!'

Fionn nodded and went about cooking the Salmon while Finnegas went to fetch some extra firewood. Upon his return Finnegas found the Salmon laid out and ready to eat. He looked at Fionn and thought he saw something different about him, as though the light of wisdom now shone in his eyes.

'Have you eaten any of the Salmon?' he asked Fionn anxiously.

'I have not!' Fionn replied.

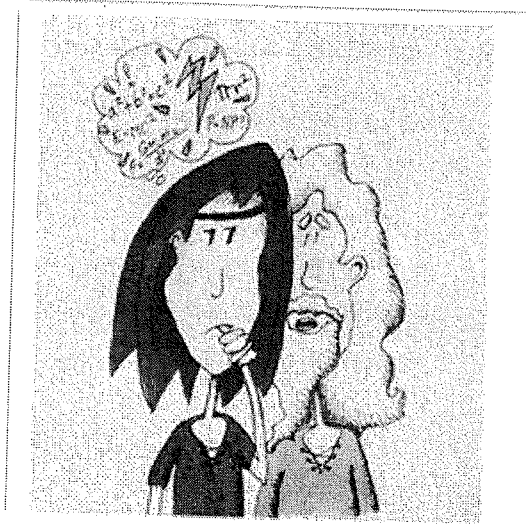
'Have you tasted its skin?' he continued to enquire.

'I have not!' Fionn replied, 'but when I was turning it on the spit I burned my fingers, so I put my thumb into my mouth to ease the pain.'

Finnegas' heart sank. 'That's enough!' he told Fionn, 'You have tasted the Salmon of Knowledge; in you the prophecy is fulfilled. You are the one who has gained all the knowledge of the world.'

He then ordered Fionn to eat all of the Salmon.

However, when Fionn was finished he realised he didn't feel much different nor did he feel any wiser than before. When he told this to Finnegas, Finnegas replied, 'If it was your thumb you first burnt, then place it in your mouth.' Fionn did as Finnegas suggested and immediately all the knowledge of the world rushed into his head.



And so it was that when Fionn grew up, he did indeed become a wise poet, warrior and leader. He became a great leader of the Fianna, the greatest band of warriors Ireland has ever known.

From: www.askaboutireland.ie

With your partner discover all the facts about Yeats. Do not look at your partner's text!!

A.

William Butler Yeats (1865-1939) was born of a _____ (What kind...?) family in Dublin on _____ (What date..?) , 1865. William's mother came from a well-to-do family in Sligo. William spent many childhood days at Sligo and loved _____. William was a writer of _____ since his teenage years. He lived, thought, and worked as a poet all his life. Unlike his father who struggled to establish himself as a professional painter, William succeeded in fame and fortune as a poet.

The poetry of his middle years was influenced by his unrequited love for the revolutionary Maude Gonne and his involvement in the Irish Nationalist movement. The poems of his later years are _____.

He founded _____ in 1901 in Dublin, before Ireland even became an independent nation. He wrote several plays that were performed there. He became a senator of the Irish Free State in _____ and he received the Nobel Prize for Literature in 1923. Yeats died in _____ in 1939. In 1948 his remains were moved to Drumcliffe, near his beloved Sligo.

B.

William Butler Yeats (1865-1939) was born of a Protestant family in _____ (Where?) on June 13, 1865. William's mother came from a _____ (What kind...?) family in Sligo. William spent many childhood days at Sligo and loved the natural countryside beauty. William was a writer of verse since his teenage years. He lived, thought, and worked as a poet all his life. Unlike his father who struggled to establish himself as a professional _____, William succeeded in fame and fortune as a poet.

The _____ was influenced by his unrequited love for the revolutionary Maude Gonne and his involvement in the Irish Nationalist movement. The poems of his later years are more bleak.

He founded Ireland's first national theatre in 1901 in Dublin, before Ireland even became an independent nation. He wrote several plays that were performed there. He became a _____ of the Irish Free State in 1922 and he received the _____ in 1923. Yeats died in France in 1939. In 1948 his remains were moved to _____, near his beloved Sligo.

THE LAKE ISLE OF INNISFREE by William Butler Yeats

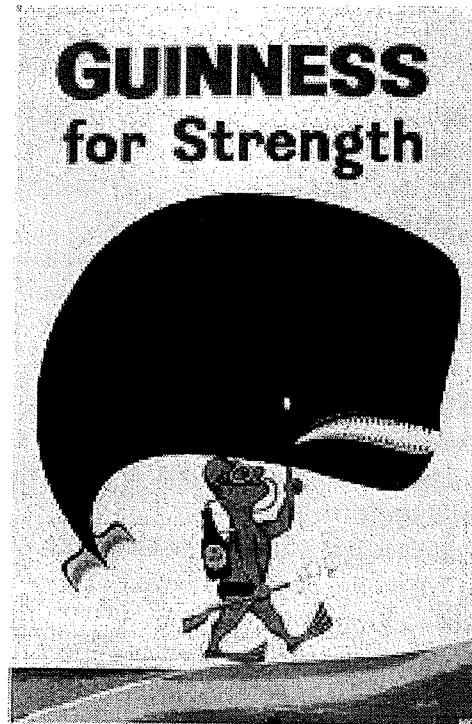
*I will arise and go now, and go to Innisfree,
And a small cabin build there, of clay and wattles made;
Nine bean rows will I have there, a hive for the honeybee,
And live alone in the bee-loud glade.*

*And I shall have some peace there, for peace comes dropping slow,
Dropping from the veils of the morning to where the cricket sings;
There midnight's all a-glimmer, and noon a purple glow,
And evening full of the linnet's wings.*

*I will arise and go now, for always night and day
I hear lake water lapping with low sounds by the shore;
While I stand on the roadway, or on the pavements gray,
I hear it in the deep heart's core.*

HE WISHES FOR CLOTHS OF HEAVEN by William Butler Yeats

Had I the heavens' embroidered cloths,
Enwrought with golden and silver light,
The blue and the dim and the dark cloths
Of night and light and the half-light,
I would spread the cloths under your feet:
But I, being poor, have only my dreams;
I have spread my dreams under your feet;
Tread softly because you tread on my dreams.



***The Workman's Friend* by Flann O'Brien (Brian O'Nolan)**

When things go wrong and will not come right,
Though you do the best you can,
When life looks black as the hour of night -
A pint of plain is your only man.

When money's tight and hard to get
And your horse has also ran,
When all you have is a heap of debt -
A pint of plain is your only man.

When health is bad and your heart feels strange,
And your face is pale and wan,
When doctors say you need a change,
A pint of plain is your only man.

When food is scarce and your larder bare
And no rashers grease your pan,
When hunger grows as your meals are rare -
A pint of plain is your only man.

In time of trouble and lousy strife,
You have still got a darling plan
You still can turn to a brighter life -
A pint of plain is your only man.

Making Excuses - What similar poems could your students write based on making excuses?

I Can't Write a Poem by Bruce Lansky

Forget it.
You must be kidding.
I'm still half asleep.
My eyes keep closing.
My brain isn't working.
I don't have a pencil.
I don't have any paper.
My desk is wobbly.
I don't know what to write about.
And besides, I don't even know how to write a poem.
I've got a headache. I need to see the nurse.
Time's up? Uh oh!
All I have is this dumb list of excuses.
You like it? Really? No kidding.
Thanks a lot.
Would you like to see another one?

Mad-Libbing:

Take a poem, remove the adjectives, and have the children each fill in the blanks in their own way. Here is an example, using *April Rain Song*, by Langston Hughes:

April Rain Song, by Langston Hughes

Let the rain kiss you
Let the rain beat upon your head with ____ ____ drops
Let the rain sing you a lullaby
The rain makes ____ pools on the sidewalk
The rain makes _____ pools in the gutter
The rain plays a _____ sleep song on our roof at night
And I love the rain.

From: <https://sites.google.com/site/lvoengelsalcul2/> (04/07/14)

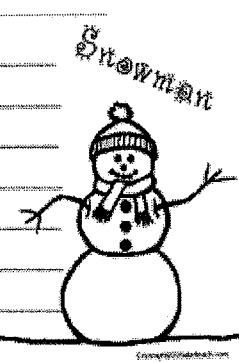
Acrostic Poems — The letters in the title of your poem become the first letter in each line of your poem.

Plants

Plants are green
Leafy and thorny.
Air, water, sunlight they need,
Nice flowers, fruits and vegetables they give.
Trees, shrubs and grass
Soil is where they grow.

Name _____ Sex _____

S _____
N _____
O _____
W _____
A _____
N _____



VOCABULARY

- Name the underlined parts of these words: impractical dishonest hopeful
- Match the words to create English compounds:

Box A:	cell	snow	hill	key	shoe
Box B:	top	board	lace	phone	storm
Taken from: McCarthy, M, O'Keeffe, A and Walsh, S. (2010) Vocabulary Matrix Heinle, p.13					

- Mark the stressed syllable in each of the following words:

apple (n) insult (n) insult (v) desert(n) dessert(n)

- How many meanings can you think of for the following items (which are, like many many English words, polysemes i.e. have multiple meanings):

a) flag b) book

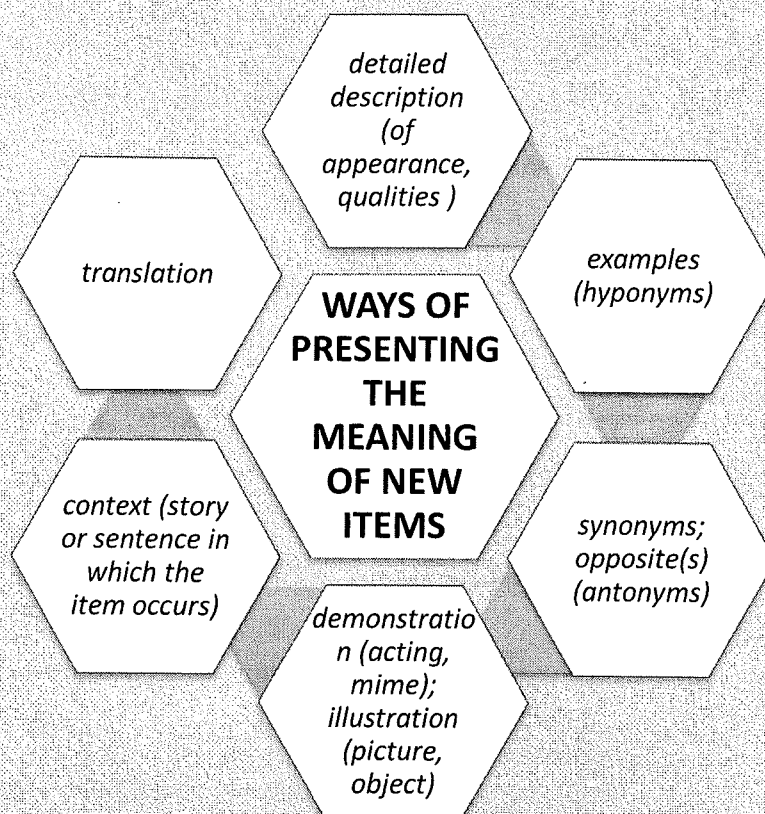
- Identify the examples provided in (a) – (d):



clippings	acronyms	initialisms	Portmanteau
words/blends			

- Brunch, spork, smog* are _____ made by combining two words.
- RAM, NATO* are _____ a pronounceable abbreviation word made from letters of different words.
- BBC, FBI* are _____ an abbreviation made from the initials of each word, of which each must be pronounced.
- Flu, gas, gator, pub* are _____ made by omitting part(s) of the original word.

Presenting new vocabulary



1. Some techniques are more popular than others. What are they, and can you account for their popularity?
2. Are there techniques that are particularly appropriate for the presentation of certain types of words?
3. Are there techniques which are likely to be more, or less, appropriate for particular learner populations (young/adult, beginner/advanced, different background cultures)?
4. Do you, as an individual, find that you prefer some kinds of techniques and tend to avoid others? Which ones? And why?

Taken from: Ur, P. 1999 A Course in Language Teaching CUP, p

How would you present the following items?

Wednesday chilly overtake branch tunnel

Read the following quote, what implications does it have for the teaching of vocabulary in the classroom?

"Words live with other words, not in isolation. Languages are made up of sets of words that go together to make individual meanings such as **by the way**, **the day after tomorrow**, **bus ticket**, **half past three**, **sunny day** and so on. These are often called collocations, or lexical units"

- Rob Waring, 2002

From: http://www.robwaring.org/vocab/principles/basic_principles.htm (20/11/14)

What useful collocations or phrases could you teach in conjunction with these words?

swimming

problem

What did these learners need to about the vocabulary items below?

- a) I booked my fly on Monday.
- b) And then I complained the manager and left.
- c) The situation was a bit... not comfortable for me.
- d) I am writting to apply for ...
- e) Next week, I'm making a party on Thursday evening.
- f) A: Would you like some tea? B: Of course.
- g) He's lovely and too friendly.
- h) He works in a fabric which produces medical devices.

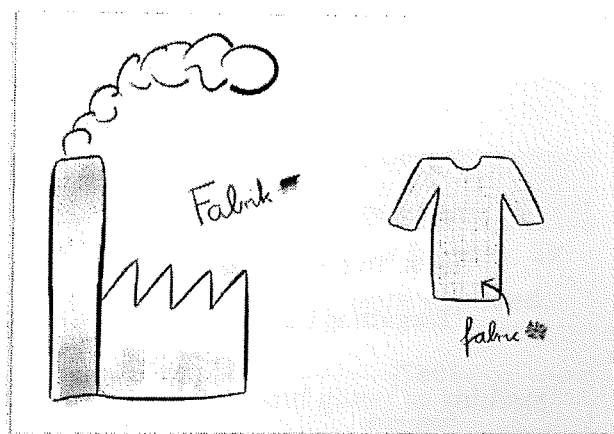


Image from: <http://learnoutlive.com> (22/11/14)

What learners need to know to really know a word:

1. **Meaning / Use**
2. **Form & spelling**
3. **Phonology**

But don't forget...

- a) **Collocation** or the way that words co-occur e.g. to take + a photo/ photos
- b) **Grammatical patterns (colligation)**: For example, if the word is followed by a particular preposition (e.g. depend on)
- c) The **connotations** that the item may have e.g. **bossy** has a negative connotation
- d) The situations when the word is or is not used e.g. **To sum up** is usually written.
- e) What **the affixes** (the prefixes and suffixes) may indicate about the meaning
For example, substandard *sub* meaning *under*. This is particularly useful at a higher level

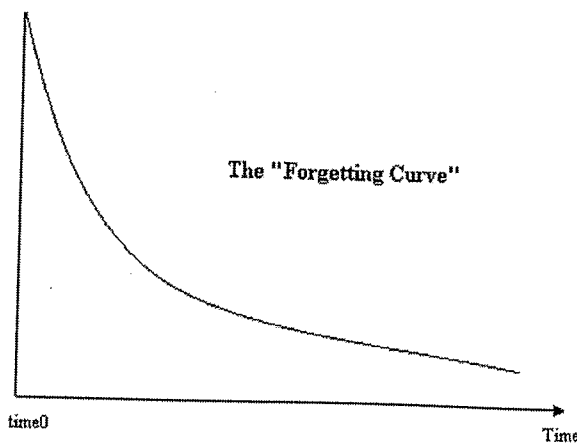
Adapted from: <http://www.teachingenglish.org.uk/article/presenting-vocabulary> (22/11/14)

Vocabulary Retention:

Are you surprised by any of the information given?

We do not learn a word from one meeting. Research tells us that it takes between 5-16 meetings (or more) to 'learn' an average word (Nation, 1990: 41). It is easier to forget a word than remember it. Initial word knowledge is very fragile and memories of new words that are not met again soon, are lost. This is because our brains are designed to forget, not remember. If a student has just learned 10 new words, it is normal for most of them to be forgotten within a few days, and maybe only one or two will be retained in the medium or long term. This is called the "Forgetting Curve" (Pimsleur, 1967).

Knowledge level



Taken from:

http://www.robwaring.org/vocab/principles/basic_principles.htm (20/11/14)

How can we build recycling & revision of newly-learnt vocabulary into our lessons?

GALWAY HISTORY & THE IRISH LANGUAGE

HISTORY OF GALWAY TIMELINE

iseegalway.blogspot.ie

13TH CENTURY

1235 The Anglo Norman Richard de Burgo captured **the area** from the O'Flahertys.

1270 De Burgo builds a wall* encircling the 25 acres of the city, fortifying the town.

14TH CENTURY

1312 Wall extended and there was a revival of Irish power.

1320 The Church of St. Nicholas* is built as a parish church.

15TH CENTURY

1450 The 14 Merchant families* were established. Galway became self-governed and elected a mayor.

1473 The first Great Fire - the Medieval wooden buildings burned to the ground and were rebuilt in stone.

1484 By this year Galway had both civil and ecclesiastical independence.

16TH CENTURY

Traded extensively with Spain- exporting fish, wool and leather, importing fruit, oil and wine. Under the rule of the 14 Merchant Families the city became wealthy and prospered.

1578 Town gaol (jail*) was built and a garrison defended the town.

1580 The Free School was established and prospered enormously, enrollment reaching 10,000.

17TH CENTURY

1651/52 Cromwell's success in his struggle with the King was bad news for Galway, Sir Charles Coote invaded, starvation forced a surrender and all Catholics were expelled.

1652 Free School was closed as part of post Cromwellian decline.

The townhouses of the 14 Merchant Families were confiscated and given to soldiers of occupying forces. The Merchant Families were renamed 'The Fourteen Tribes' by Cromwell.

18TH CENTURY

The war of William and James stunted the restoration of the city and Catholics suffered severe disabilities in relation to education, property and civil rights.

After 1750 religious intolerance subsided and a return to primary concerns of trade and industry.

This time of new growth in prosperity was water based and the river's force was harnessed to power a number of mills, breweries and distilleries. Most of the city's inhabitants still lived in squalor and filth.

19TH CENTURY

1846 - 1848 the Great Famine made the previous recovery period short lived. The Irish population dropped from 8 million people pre-famine to 6 million by 1850. The decline continued throughout the century as people emigrated across the globe.

1849 Queen's College Galway opened, showing signs of prosperity. 1851 Galway's first railway line opened

INTERESTING FACTS ABOUT GALWAY

☆ *"Wouldn't give them the time of day!"* People say that the saying "Wouldn't give them the time of day!" came from here. There are four perfectly working clocks on this church but one of them is behind a shutter. At the time three sides of the church faced the Protestant community however the fourth clock faced a Catholic monastery. So it was covered over so they wouldn't have to give them the time of day!

☆ *Marriage Stones and Fireplaces* During the early Medieval era, the Anglo Norman settlers rarely socialised outside of their own, bounding many of the Fourteen Families by marriage. To celebrate such occasions, a heraldic panel would be carved for the new couple to symbolize the joining of the families.

These were known as marriage stones, and displayed the man's Coat of Arms on the left hand side and the woman's on the right. Usually after the couple were wed, the marriage stone would be used to form a keystone above their fireplace. You can see one today in the King's Head pub.

- ☆ Galway is the third largest city in the Republic of Ireland and the only city in the province of Connacht. According to the 2011 census the population of Galway is 75,414.
- ☆ The park at the center of Galway City is called John F. Kennedy Park however it is still known by most Irish people as Eyre Square. It was renamed John F. Kennedy Park in the 1970s. The square is home to the old city gates and its defending cannon.
- ☆ Galway is nicknamed "The City of Tribes" ("Cathair na dTreabh") after the fourteen merchant families who led the city during the Hiberno-Norman period.
- ☆ The city is known for its vibrant lifestyle and numerous festivals, celebrations and events including the summer's Galway Arts Festival which is known for its famous Macnas, arts group's, parade
- ☆ There are many symbols associated with Galway. These include the Claddagh Ring, Galway's own symbol of love and friendship, worn the world over, the Aran Sweater, an emblem, not only of the Aran Islands, but of Ireland itself and the Galway Hookers, ships that distinguish themselves as Galway's signature upon the water.
- ☆ The Aran Islands, probably Ireland's most famous islands, are located just off the coast of Galway. The three islands, Inishmore, Inishmaan and Inisheer are the perfect place to visit to see Ireland at its best. They are also Gaeltacht areas.

THE IRISH LANGUAGE

- Hello. = Dia dhuit (*DEE-a GWIT*) [literal meaning is 'God be with you']

The response to this greeting is Dia is Muire dhuit (*DEE-a ISS MWIRR-a Gwit*)
[literally (May) God and (The Virgin) Mary be with you]

- How are you? = Conas atá tú? (*CUNN-us a-TAW too?*)

- I'm well. = Táim go maith (*TAW'm guh MAH*)

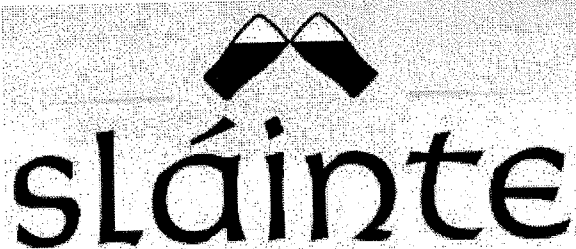
- What is your name? = Cad is ainm duit? (*COD iss ANNim ditch?*)

- My name is _____. = _____ is ainm dom (_____ iss annim dum)

- Thank you/you (pl.). = Go raibh maith agat/agaibh. (*GUH ROH MAH ug-ut/ug-iv*)

- Goodbye = Slán (*Slawn*)

And another important one is...



sláinte

ERROR CORRECTION TECHNIQUES

Which of the following sentences would you most agree with?

- Learner errors are evidence that learning has not taken place
- Learner errors are evidence that learning is taking place.

Adapted from: Scrivener, J. 2005 Learning Teaching, p.298

Types of errors

Match the errors to their descriptions:

- | | |
|-------------------------------------|-------------------------------------|
| 1. We was so so tired. | a) pronunciation (/s/ vs /ʃ/) |
| 2. I go everyday to the gym | b) lexis (wrong collocation) |
| 3. Give me one coffee | c) grammar (word order) |
| 4. I made a lot of photos | d) grammar (subject-verb agreement) |
| 5. I don't like <u>vegetables</u> . | e) pronunciation (/i/ vs /aɪ/) |
| 6. He took a sour. | f) pronunciation (word stress) |
| 7. He's been here signs Monday. | g) use (sounds rude) |

Answers: 1d 2c 3g 4b 5f 6a 7e

DISCUSS:

A. How could the following quote relate to error correction?

***"What you tell me, I forget;
what I discover for myself, I
remember"***

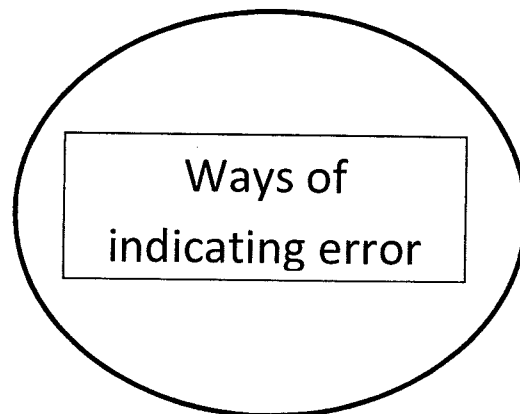
B. Would you support the recommendation to refrain from correcting during fluency-oriented speech, and to do so only during accuracy-oriented exercises? Can you add any further comment?

C. What are the potential dangers of over-correction?

Taken from: Ur, P. 1999 A Course in Language Teaching CUP p.

Oral Errors

Brainstorm at least 5 different ways of indicating to a learner that an error has been made?



Written Errors

Read the problem and the learner's advice. Correct the learner's piece of work as you would usually do for your own learners.

Dear Helpful Harriet,

I have a problem with this teacher at school. He is always shouting at me, though I don't disturb more than other people in his class. It's true that I sometimes don't do my homework, but I know his subject very well and always get high marks in his tests – so there's no point in me doing silly homework! He gave me a much lower mark than I deserve at the end of term. It's not fair. What can I do?

Yours,

Frustrated student

TASK: Write a reply letter/ email to give this student some advice:

My advise to you is to talk with this problematic teacher and trying to expline him what do you fill and think about her and what do you think that you can do togther to solve your problem together. Please let me know what happened with your case.

Ur, P. 1999 A Course in Language Teaching CUP, p116-117

Reflecting on Written Feedback

- a) Did you use a red pen for your comments? Or another colour? Or a pen or pencil? Can you account for your choice?
- b) Did you give some kind of assessment at the end ('Good', for example)? Why, or not?
- c) Did you correct all the mistakes? If so, why? If not, on what did you base your decision which to correct and which not?
- d) For those mistakes you corrected: did you write in the correct form? Give a hint what it should be? Simply indicate it was wrong? Why?
- e) Did you note only what was wrong, or did you give some kind of indication of what was right or particularly good?
- f) Did you provide any kind of informative feedback other than mistake correction and overall assessment, designed to help the student improve? (e.g. 'This was good because . . .', or 'Take care when you . . .')
- g) When responding to the assignment that entailed expression of personal opinion, did you provide a response of your own to the content? ('I agree with this point', 'Yes, but have you considered . . .?')
- h) Did you require the student to redo any of the assignment? Can you say why, or why not?
- i) Finally, try rereading your corrections imagining you are the student: what do you think the student will feel about them?

Taken from: Ur, P. 1999 A Course in Language Teaching CUP p.11

Self-Correction – developing critical ability in our learners.

Critical ability on the students' part is probably better developed through self-correction and discussion in pairs or small groups and through comparison of two or more pieces of writing.

<http://www.tedpower.co.uk/esl1220.html> (07/12/14)

Discuss each of the following in terms of their effectiveness and whether you have used / would use them or not & why.

1. Correction Codes

<http://www.beltabelgium.com> (22/11/14)

Example of an error code

Sp.	Spelling
S/V	Subject/Verb agreement
Prep.	Preposition error
^	Word missing
T	Tense
WW	Wrong word
WF	Wrong form
???	I do not understand what you are trying to say here

2. Brumfit's 1977 staged approach (over a period of weeks/months)

- Stage 1: underline and diagnose errors (e.g. Sp = spelling mistake)
- Stage 2: underline but do not diagnose
- Stage 3: diagnose by writing symbol in margin - do not show where it is.
- Stage 4: put a cross in the margin for each mistake.
- Stage 5: put ONE cross for each line with mistakes.

<http://www.tedpower.co.uk/esl1220.html> (07/12/14)

3. Booing and cheering correction

Write six or so sentences on the board, some of which should contain mistakes. Students locate the mistakes as follows: As you point to each sentence, get the class to cheer or boo, according to whether they think it is correct or not. Put a cross next to the sentences the class thinks are incorrect. Point at these word by word until the mistake is located, again by booing and cheering.

<http://www.onestopenenglish.com/7>

TEACHING LISTENING

- i. How often do you work on listening with your learners?
- ii. What listening materials do you use in your classroom?
- iii. Discuss **one** challenge you have experienced / experience in listening lessons and the solution you have adopted to remedy this issue.

Pre-Listening Activities / Priming learners to listen

Do you ever do any of the following **before** your learners listen? How?

- Establish context.
- Pre-teach 'critical' vocabulary (max. 4/5 items)
- Create motivation / curiosity

Approaches to Listening Stages

Examine the following '**non-interventionist approach**' to listening below. Discuss your opinion of this kind of approach and its strengths and weaknesses.

- **Pre-set questions**
- **First play**
Learners note down what they understand.
- **Second play**
Learners check their understanding. They discuss it in pairs.
Where pairs disagree, they try to reach agreement.
Teacher: no comment except where widespread and serious misunderstanding.
- **Third play**
Pairs check to see who is right.
Pairs present their understanding to the whole class.
Teacher summarises, without commenting on correctness.
- **Fourth play**
Class checks to see who is right.
Teacher comments.
- **Fifth play**
Class listens with a transcript.
Teacher answers any questions.

Source: Fields, J. 2008 Listening in the Language Classroom CUP p.45

Active listening activities

Dictation

a) To focus on strong and weak forms:

My town is safer than New York.

New York is much more expensive than my town.

My town isn't as interesting as New York.

The traffic in New York is worse than in my town.

My town is less noisy than New York.

b) Running Dictation

a) Paste texts (usually short text) at the back of the class.

b) Divide class into teams. In each team there is a reader and a writer.

c) Tell each the readers of each team that they will run to a text, read and memorize a of it. As quickly as possible they will run back and dictate the text to the writer in the group.

d) The writer writes while s/he goes back to read more text. The group that finishes writing their text first wins.

*Runners (readers) cannot write the words. They must dictate what they read in the to the student writing.

*They cannot help in the writing but they can tell him/her how to spell words. The te that finishes first wins and reads out the text to the class.

Tips: Put students of mixed abilities together.

Listen & Respond

1. Lies!

Divide the class into two teams A and B. Ask one student to come to the front of the class and read aloud a passage which you have chosen, e.g. a story or newspaper article. Then ask them to read it aloud again, but to make some changes. Each time a lie (or change) is read out, the students must stand up. The first team to stand up gets a point. This game requires students to listen carefully and encourages them to remember important information and details.

2. Listen & Draw

Learners work in pairs to describe something which their partner must simultaneously draw e.g. a kitchen.

Great for listening and prepositions place!

Does this quote reflect your experience of listening?

"The major difficulty students encounter with spoken English is separating a stream of speech into the individual words making up each utterance, a process known as 'segmentation'".

Thornbury, S.

Some reasons to use authentic listening in the classroom

The main aim of using authentic listening texts is as a basis for **building** up students' **confidence** in their listening ability by:

1. Training learners to listen for features of fast connected speech such as:
 - Assimilation e.g. red bag
 - Missing words, sounds and elision e.g. Next please!
 - Linking e.g. rock and roll
 - Weak forms of non-content words e.g. he could've told us about it.
2. Raising students' awareness of the importance of intonation.
3. Drawing students' attention to the special features of informal spoken English.
4. Presenting students with new grammatical structures and lexis in context.
5. Focusing on the features of accents of native and non-native speakers. Unlike the traditional listening comprehension approach, an initial, easily-achievable listening task is set before the teacher uses the authentic text as the basis for further classroom activities to help students deal with, and acquire, the spoken language they will encounter outside the classroom.

Think of possible tasks you could do with 4 of the following:

A lecture
Plane announcement
The news
Fictional story
Directions
Gossip
An anecdote
Music

Authentic Listening Tasks

Listening text	Purpose	Possible task
A lecture	Gather information	Take notes and produce an essay/summary
Plane announcement	Check time and place of departure	Find correct place on airport map
The news	To be informed about current affairs	Express opinions on what you have heard
Fictional story	Entertainment	Decide if you believe it
Directions	To find a destination	Draw/follow a map
Gossip	Entertainment	Pass the gossip onto someone else
An anecdote	Social	Give advice
Music	Entertainment	Decide if you like it

From: <http://www.teachingenglish.org.uk/article/making-listening-authentic-experience> 13/10/20

Using Tapescripts

1. Learners can listen and **mark the stressed words** they hear on the transcript. More advanced learners can predict the stressed words and listen to the audio to check.
2. Following input on an aspect of **intonation** students read an extract from the transcript and decide whether they think the speaker's intonation will rise or fall. After this they listen to confirm whether their answers are correct.
3. Provide a **gap fill task** for learners to listen and complete words that they usually find difficult such as connected speech rather than the main content words.
4. Scripts can be used for **do- it- yourself pair work**. One member of the pair (A) can delete some words from the transcript and hand it to their partner (B), who has to listen and fill in the missing words as their partner reads out the text , or as they both listen to the audio.
5. Hand out the dialogue in pieces, with each turn on a different piece of paper. Assign pairs to **reconstruct the dialogue**. This can be done with each of the partners having half of the slips. They cannot see each other's slips but instead must listen.
6. Partners extend the story. **What happens next?** Partners can act out the ending.
7. Use the script as an **information gap**, or the basis of a whispering/ shouting dictation.

PHONOLOGY 1 & 2

- How often do you use the phonemic alphabet in class?
 - Regularly
 - Occasionally
 - Rarely
- What are the individual sounds that are often problematic for your learners?

ɪ READ	ɪ SIT	ʊ BOOK	uː TOO	ɪə HERE	eɪ DAY	
e MEN	ə AMERICA	ɜː WORD	ɔː SORT	ʊə TOUR	ɔɪ BOY	
æ CAT	ʌ BUT	aɪ PART	ɒ NOT	eə WEAR	aɪ MY	
p FIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW

From: www.michellehenry.fr/phonetics.htm (25/10/14)

QUICK QUIZ 😊

1. What are the following words examples of:
 - a. bet / vet
 - b. vine / wine
 - c. sick / seek
2. What the difference between the sounds /g/ and /k/? And the similarity?
3. Why is 'ed' pronounced differently in the following words:
 - i. stopped /t/
 - ii. grabbed /d/
 - iii. visited /ɪd/
4. Which 3 vowel sounds have a /r/ sound added in some varieties of English?
e.g. American and Irish?

MINIMAL PAIRS ACTIVITIES

What's your number?

1 fat	2 surf	3 vine
4 serve	5 fine	6 leave
7 leaf	8 vat	9 of
*	0 off	#

Call

387
911

Focus on sounds & spelling

Idea A:

- i. Provide learners with groups of words plus some consonant sounds (as shown).
- ii. Learners must try to create and write down words. Note the spelling WILL change! e.g. /k/ + aim = NEW WORD came

From: <http://hancockmcdonald.com>
(25/10/14)

Idea B:

- i. Focus on one vowel sound.
- ii. Provide possible consonants to begin and end words
- iii. Learners must create as many words as they can thinking carefully about spelling.

1

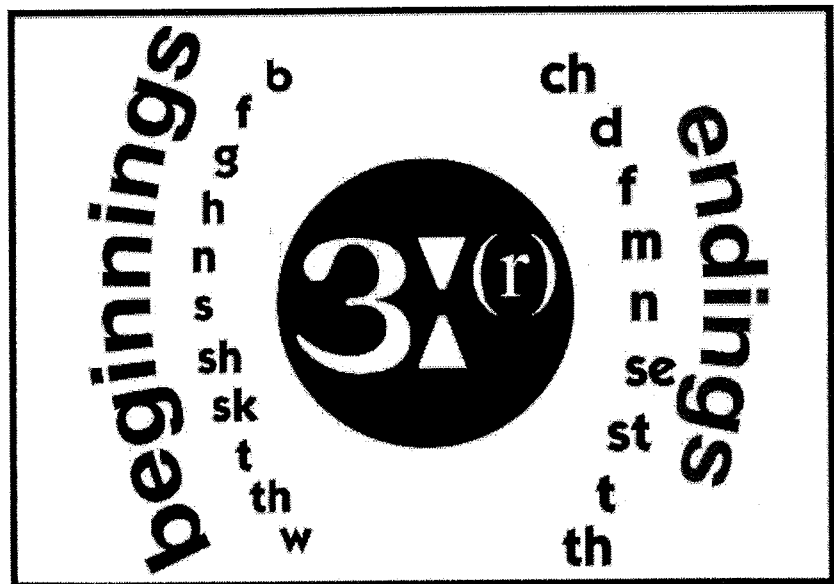
/k/	+	aim	air	lime
/g/	+	ache	white	
		use	water	lose

2

/h/	+	earth	aid	art
/j/	+	eyes	ear	
/w/	+	or	eight	air

3

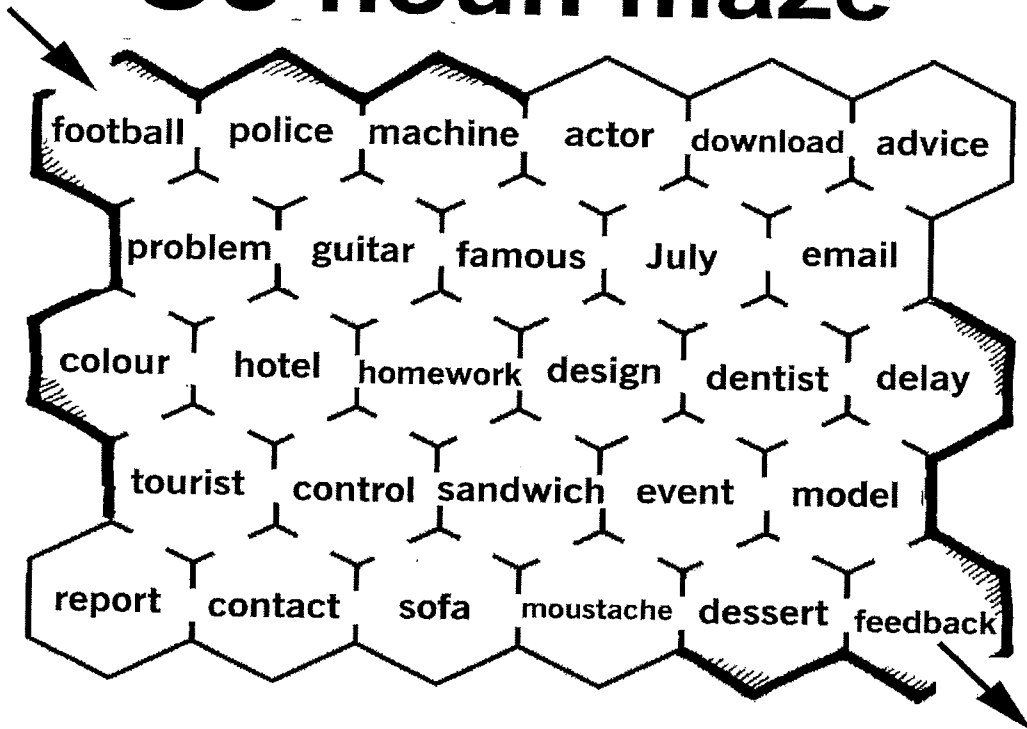
/l/	+	eight	egg	ale
/r/	+	eye	owes	
		air	ache	



From: <http://hancockmcdonald.com> (25/10/14)

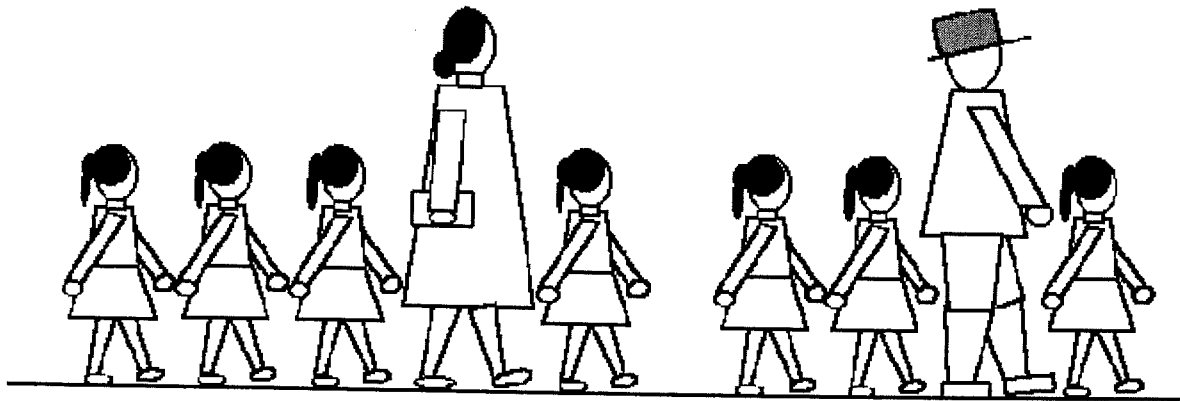
WORD STRESS

●● noun maze



SENTENCE STRESS

English is **stress timed** – only certain types of words are stressed and words in between are compressed.



function words (unstressed*)	content words (stressed)
prepositions (e.g. <i>to, for</i>) the verb <i>be</i> (e.g. <i>is, are, was</i>) auxiliary verbs (e.g. <i>can, does</i>) articles (e.g. <i>the, an</i>) conjunctions (e.g. <i>and, or</i>) personal pronouns (e.g. <i>you, her</i>)	nouns (e.g. <i>hour, tea</i>) main verbs (e.g. <i>play, wait</i>) adjectives and adverbs (e.g. <i>good, quickly</i>) question words (e.g. <i>who, what</i>) contractions with <i>not</i> (e.g. <i>can't, isn't</i>)

From: <http://hancockmcdonald.com> (25/10)

Contrastive Stress & Corrective Stress

Underline the stressed words on the following sentences.

- i. Are you going to go outside or stay inside for recess today?
- ii. Did you lose your math book or your reading book?
- iii. Are you walking or taking the bus?
- iv. Is he coming on Monday or Tuesday?
- v. Did he say yes or no?

Which words would you expect to be stressed here?

A: *Bonn's the capital of Germany.*

B: *No, Berlin's the capital of Germany.*

A: *Oh, I thought Berlin was in Switzerland.*

B: *No, Berne's in Switzerland.*

A: *Oh, I thought Berne was in Germany.*

B: *No, Bonn's is in Germany.*

A: *Yeah, I know. It's the capital.*

B: *No, Berlin's the capital!*

A: *Oh, I thought ..*

TEACHING READING

Exploit visuals to encourage prediction and heighten engagement with text.

Where?

- Where is the image taken?
- Where do the people come from?
- Where are they going?

When?

- When (time of day or year) was the image taken?
- When did the people meet each other?
- When did they start this activity?
- When are they going to stop?

Who?

- Who is in the image?
- Who or for what event was the image taken for?
- Who created the image?

Why?

- Why do you think the image was created?
- Why are the people dressed as they are?
- Why is this image important?

What?

- What is the image of?
- What are the people doing in the image?
- What are they wearing? / What do they look like?
- What is the relationship between the people in the image?
- What do you think the message of the image is?
- What is the image trying to tell or explain to the viewer?

WEST COVINA, California — After a boozy Saturday night, Sarah Maguire awoke the next morning to find that her iPhone was gone. Her roommate's phone was gone, too. Were they at the bar, she wondered, or in the cab?

Using the Find My iPhone app on her computer, she found that someone had taken the phones to a home in this Los Angeles exurb, 30 miles east of her West Hollywood apartment.

So Ms. Maguire, a slight, 26-year-old yoga instructor, did what *a growing number of* phone theft victims have done: She went to confront the thieves — and, to her surprise, got the phones back.

“When I told my mom what I did, she thought I was crazy,” Ms. Maguire said.

With smartphone theft *on the rise*, apps like Find My iPhone offer a new option for those desperate to recover their devices, allowing victims like Ms. Maguire to act when the police will not.

But the emergence of this kind of do-it-yourself justice has resulted in law enforcement officials worrying that people are putting themselves in danger, taking risks for the sake of an easily replaced item.

“This is a new phenomenon — it's not simply running after the person to grab the phone,” said George Gascón, a former police chief. “It opens up the opportunity for people *to take the law into their own hands*, and they can get themselves into really deep water if they go to a location where they shouldn't go.”

“Some have been successful,” Mr. Gascón said. “Others *have gotten hurt*.”

Smartphones have become irresistible for thieves. More than three million were stolen last year. Since 2011, cellphone

thefts have risen more than 26 percent in Los Angeles; robberies involving phones were up 23 percent in San Francisco just last year. In New York City, more than 18 percent of all grand larcenies last year involved Apple products.

Victims are often desperate to recover their stolen phones, which, as home to their texts, photos and friends' phone numbers, can feel less like devices than like extensions of their arms. While iPhones may be the most popular with thieves, apps that can track stolen phones using GPS are now available for most smartphones.

And although pursuing a thief can occasionally end in triumph, it can also lead to violence. In San Diego, a construction worker who said his iPhone had been stolen at a reggae concert chased the thief and *wound up in a fistfight on the beach* that a police officer had to break up.

Even an off-duty Los Angeles police detective pursued his son's phone, which had been stolen at a soccer game. The officer, who asked that his name not be used for fear that civilians would follow his example, and his son used GPS to track the phone leaving the field. They got in the car and followed it — first to a mall, then to a nearby home.

The officer knocked on the door, and then his son called the phone, which went off inside the bag of the boy who had taken it from the field.

The officer *urged* anyone whose phone is stolen to call the police, noting that he had had three other off-duty officers with him. “What if these were gang members?” he said. “Somebody can get killed doing this.”

Cmdr. Andrew Smith, a spokesman for the Los Angeles Police Department, called the *trend* “a big concern.”

“It’s just a phone — it’s not worth losing your life over,” he said. “Let police officers take care of it. We have backup, guns, radio, jackets — all that stuff civilians don’t have.”

Still, when she was asked by text message if she would pursue a future pickpocket, she typed an unequivocal reply on her recovered phone: “Yes, def.”

As an alternative, police chiefs have *advocated* another solution that they say could end smartphone thefts altogether: a mandatory “kill switch” that would render stolen phones inoperable and therefore unattractive to thieves.

After years of pressure, phone makers, including Apple, have begun offering this feature. But the legislation that would require a kill switch on all smartphones sold in California has stalled in the State Legislature amid opposition from the telecommunications industry. In the meantime, the thefts continue to outnumber the ability of the police to handle them.

When Ms. Maguire and her roommate called the Los Angeles police, she said, they were told they could go to West Covina themselves and call 911 if they felt threatened. Ms. Maguire debated for hours before deciding to go after her phone.

“We looked at the area on Google Maps, and it wasn’t that *sketchy*,” she said. “It wasn’t Compton. It was West Covina.”

She knocked on the door. It swung open, revealing a large man, about 30 years old. “I think you have my phone,” Ms. Maguire said haltingly, as she later recounted the conversation. The man denied this. But she pressed him, insisting that GPS had led her to that address. The man ducked back inside. The blinds in the living room, which had been open when she arrived, slowly closed.

Finally, he returned with one phone, then — after more negotiation — with the second. Unsure if the danger was over, Ms. Maguire *sprinted* to her car.

CLIL

(PPT: CLIL_One_Notes_Refresh)

Content and Language Integrated Learning (CLIL) can be by the English teacher using cross-curricular content OR the subject teacher using English as the language of instruction. There are many ways of describing CLIL. You may already be following and using many of its principles if you are teaching on a programme listed below.

☆ **Please tick any programmes you have heard of / have taken part in.**

- Bilingual Integration of Languages and Disciplines (BILD)
- Content and Language Integrated Learning (CLIL)
- Content and Language Integration in Primary CLIP
- Content-based Instruction (CBI)
- Content-based Language Instruction (CBLI)
- Content-based Language Teaching (CBLT)
- English Across the Curriculum (EAC)
- English as an Academic Language (EAL)
- English as a Medium of Instruction (EMI)
- Foreign Language Immersion Program (FLIP)
- Languages Across the Curriculum (LAC)
- Teaching Content Through English
- Teaching English Through Content

☆ **Compare your lists with your partner, discussing your views towards CLIL programmes.**

Some goals of CLIL

- To encourage confident talk in the L2
- To teach content; accuracy is seen as subordinate
- Focus on lexis rather than grammar
- Focus on the "4Cs"

The 4Cs - MATCH the terms with their definitions:

- | | |
|------------------|---|
| a) Content | 1. Integrating topics from across the curriculum |
| b) Cognition | 2. Engaging learners through higher order thinking & knowledge processing. |
| c) Communication | 3. Interpreting and understanding the significance of content and language to identity and citizenship. |
| d) Culture | 4. Using language to express what has been learnt; ideas and values. |

Encouraging Cognition & Communication

- KWL Chart

Topic:		
KNOW	WANT TO KNOW	LEARNED / DISCOVERED

From: CLIL Activities Cambridge University Press 2012

PHOTOCOPIABLE

Read the text about HURLING. Find 5 details to write into your "Learnt" column.

Organisation and Equipment

Hurling is played with 15 men on each team over 2 halves of 35 minutes each. Putting the ball (a sliothar) over the bar of the goal and between the posts is equal to 1 point while placing it in the goal, is worth 3 points. The women's sport has the same rules and is called 'camogie' pronounced /ka'mo:gi:/

Hurling is a dangerous and rough game. Players can be tackled to the ground, shoulder charged, and pulled. All players must wear helmets, as of 2010, to protect themselves from the ball which can travel up to 150km per hour!

Where it's played

Croke Park in Dublin is the home of hurling and is the largest non-soccer orientated stadium in Europe with an official capacity of 80,300. However, not everyone will reach this prestigious stadium. There are teams all over the country, who train and play in their own clubs. The main competition is the All Ireland Senior Hurling Championship which takes place across Ireland from May to September. The best team at the moment is Kilkenny who have won the competition 34 times!!

Another interesting fact

One interesting fact about Hurling is its amateur status at every level. Every player, manager, coach and official takes part without pay or wages. All players have "real" jobs, often coming from the Agriculture, Army or Garda professions (because those jobs just aren't stressful enough!?) As such hurling is viewed by many as a 'real' sport where the participants are playing for the pride and glory of their county rather than monetary reward.

GLOSSARY:-----

Kilkenny = the name of an Irish city in the east of the country.

mandatory (adj) = compulsory; this must be done; it is a law/rule.

Homework : Research a sport from a different country. Write a description using the same headings and similar language.

IRISH CULTURE: MUSIC & SONG

The Galway Shawl - Fred Jorgenson

Circle the correct word:

At Oranmore in the County Galway,
One pleasant afternoon / evening in the month of May,
I spied a damsel, she was young and handsome
Her beauty fairly took my breath off / away.

CHORUS:

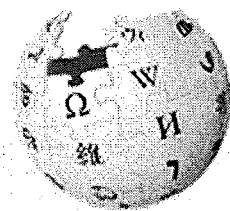
**She wore no jewels, nor costly / expensive diamonds ,
No paint or powder, no, none at all.
But she wore a hat / bonnet with a ribbon on it
And around her shoulder was the Galway Shawl.**

We kept on walking, she kept on smoking / talking,
'Till her father's cottage / car came into view.
She said, "Come in, sir, and meet me mother / father,
And play to please him *The Foggy Dew*."

She sat me down beside the hearth stool,
I could see her father, he was six feet tall / small.
And soon her mother had the kettle singing
All I could think of was the Galway shawl.

CHORUS

I played / sang *The Blackbird* and *The Stack of Barley*
Rodney's Glory and *The Foggy Dew*



Simple English
WIKIPEDIA

She sang each note like an Irish linnet.
And tears welled in her eyes of blue.

'Twas early, early, all in the evening / morning,
When I hit the road for old Donegal.
She said goodbye, sir, she cried and kissed me,
My heart remains / stays with the Galway shawl.

CHORUS

The Wild Rover - *The Dubliners*

Put the lyrics in order:

I've been a wild rover for many a year
And I've spent all my money on whiskey and beer,
And now I'm returning with gold in great store
And I swear I will play the wild rover no more.
And it's no, nay, never, (CLAP CLAP CLAP CLAP)
No nay never no more,
Will I play the wild rover
No never no more.

I went in to an ale-house, I used to frequent

And told the landlady "my money's all spent".

I asked her for credit, she answered me "nay

Such a custom as yours I could get any day."

CHORUS

I took from my pocket ten sovereigns bright

And the landlady's eyes opened wide with delight.

She said "I have whiskey and wine of the best

And the words that she told me were only in jest."

I'll go home to my parents, confess what I've done

And ask them to pardon their prodigal son.

And if they caress me as ofttimes before

I swear I will play the wild rover no more.

The Irish Pub

Match the rhyming words

street

meet

fields

you

through

soon

move

mob

job

same

game

catch

train

rain

wind

dry

pint

know

owner

owe

scoring

door

work

The Irish Pub- *The High Kings*

Well, you're walkin' through a city street, you could be in Peru
And you hear a distant calling and you know it's meant for you
Then you drop what you were doing and you join the merry mob
And before you know just where you are, you're in an Irish pub

(Chorus)

They've got one in Honolulu, they've got one in Moscow too
They got four of them in Sydney and a couple in Kathmandu
So whether you sing or pull a pint you'll always have a job
'Cause where ever you go around the world you'll find an Irish pub

Now that design is fairly simple and it usually works the same,
You'll have 'Razor ^{= a footballer} Houghton' scoring in the Ireland - England game
And you know you're in an Irish pub the minute you're in the door,
For a couple of boys with bodhrans ^{= a traditional drum} will be murdering Christy Moore ^{= a musician}

(Chorus)

Now the owner is Norwegian and the manager comes from Cork
And the lad that's holding up the bar says 'Only ^{= impid} Eejits Work'
He was born and bred in Bolton but his mammy's from Kildare
And he's going to make his fortune soon and move to County Clare

(Chorus)

The Irish Pub- *The High Kings*

Well, you're walkin' through a city street, you could be in Peru
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For a couple of boys with bodhrans ^{= a traditional drum} will be murdering Christy Moore ^{= a musician}

(Chorus)

Now the owner is Norwegian and the manager comes from Cork
And the lad that's holding up the bar says 'Only Eejits ^{= stupid} Work'
He was born and bred in Bolton but his mammy's from Kildare
And he's going to make his fortune soon and move to County Clare

(Chorus)

The Cliffs of Dooneen – *Christy Moore*

Cross out the extra word:

You may travel far far from your very own native home
Far away o'er the high mountains far away o'er the foam
But of all the really fine places that I've ever seen,
There's none to compare with The lovely Cliffs of Dooneen.

Take a view o'er the mountains fine sights you'll definitely see there
You'll see the big high rocky mountains on the West coast of Clare
The towns of Kilkee and Kilrush, can be seen clearly
From the high steep rocky slopes at The Cliffs of Dooneen

Fare thee well to Dooneen fare thee well for a little while
And to all the fine people I'm leaving behind me
To the cool streams and the meadows where late I have been
And the very high rocky slopes of The Cliffs of Dooneen

**You may travel far far from your own native home
Far away o'er the mountains far away o'er the foam
But of all the fine places that I've ever seen,
There's none to compare with The Cliffs of Dooneen.**

USE OF MULTIMEDIA IN THE ELT CLASSROOM

Some ideas for using "video" material in the ELT classroom

A. Predict - Watch - Write

1. The clip is about a new invention called the "....."
What do you think it is? What does it do?
 2. Now watch the clip and see whose ideas were the closest.
 3. Watch again and take notes (in L1??) of what happens
 4. With your partner write the story in your own words.
- [Videos of "Wallace & Gromit Cracking Contraptions" from YOUTUBE]

B. Pause and Predict

1. Make predictions when the teacher pauses the clip.
2. Watch again this time to help you complete these sentences.

I thought (he) was going to , but ...

I was sure ... was going to, but actually ...

I liked / disliked the ending because.....

[Video: Pigeon Impossible YOUTUBE]

C. Stimulus For Speaking Or Writing

- a. Ss discuss Qs around the topic {post-it notes}
- b. Watch
- c. Discuss ideas / answers post watching

D. Using video as LISTENING & SPEAKING lesson

- British Council Teens – "Video Zone"
<http://learnenglishteens.britishcouncil.org/>
- TEDxESL <http://tedxesl.com/>
- Film English <http://film-english.com/>
- YOUTUBE :)

The article "Six reasons to use video in the ELT classroom" is available at the following address:
<http://www.cambridge.org/elt/blog/2014/03/six-reasons-use-video-elt-classroom/>

PROJECT WORK

What are the advantages of projects?

- increase learners' motivation
- increase students' self-esteem
- develop positive attitude towards learning
- enhance students' interest and autonomy
- improve language skills
- give opportunities for the natural integration of language skills
- develop students' problem solving and critical thinking skills.

<http://www.teachingenglish.org.uk/blogs/admin/projects-learning>

Challenges of project work.

A. Have you experienced these problems when conducting projects? List 2 other problems which may be encountered when doing project work.

- **Learners using their own language**
If the class are monolingual they may use their L1 a lot (it often happens anyway in YL classes) so you should decide whether the benefits of doing project work outweigh this factor.
- **Some learners doing nothing**
By giving more freedom to the learners you may also be giving them the freedom to do nothing! If the project is planned carefully and roles decided at the proposal stage this is less likely to happen.
- **Groups working at different speeds**
One group may have 'finished' the project after a couple of hours and say they have nothing to do. Remind them it is their responsibility to fill the time allocated to project work and discuss ways they could extend the work they have already completed.

<http://www.teachingenglish.org.uk/article/project-work-teenagers>

B. Discuss how you have addressed such problems or prevented them from arising.

Read each of the following project ideas. (SOURCE: [HTTP://TEFLGEEK.NET](http://TEFLGEEK.NET) 07/01/15) Which of them would appeal to your learners?

PROJECT:	LESSON 1:	LESSON 2:	LESSON 3:	OUTCOME:	Would this appeal to my learners?
Photo Story	SS plot their stories and decide which scenes need pictures taking	SS take their pictures out and about. (NB – need sufficient digital cameras?) Teachers print pictures	SS organise their images and write text captions / plot synopses.	SS poster displays are put up in the corridors etc Other SS view the displays.	
Performance Poetry Festival	SS research some poems they like and choose one	SS dramatise the poem into a mini play?	SS gather to watch and perform	Performance based	
Board Game Battle	SS plan and design a board game (on any topic / idea) and request materials	SS use the materials to create their board games. T feeds in “game” language etc.	The SS and the games gather somewhere and play each other’s games and vote for the best one?	Demonstrations and playing of different games	
Class Newspapers / Magazines	SS research news stories, either from their own country or elsewhere	SS incorporate / edit their stories into a single “newspaper” / magazine.	SS gather somewhere, swap their efforts and read each other’s – vote for the best?	Written / typed newspaper (copies to take home?)	
Shopaholics	SS spend half the time finding out how much they can buy for 50 pounds and half their time planning and designing their own shops	SS actually create their own shops (online pictures of items / shop catalogues?) T teach polite requests & Shopkeeper argot.	SS then go shopping. The idea is to buy the highest number of things for 50quid without buying more than one of the same item	Whole school role-play / “controlled” language practice	

Generating interest and boosting motivation

Using video or authentic materials is one way to engage learners with the overall theme or topic 😊

Project Idea 1:

Organizing a Charity: In this project, students come up with an original idea for organizing a mini-charity for people, animals, or the environment. Possible ways of raising funds are brainstormed /watched before dividing students into their groups. Next, they had to present their ideas by poster presentations.

<http://www.teachingenglish.org.uk/blogs/admin/ideas-elt-projects-part-ii>

Project Idea 2:

Reducing our Ecological Footprint: This project was about the global issues and the students present their ideas on how we can help our environment to survive and hence make our footprint smaller. For homework /in a school compute lab students were asked to find out their own footprint as research for their project.

Carbon Footprint Calculators:

<http://footprint.wwf.org.uk/>

<https://islandwood.org/footprint-calculator/>

<http://ecoguru.panda.org/#/home>

<http://www.epa.gov/climatestudents/calc/index.html>

Project Idea 3:

Heroes from the News: I used the "CNN Heroes" event as the main theme to explore the concept of heroism. In this project, the students had to discuss their viewpoints of heroic characteristics, choose one of the official 20 nominees for the title, research on the nominee's background, the cause they were fighting for, and bring reasons why they think he/she should win the title. We did this before the official program, and hence students participated in the voting and also watched the program live to see which group is the winner.

*Note: Some stories from CNN may not be age appropriate for younger learners. In this case opt for a more children-friendly news sources e.g.

<http://www.nbclearn.com/portal/site/learn> NBC LEARN

<http://htekidsnews.com/> Here There Everywhere

<http://learning.blogs.nytimes.com/?r=0> Teaching and Learning with the New York Times

Online Projects

- How often are you online?
- What are your favourite sites?
- Have you used the internet or websites as part of project work in the past?
- If yes, how? And if no, was there a reason for this choice?

1. Research activities – the possibilities are endless!!

Example: Discuss and research a travel plan with your teammates. Please search five or more sites on the internet for your travel plan. Please work in groups of four or five students. You may wish to give each group a set budget and a fixed city / country to avoid overlap.

- Budget:
- Number of days:
- Place:
- Traveling cost:
- Transportation:
- Hotel cost:
- Daily cost:
- Daily cost includes:
- Unexpected costs:
- Total cost:
- Famous places to visit:
- Delicious food to try:
- Original souvenirs to buy:
- Interesting things to do:
- Others:

2. Creating digital photo stories

The website bubblr.com is a lovely visual tool which allows ss to access a library of public photos from flickr.com and add their own speech bubbles of text to the images.

3. Creating digital presentations

Learners could use **Powerpoint**, **popplet**, **slides.com** or **prezi** to transform presentations.

4. Making movies

Dvolver is a basic site that allow learners to add dialogue to chosen characters in chosen settings.

How do we grade projects?

Here is one teacher's approach to the grading of project work.

Would you add or remove anything to this grading table?

Did learners....	1	2	3	4	5
1. do independent research to find information for their project?					
2. apply, analyse, synthesise, evaluate somehow the information?					
3. support their work with pictures, drawings, photos, maps, graphs?					
4. prepare a project that is interesting for their classmates?					
5. include the planning tool they used to collect and organise their ideas?					
6. correctly use the vocabulary items required?					
7. correctly use the grammatical pattern (s) required?					
8. spell and punctuate their work correctly?					
Mark : Learners' total score: $x / 2 = \dots$ points of 20					

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Course notes
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2018