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A kompetencia-alapú pedagógusképzés regionális szervezeti, tartalmi és módszertani fejlesztése
a Pécsi Tudományegyetem és a Kaposvári Egyetem részvételével

TÁMOP-4.1.2-08/1/B-2009-0003

Module: LEARNING AND PRACTISING VOCABULARY AND GRAMMAR

with the help of vocabulary cards, stories and songs

Course: Methodology

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1. Lesson content – Introduction of the topic:

The aim of this lesson is to improve Ss' active vocabulary and deepen their knowledge of grammar. Ss discuss the topic of celebration/festives with a special focus on Christmas and love in today's world, which we approach in different ways. The topic is dealt with with the help of the T, pre-cut vocabulary cards, vocabulary cards from previous lessons and different handouts. (These methods can be applied in any classes, as additional material to any books). Most of the tasks require pre-cut vocabulary cards that are going to be used during the lesson in which Ss will do individual tasks, will work in groups and also will get information with the help of frontal teaching. They will see how the new vocabulary they deal with works in context and also will use it in context themselves. For the above reasons, I give methodological ideas that can be applied in any language course, but in this module the focus is on teaching English in a high-school. Feel free to choose any books that can be used for teaching English in high-schools. The following methods can be used and mixed in all kinds of ways besides many other teaching methods throughout the four years of high-school to help Ss acquire a greater vocabulary and a clear understanding of grammar that Ss can use confidently. The aim of all these methods is that Ss gain a joyful attitude towards the English language and an appropriate usage of it. The basis of these methods is the idea of the necessity of additional materials in classes, instead of using strictly one book in order to bring everyday language usage closer to Ss. Ss can use these methods at home or during individual studies as well as in class, in groups. The following methods require much preparation in advance but bring along useful results. These ideas should be taken as samples serving as thoughtprovokers for student teachers. The methods I am going to introduce can be used in any 45 minutes class and their varieties can be applied if any longer time is available to prepare Ss for exams or simply for teaching. Considering that Ss studying English with the help of these methods get much homework, they should cooperate with each other and/or use their creativity in word-collection by reading, watching movies in short parts and cutting/writing vocabulary cards in the target language. The methods can be used mainly in a system where there are no more than 10-15 Ss per groups, preferably.



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For the student teachers, the aim of the module is as follows:

- - to understand why tuning-in at the beginning of each lesson is essential
- - to understand how vocabulary cards can be used in various ways in- and outside the classroom;
- - to get to know how authentic reading materials can be used as a means in preparing for exams;
- - to familiarize themselves with the various types of exercises;
- - to understand how games can come handy and useful during language lessons;
- - to get some ideas on how to comply with the different levels of oral exams which are described in the Common European Framework of Reference for Languages
- - to get some ideas on how to prepare Ss for the oral part of the Matura Exam (Hungarian Érettségi) and different language exams
- - to motivate Ss so that they should be active during the course
- -to realize why it is essential that the T should be well prepared and have all the required class materials (books, cards, etc) much before their lessons
- - to understand the importance of feedback, encouragement and evaluation
- - to understand that additional, extra work is not a must, but is preferable and should be useful

2. Teacher competences to be developed:

a. General competences (15/2006. (IV. 3.) OM rendelet az alap- és mesterképzési szakok képzési és kimeneti követelményeiről)

In accordance with the pedagogical key-competences, professional Ts (of the field) should be able to:

1. develop the personality of their Ss;
2. assist in group dynamics;
3. plan pedagogical processes and procedures;
4. use their professional expertise to develop and enhance learners' capacity, skills and capability;
5. develop the efficient pedagogical competence for life-long learning;
6. organize and guide the learning-teaching process and procedure;
7. utilize the various means of assessment and evaluation;
8. cooperate and communicate at a professional level;
9. cultivate and master the field, and show commitment to professional study and advancement.





b. The teacher of English language and culture:

1. must have an excellent level of communicative competence of the target language (C1 at least), and must be able to use the grammar and the registers of the target language;
2. should understand the different theories of Applied Linguistics and should be able to apply the most appropriate of methods and procedures in the field of the basic skills, grammar, pronunciation and intonation, as well as is capable of teaching the learners the different cultures of the target language, assessing and evaluating the knowledge of the learners;
3. must be able to use different techniques in the field, such as cooperative learning, (pair-work and group-work), as well as the so-called frontal teaching;
4. must know and be able to utilize the communicative and task-based features of Applied Linguistics, the interdisciplinary approach as well as the field-oriented language-teaching; moreover, the teacher should be capable of managing, guiding, assessing and evaluating of processes and procedures of drama-pedagogy and project-work.

3. Preliminaries:

This module can be used at any year during student teachers' pedagogical studies but probably should work best in freshman or sophomore courses mainly, when student teachers might still need thought provoking ideas to help them producing a lesson plan for a class with vocabulary/grammar practices in the classroom and the class they teach in is more likely to be at the beginning of their studies. Yet, student teachers of higher grades can also use the module changing the appropriate topics, details, vocabulary, etc to that of the classes that already possess a knowledge of higher level vocabulary and grammar and also, are familiar with different vocabulary improving methods. Student teachers can get a clear understanding of what it takes to prepare for a lesson while preparing their own teaching materials, lesson plan and also, work on creating a friendly yet appropriate atmosphere in the classroom. They can try themselves in finding out what can fit in the time available and how that time can be made most efficient with the most possible learnt material in class, still, that lets Ss add their own efforts to reach a higher level in language knowledge. Their command of the target language should be the highest possible, preferably C1 at least.

4. Teaching materials and equipment:

Vocabulary cards, a greater desk, a board (or a flipchart or Smartboard), colored markers, colored paper, a small bowl and some handouts.





5. Notes on the exercises:

The tasks in the Pre- and the Post-Task parts are for university-students, whereas some Tasks and the sheets with the authentic texts are for the high-school lessons. As one goes through the tasks they will understand how the exercises work, what skills they are to practice, as well as the essential personal experience of class work. Certainly, there are extra tasks for the would-be teachers to thoroughly investigate, assess and improve. Student teachers should do the tasks with the vocabulary cards themselves to see how they work and thus be able to come up with more ideas on how to use them.

It is important that all the necessary material is prepared in advance, so that it does not consume time during the lessons. Also, it is important that all the might-be-needed materials are brought to each class – a concise English dictionary and an English-Hungarian, Hungarian-English dictionary.

It is crucial that all Ss have the forum to speak, use the target language and be actively involved in the exercises during the lessons. Also, it is important that the topic chosen for the lesson is one that Ss are interested in and that is part of their exams later on. Would-be teachers' attention must be drawn to leaving some time in their lesson plan when during the lesson their Ss can share new vocabulary that they collected on their own.

Pre-Tasks

Task 1. Creating the appropriate atmosphere

Based on previous experience and knowledge.



a. Part of creating a good atmosphere in a class is how well-planned a lesson is. The available time should be well planned in order to reach the set goals. Collect ideas, how you would prepare for a class dealing with the topic of Christmas (considering the available time, equipment, books, handouts, materials and the arrangement of the class room). Write a lesson plan for a class of 14 Ss, in their teens. What would you definitely fit into a 45 minutes class? Draw a circle, and slice it up according to how you would build a 45 minutes lesson up? Pay special attention to the age of the Ss, the topic and the arrangement of the room. Discuss with the other student teachers how they made their plans? What were your priorities? What factors did you consider? Are there any differences in what you planned for the lesson?

While you made your plans, did you plan on omitting certain tasks if there might not be enough time for everything you planned? What are the things you definitely think must fit in a lesson, no matter what? Can you come up with ideas how to save or catch up on time if things go different than planned? Are there unexpected matters for which you think some more time can be sacrificed if it comes to that? What should/could be left out from the lesson





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in that case?

Discuss with each other the following: What factors will determine the atmosphere of a class? Which of these you think depends on you? What can you do to create a good atmosphere in a class?



b. Think in the long run

Come up with a thorough plan that you think would work in the long run. Discuss what task types, methods and plans you know of. After you collected as many answers as possible, discuss with the other student teachers which are the ones that you definitely would put into practice in each of your lessons and which are the ones you would never use, or are in-between these two. Give reasonings. Collect methods that your language Ts used and you liked. Why did you like them? Collect the ones you think you also would like to apply in your lessons. Why? Are there rules or principles that you think are a must in order to keep Ss attention awake throughout the years? What are these? How can you make them simply happen in your lessons? Is it important to plan everything in advance? List the advantages that you think there are to thinking in the long run in the case of language teaching.



c. Doing the homework

What methods can you think of to make Ss motivated to do their homework? Collect ideas how this part of the lesson can be made interesting for the Ss besides helping them to remember only the correct solutions. Think of different types of exercises. Draw a table and come up with different ways of how the different types of homework can be checked and corrected? Do you have to check everything together and during the lesson? Discuss with the other student teachers.



Task 2. The arrangement of the room

In what ways would you arrange the room before your lesson? What does it depend on? What class activities can the different room-arrangements be most suitable for? Think of the language lessons you attended. Which room arrangement was your favorite? Why? Would you relate that to the activities you did during the given lesson or were there other reasons why you liked it? Think of a certain language lesson that went very well when you were a language learner. Think of a given case when classroom arrangement really mattered. Arrange the room the same way and act out the same situation with the student teachers. Afterwards, evaluate the situation. What went good/wrong? How else would you arrange the room? You will see three different ways of arranging the classroom for a language lesson. As you can see in the first case the chairs and the desks are arranged in a circular shape. Thus there is a big enough space for the memory games and also Ss can take notes in the meanwhile.



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However, the board is not needed, so it works well even if some Ss have to sit with their backs turned towards the board. In the second case the T still functions only as a facilitator. This arrangement works well in the cases where Ss have to discuss the given matters without taking notes. These two arrangements work well in each case when Ss work with the pre-written cards, or practice with role-game exercises. In such cases there should be no new information for which the whiteboard or desks would be needed. In the third case, all the desks and chairs are arranged in a way that all Ss can see the T and the board as well. Whenever there is any task for which taking notes and frontal teaching is required, the room should be arranged in the ordinary classroom arrangement. It is important to arrange the room before the lesson starts so that all tasks can work beneficially and efficiently. Make it sure Ss can take notes, see each other, see the board, etc. as needed in all the different cases that might come up during the lesson. Also, arrange the room in a way that the T's role is clear and so that he/she can fulfill it.



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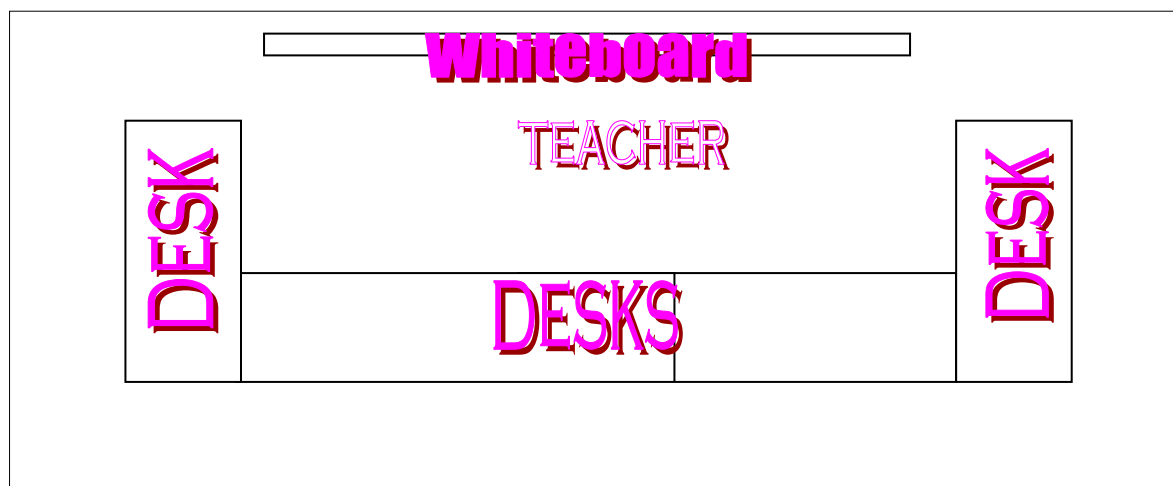
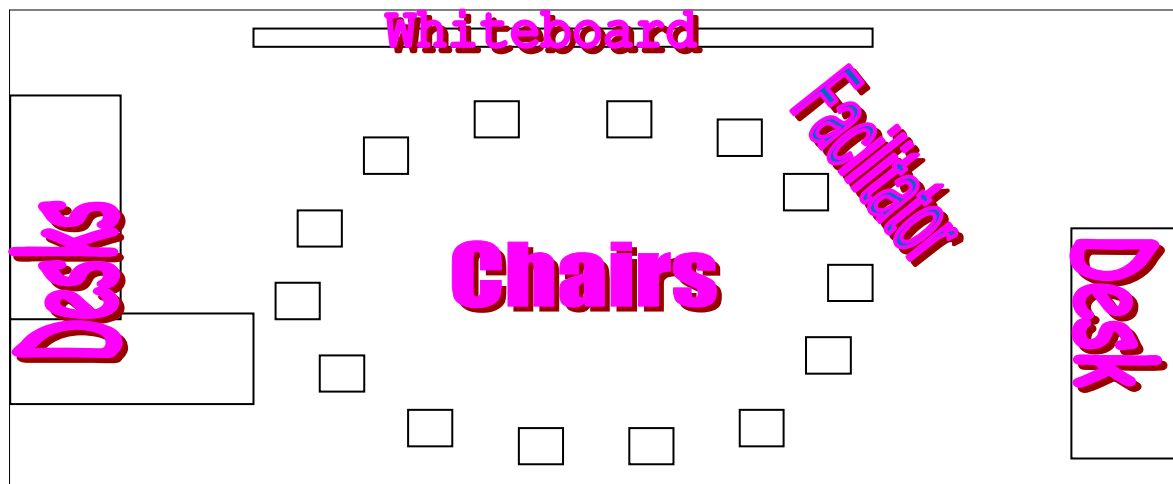
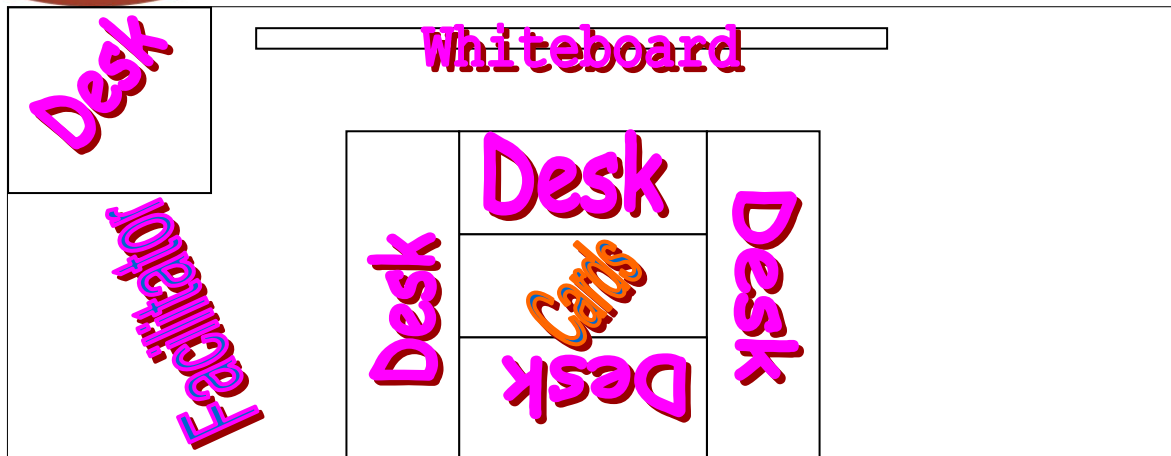
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TASKS

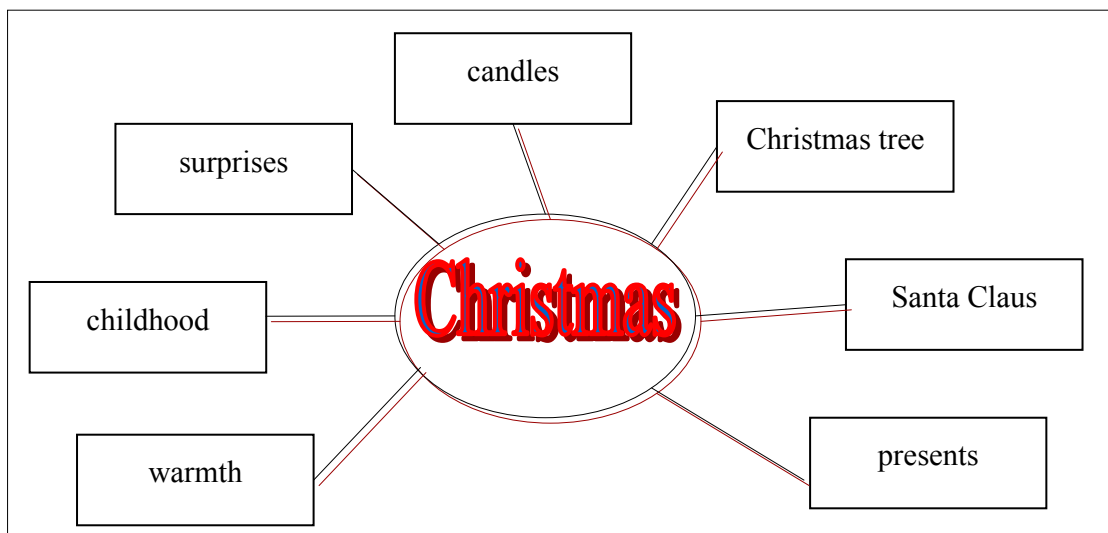
Task 1. Introduction of a new topic

-  **a. Warm-up:** Discuss the kinds of warm-ups that you know of. Try to perform some of them and discuss with the other student teachers how they worked (what was negative, positive).
-  **b. Lead-in:** Is there a need for any lead-ins? Why?
-  **c. Opener:** Draw a table in which you define what the differences and the similarities are between a warm-up, a lead-in and an opener. Think of an opener that you think would work well in a class where the topic of the lesson is Christmas.

Warm-up	Lead-in	Opener

Optional ideas:

-  **Warm-up:** Create a concept map with the words that come to Ss mind as they hear the word Christmas. Draw it on the board such or similar as follows:





Lead-in: Anecdotes

Share a story that happened in your family around Christmas time or that happened to someone that you know. T should share his/her story first and encourage Ss to share their stories or search for one as a homework before the lesson. (Optional) Discuss with the other student teachers whether you think it to be good/bad to bring in personal stories to a class? Would you rather encourage Ss to share made-up stories? What skills can such exercises best improve?

Checking the homework:

After Ss' focus is turned to the lesson's topic, it is time to check their homework. This will help them participate and get motivated. In what cases would you drop the tune-in part from the lesson? What would you start your lesson with then? Could checking the homework function as a lead-in? Why/why not?



Task 2: Homework from the previous lesson:

What kinds of tasks work best as homework in your opinion? What task types made you eager to study more when you were a language learner? What types of tasks would you give as homework to your students? Why? How can you avoid Ss using the Internet as a false source? Would you encourage your Ss to use the Internet for language learning? In what cases?

Do you find the task below appropriate for a class with B2 level L2s? What other exercises can you think of using the same text that would fit Ss on B2 level?

Saint Nick (Sheet 1)

Fill in the missing prepositions:

of; in, for; to; by; with; about;

Last but not least is Saint Nick. A long time ago, a bishop named Nicholas lived what is now the country Turkey. No one knows much him. There are stories that he often helped children need. Many years after his death, Nicholas was made a saint. time, he became the patron saint children. The origin Santa Claus begins the 4th century Saint Nicholas, Bishop Myra, an area present day Turkey. all accounts St. Nicholas was a generous man, particularly devoted children. After his death around





340 A.D. he was buried Myra, but 1087 Italian sailors purportedly stole his remains and removed them Bari, Italy, greatly increasing St. Nicholas' popularity throughout Europe.

His kindness and reputation generosity gave rise claims he that he could perform miracles and devotion him increased. St. Nicholas became the patron saint Russia, where he was known his red cape, flowing white beard, and bishop's mitre.

..... Greece, he is the patron saint sailors, France he was the patron lawyers, and Belgium the patron children and travellers.

Thousands churches across Europe were dedicated him and some time around the 12th century an official church holiday was created his honor. The Feast St. Nicholas was celebrated December 6 and the day was marked gift-giving and charity.

After the Reformation, European followers St. Nicholas dwindled, but the legend was kept alive Holland where the Dutch spelling his name Sint Nikolaas was eventually transformed Sinterklaas. Dutch children would leave their wooden shoes the fireplace, and Sinterklaas would reward good children placing treats their shoes. Dutch colonists brought this tradition them America the 17th century and here the Anglican name Santa Claus emerged.

(Please, find the full text on **Sheet 1.**)



Task 3. Collecting new words

How can one increase their vocabulary? Collect as many ideas as you can together with the other student teachers. Based on previous experience, what way of collecting new vocabulary would you say works most efficiently that is possibly least exhausting and does not get one tired/bored fast? How do you collect new words to increase your vocabulary? In groups of two-three discuss your experience of ways that worked best when you worked on increasing your vocabulary. Would you agree that one should always use the same method for building up their vocabulary or should they rather use a mixture of different ones?

Have you ever used a table like the one below? Think of games and vocabulary increasing methods.

Each S gets a copy of the story of "How do people celebrate Christmas" (**Sheet 2**). They should underline the new words and read them out, asking for the meaning. Once the meaning is discussed with the T, Ss should put the words in a table such as follows, in the appropriate column based on the parts of speech where the given words belong. The first paragraph is done together with the help of the T.





<i>VERBS</i>	<i>NOUNS</i>	<i>ADJECTIVES</i>	<i>ADVERBS</i>

Task 4. Vocabulary cards

Give a definition: A vocabulary card is ...

Discuss with the other student teachers what definition each one of you would give. Would you use vocabulary cards in a classroom? What exercises can you think of using vocabulary cards?

Task 5 Using the vocabulary cards

Have you ever studied words with the help of vocabulary cards? What games, exercises for evaluation, grammar practice, etc can you think of in which vocabulary cards can be used?

Task 6. Retelling a story

What skills does listening to and retelling a story improve? Come up with ideas how this type of exercise could be applied in a classroom. Think of historical reasonings. Do you think it could help Ss memorize the new vocabulary or widen their knowledge in any sense? Give a list of the advantages and the disadvantages of such a task.

Retelling a story		
Advantages	Disadvantages	Preferable length of the story





Task 7. Santa The Magical person

Read about the magical person, called Santa and his role in the different cultures (**Sheet 3**). Collect the differences and similarities and put them in the following table on the board. What further exercises can you think of using the gathered information? What skills can you improve best with such exercises?

COUNTRIES	DIFFERENCES	SIMILARITIES

What other exercises can you think of to this text? Discuss with the others. Try to solve some of them and discuss which one fits the text best. Give reasoning to your views!



Task 8. Use what you now know

Think of exercises that would help Ss put the so far gathered vocabulary into sentences or use them in context. Try to focus on activating the vocabulary they now have heard at least once instead of grammatical correctness. Could vocabulary increasment be separated from grammatical correctness? How can you reach activating them both at the same time? What would you draw Ss attention to while reading a story? What comes first, grammar or vocabulary? Is there a priority order?

Do you think it to be important that Ss see the newly learnt words in context? Is it important that they put them in context the first time they come across them?

Ss should tell how Santa brings presents in their country and what cultural background there is to his story. (They have to prepare with short stories as one of their homeworks.) Part of a language is the culture to it. According to Sandra McKay “the teaching and learning of an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second or foreign language. Since English should be considered “as an international language (EIL)”¹ the approach of teaching it must change a bit as well – adjusted to the given culture in which it is taught. How much can culture influence the teaching of a foreign language? Should the culture of any country in which the target language is taught be part of the curriculum? Give reasons – debate with the other student teachers. How would you teach “culture”? Which country’s culture would you familiarize your Ss with in the case of English? What does it depend on? Do you think it to be important to teach it at all?





Task 9. Giving a helping hand

After Ss know all the meanings of the words used in this exercise they have to guess what gift Santa brings different people this Christmas.

Ss had to help Santa find which gift belongs to whom with the help of definitions of certain objects. Based on the definitions they had to guess who gets what. How can definitions help Ss memorize words? Which one would you prefer, teaching words with the help of definitions or by giving them the meanings of each word, or giving them only one meaning to each word?

During the lesson the following table is drawn on the board. Try to fill it out.

People	Santa's notes	Gifts
Mother	She has long hair.	
Father	Loves taking pictures.	
Girl	Just got his license.	
Boy	Just learnt how to cook.	
Granny	Loves knitting.	
Grandpa	Went to the optometrician last week.	
Dog	Is always hungry.	

(See the cards with the definitions at **Task 9**.)

What difficulties might a teacher – whose mother tongue is different from that of the language being taught by him/her – face while teaching vocabulary? Some agree, language should be taught only by natives. Split into two groups with the other student teachers. Get the same amount of people in both groups. One group has to speak for while the other one should speak against the above idea. Make it a debate and collect your ideas in a chart on the board.

Afterward discuss how it broadened your views or whether it changed any of your previous approaches to the matter.





Task 10: The gift of the Magi

Read the story on **Sheet 4**. Cut it in parts and ask the other student teachers to put the pieces back into the correct order. Would you say this story is appropriate for this type of task or would you rather choose another story to it? Why? If you cut the story at different parts what do you think caused you to choose different beginning/ending parts than what the others chose? Would you use this story for teaching/explaining grammar? On a piece of paper put down your ideas how and what grammar you would teach with the help of this story.

Afterwards, discuss your ideas with the other student teachers. Would you use the cut pieces for other exercises? How? For what types of exercises? Also, discuss with the others!

The original task was as follows:

Each S gets a part of the story (**Sheet 4**) on a piece of paper. They have to put the cards in a logical order and be able to tell the story based on the ordered cards. Later on during the semester they will work with the story again.

Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her.





Suddenly she whirled from the window and stood before the glass. her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts.

Task 11. Making up a story

Ss have a part of the story “The gift of the Magi”. They have to write a beginning and an ending to the story. It is crucial that Ss practice building up stories on their own as it develops their fluency and communicativeness/writing skills – depending on the given exercise – all of which are evaluated at later exams. (Matura and language exams as well.) Also, their fantasy is thus broadened and with the help of such exercises they will be able to express themselves more boldly later on. While making up a story, they can practice self-correction, focusing on cohesion, avoiding repetition and in the case of writing, besides all the above, on what should really be mentioned and what could be left out. (At most exams, the word limit is given for the writing comprehension tasks. Ss tend to focus on counting the number of words they put down instead of their real task when facing such exercises though their time is limited at exams.)

How could making up stories during a lesson help Ss? What would you say the advantages/disadvantages of this task are? Discuss with the other student teachers.

Task 12. Newspaper ads

It is important that Ss get an idea of the different writing styles. Write an advertisement in which you want to:

- Sell your hair
- Buy hair
- Sell your watch
- Want to buy a watch

Do you think Ss would enjoy solving such a task? On what level L2s should be to be able to





solve such problems? Give reasoning!



Task 13. Practising the tenses

Give a definition to gap-filling, banked gap-filling, and cloze tests. Which one would you say would work best with B1, B2, C1 level Ss? Why? Would you use each type with any S regardless of their language level? What do the different types practice? What types of/how long texts would you choose for of the next exercise? How can you make such exercises more difficult/simple? Collect texts that you think would best fit such exercises. Why did you choose those?

Put the verbs in brackets into the correct verb form.

It (is) terribly cold and nearly dark on the last evening of the old year, and the snow (fall) fast. In the cold and the darkness, a poor little girl, with bare head and naked feet, (roam) through the streets. It is true she (have) on a pair of slippers when she (leave) home, but they (is) not of much use. They (is) very large, so large, indeed, that they (belong) to her mother, and the poor little creature (loose) them in (run) across the street to (avoid) two carriages that (roll) along at a terrible rate. One of the slippers she could not (find), and a boy (seize) upon the other and (run) away with it, (say) that he could (use) it as a cradle, when he (have) children of his own. So the little girl (go) on with her little naked feet, which (is) quite red and blue with the cold. In an old apron she (carry) a number of matches, and had a bundle of them in her hands. No one had (buy) anything of her the whole day, nor (give) anyone her even a penny. (shiver) with cold and hunger, she (creep) along; poor little child, she (look) the picture of misery. The snowflakes (fall) on her long, fair hair, which (hang) in curls on her shoulders, but she (regard) them not.

What task type is it? Go to **Sheet 5.** and read the story of The little Match Girl.



Task 14. Same text different tasks


Do you think the same text can be used more than once during the same lesson or even during a semester? Discuss with a partner what other exercises would you give to the text entitled **The little Match Girl. (Sheet 5.)**





 **Task 15. Practising**

It might be a good idea practising the so far collected information at around the middle of the lesson. Do you think there is a need for such a “break”? Should there be more repetition during one lesson? Should all the new information that you dealt with be double-checked at the end of each lesson? Give a list of the information that you would go back to and of the methods you would apply in your lessons.

 **Task 16. Playing with the cards**

Using all the cards that were written during the lesson so far write correct sentences. (Cards from previous lessons can also be used). Each student teacher can choose 5 verbs/nouns/adjectives/adverbs. Evaluate at the end. What are the advantages/disadvantages of this task? What/how would you improve it?

 **Task 17. A song**

In the second half of the lesson audio skills are developed with the help of listening comprehensions. If you think back to language classes you attended when you were a S, what was good/bad about them? Was anything missing? How would you do it differently? In groups discuss your thoughts on the importance of listening comprehensions. Think of exercises that you can practice with Ss with the help of songs and also, types of exercises that they can do on their own that help them improve their vocabulary.

Next, listen to the song below, by **JJ Heller (Sheet 6)** and fill in the missing parts. Think of exercises that you would give to B1 level Ss using this song. Share your ideas with the other student teachers.

JJ Heller:

He cries in the _____ where nobody sees
He's the _____ with the story no one would _____
He _____ every night “Dear _____ won't you please...
Could you send _____ here who will love me?”

Chorus:

Who will _____ me for me?
Not for what I have done or what I will _____





Who will love me for me?

'Cause nobody _____ me what love

What love really _____, what love really _____

Her office is _____ a little each day

She's the woman whose _____ has run away

She'll go to the _____ after working today

Maybe if she was _____ then he would've stayed

And she says

Chorus:

Who'll _____ me for me?

Not for what I have done or what I will _____

Who will love me for me?

'Cause nobody _____ me what love

What love really _____ what love really _____

He's _____ to die as he sits all alone

He's a man in a cell who _____ what he's done

He utters a cry from the depths of his _____

"Oh Lord, forgive me. I wanna go _____"

Then he heard a _____ somewhere deep _____

And it said "I know you've murdered

And I know you've _____

And I've watched you _____ all of your life

And now that you'll listen I'll, I'll tell you that I..."

I will _____ you for you

Not for what you have done or what you will _____

I will love you for you

I will give you the love, the love that you never _____

Love you for you

Not for what you have done or what you will _____

I will love you for you

I will give you the love, the love that you never _____





 **Task 18.**

Think of ways how you could practice grammar with the help of songs during a lesson? Have you had such tasks when you were a language learner? Did you like/not like such tasks? How are such tasks related to real life language usage?

Many agree that remembering expressions or grammar is much easier if your mind can connect it to a melody. Would you agree with that? What other mental connections can you think of? Do you believe songs can help everyone in language learning? Listen to the following song (*The Beatles: All you need is love*, **Sheet 7.**). Come up with task ideas for practicing grammar with the help of this song.

The Beatles: All you need Is love³

Love, Love, Love.
Love, Love, Love.
Love, Love, Love.

There's nothing you can do that can't be done.
Nothing you can sing that can't be sung.
Nothing you can say but you can learn how to play the game.
It's easy.

Nothing you can make that can't be made.
No one you can save that can't be saved.
Nothing you can do but you can learn how to be you in time.
It's easy.

All you need is love.
All you need is love.
All you need is love, love.
Love is all you need.

Nothing you can know that isn't known.
Nothing you can see that isn't shown.
Nowhere you can be that isn't where you're meant to be.
It's easy.

All you need is love.
All you need is love.
All you need is love, love.
Love is all you need.





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All you need is love (All together, now!)
All you need is love. (Everybody!)
All you need is love, love.

Love is all you need (love is all you need)
(love is all you need) (love is all you need)
(love is all you need) Yesterday (love is all you need)
(love is all you need) (love is all you need)

Yee-hai! Oh yeah!

love is all you need, love is all you need, love is all you need, love is all you need, oh yeah oh
hell yea! love is all you need love is all you need love is all you need.

Task 19.

With the help of the other student teachers, in pairs act out skype-conversations related to Christmas. While one pair is performing their conversation take notes. Think of ways how you would teach the new vocabulary the pair used in their conversation to your Ss. Try to apply the idea of using vocabulary cards.

Two people are discussing what they should buy as a present for Christmas for a third party. Write a chat between:

- Two friends
- Two parents
- A mother and a daughter
- A father and a son
- Two brothers
- Two sisters
- etc



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Sheet 1: Saint Nick⁴



Last but not least is Saint Nick. A long time ago, a bishop named Nicholas lived in what is now the country of Turkey. No one knows much about him. There are stories that he often helped children in need. Many years after his death, Nicholas was made a saint. In time, he became the patron saint of children.

The origin of Santa Claus begins in the 4th century with Saint Nicholas, Bishop of Myra, an area in present day Turkey. By all accounts St. Nicholas was a generous man, particularly devoted to children. After his death around 340 A.D. he was buried in Myra, but in 1087 Italian sailors purportedly stole his remains and removed them to Bari, Italy, greatly increasing St. Nicholas' popularity throughout Europe.

His kindness and reputation for generosity gave rise to claims he that he could perform miracles and devotion to him increased. St. Nicholas became the patron saint of Russia, where he was known by his red cape, flowing white beard, and bishop's mitre.

In Greece, he is the patron saint of sailors, in France he was the patron of lawyers, and in Belgium the patron of children and travellers. Thousands of churches across Europe were dedicated to him and some time around the 12th century an official church holiday was created in his honor. The Feast of St. Nicholas was celebrated December 6 and the day was marked by gift-giving and charity.

After the Reformation, European followers of St. Nicholas dwindled, but the legend was kept alive in Holland where the Dutch spelling of his name Sint Nikolaas was eventually transformed to Sinterklaas. Dutch children would leave their wooden shoes by the fireplace, and Sinterklaas would reward good children by placing treats in their shoes. Dutch colonists brought this tradition with them to America in the 17th century and here the Anglican name of Santa Claus emerged



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Sheet 2: How do people celebrate Christmas?⁵ Christmas stories from around the World

Christmas, is an annual holiday celebrated on December 25 or January 7 that commemorates the birth of Jesus of Nazareth but is also celebrated by many non-Christians as a secular, cultural festival.

For many centuries, Christian writers accepted that Christmas was the actual date on which Jesus was born. However, in the early eighteenth century, some scholars began proposing alternative explanations. Isaac Newton argued that the date of Christmas was selected to correspond with the winter solstice, which in ancient times was marked on December 25.

CHRISTMAS CUSTOMS



From the Old English ‘Cristes Mæsse’ - meaning the ‘mass of Christ’ ~ the story of Christmas begins with the birth of a babe in Bethlehem. Many Christmas customs are based on the birth of Christ. Such as giving presents because of the Wise Men, who brought presents to the baby Jesus. Christmas carols based on Christ's birth and scenes of the birth with figures of shepherds, the Wise Men, and animals surrounding the baby Jesus.

But some of the ways people celebrate Christmas have nothing to do with Christ's birthday. Many bits of older holidays have crept into Christmas! It wasn't until about 200 years after Christ's death that Christians even thought about celebrating his birth. No one knows the exact date of his birth. It is believed that December the 25th was chosen to turn people away from celebrating other holidays in this time of the year.

Saturnalia, was the Romans holiday that they celebrated in December. It was a time of feasting and parties. Also, in northern Europe there was a holiday known as Yule. They celebrated this holiday by making great fires. They then would dance around the fires, yelling for the winter to end.

In time, Christmas took the place of these holidays. But people kept some of the old customs - - such as burning a Yule log and having feasts and parties. The word Yule is still used as a name for the Christmas season.



As time went on, new customs crept into Christmas. One was the Christmas tree, which was started in Germany. As the Germans settled in new lands they brought with them this tradition. In 16th-century Germany fir trees were decorated, both indoors and out, with apples, roses, gilded candies, and colored paper. In the Middle Ages, a popular religious play depicted the story of Adam and Eve's expulsion from the Garden of Eden. A fir tree hung with apples was used to symbolize the Garden of Eden — the Paradise Tree. The play ended with the prophecy of a saviour coming, and so was often performed during the Advent season.





It is held that Protestant reformer Martin Luther first adorned trees with light. While coming home one December evening, the beauty of the stars shining through the branches of a fir inspired him to recreate the effect by placing candles on the branches of a small fir tree inside his home. The Christmas Tree was brought to England by Queen Victoria's husband, Prince Albert from his native Germany. The famous Illustrated News etching in 1848, featuring the Royal Family of Victoria, Albert and their children gathered around a Christmas tree in Windsor Castle, popularized the tree throughout Victorian England. Brought to America by the Pennsylvania Germans, in the late 19th century.

Sheet 3:

Santa the Magical Person⁶

Christmas is a very special time for many children – the day presents are left by a magical person.

In the United States and Canada, his name is Santa Claus. He flies through the sky in a sleigh pulled by eight reindeer.

In England his name is Father Christmas. He looks much like Santa Claus, but he has a longer coat and a longer beard.

In Wales (a principality in the United Kingdom), Santa is called Sion Corn - this translates as "Chimney John" relating to the story that Santa comes down the chimney of each house to bring his gifts to the children within.

In Ireland he is called Santa Claus and children abbreviate this to just Santy.

In Germany, children get presents from Christkind, the Christ Child on the 24th of December. Also, in Germany Knecht Ruprecht and his helpers come on the 6th of December. Krampus brings coal or a wooden stick to the children that have not been good, Knecht Ruprecht brings mostly cookies, nuts and a small toy to the good children. Belsnickel - German version of Santa who carries a switch to beat the bad children. In Germany, Father Christmas can also be called der Weihnachtsmann.

In the Netherlands, he is called Kerstman. He flies through the sky with his reindeers and puts gifts under the Christmas tree on the 25th of December. De Kerstman lives in Finland. His counterpart "Sinterklaas" is another saint, who is celebrated on the 5th of December.

Sinterklaas comes back every year from his home in Spain by steamboat, together with him are a whole group of "zwarte pieten" who help him while he's riding on the roofs - distributing gifts through the chimney.

In Poland, Santa "Święty Mikołaj" (Saint Nicholas) was a cardinal in the Catholic Church, he visits children on December 6th and he brings presents, mostly sweets, which he leaves in children's clean shoes.

In some Slovak countries, Santa is "Święty Mikołaj" ("star man") – for the North Star. He visits children on Christmas Eve, bringing presents. The Christmas Eve meal begins once the





first star is seen.

In Russia, he is called Grandfather Frost or Ded Moroz. Also, there is Babooska the person who was searching for Christ the night he was born. She spoke to the Three Wise Men or Three Kings on their way to find him, they offered their company to her. But she replied I am too old, so the Three Men went on without her and she set search the following day but the "King" had gone from his birth place and when Babooska heard the news she decided to give her presents for Christ to the children in her country Russia every year on the 13th of December to make them happy.

In Romania, Santa Claus is Mos Craciun and he comes on the night of the 24th of December bringing presents. Also, the night of the 5th of December is Mos Nicolae (St. Nicholas) puts candies in the good children boots or a stick in the bad ones.

Sheet 4: (The original text)

The Gift of the Magi⁷

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas.

There was clearly nothing to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating.

While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name "Mr. James Dillingham Young."

The "Dillingham" had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, though, they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called "Jim" and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good.

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard.

Tomorrow would be Christmas Day, and she had only \$1.87 with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a





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week doesn't go far. Expenses had been greater than she had calculated. They always are. Only \$1.87 to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling--something just a little bit near to being worthy of the honor of being owned by Jim.

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art.

Suddenly she whirled from the window and stood before the glass. her eyes were shining brilliantly, but her face had lost its color within twenty seconds. Rapidly she pulled down her hair and let it fall to its full length.

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the queen of Sheba lived in the flat across the airshaft, Della would have let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy.

So now Della's beautiful hair fell about her rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet.

On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out the door and down the stairs to the street. Where she stopped the sign read: "Mne. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie."

"Will you buy my hair?" asked Della.

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it."

Down rippled the brown cascade. "Twenty dollars," said Madame, lifting the mass with a practised hand.

"Give it to me quick," said Della.

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present.

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain



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simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation--as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value--the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain.

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends -- a mammoth task. Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically.

"If Jim doesn't kill me," she said to herself, "before he takes a second look at me, he'll say I look like a Coney Island chorus girl. But what could I do -- oh what could I do with a dollar and eighty- seven cents?"

At 7 o'clock the coffee was made and the frying-pan was on the back of the stove hot and ready to cook the chops.

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit for saying little silent prayer about the simplest everyday things, and now she whispered: "Please God, make him think I am still pretty."

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two--and to be burdened with a family! He needed a new overcoat and he was without gloves.

Jim stopped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face. Della wriggled off the table and went for him.

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say `Merry Christmas!' Jim, and let's be happy. You don't know what a nice-- what a beautiful, nice gift I've got for you."

"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor.

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?"



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Jim looked about the room curiously.

“You say your hair is gone?” he said, with an air almost of idiocy.

“You needn't look for it,” said Della. “It's sold, I tell you – sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered,” she went on with sudden serious sweetness “but nobody could ever count my love for you. Shall I put the chops on, Jim?”

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year – what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on. Jim drew a package from his overcoat pocket and threw it upon the table.

“Don't make any mistake, Dell,” he said, “about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first.”

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat.

For there lay The Combs – the set of combs, side and back, that Della had worshipped long in a Broadway window. Beautiful combs, pure tortoise shell, with jewelled rims--just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone. But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: “My hair grows so fast, Jim!”

And then Della leaped up like a little singed cat and cried, “Oh, oh!”

Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit.

“Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it.”

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled.

“Dell,” said he, “let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on.”





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The magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. Of all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi.

Sheet 5:

'The Little Match Girl' ⁸

It was terribly cold and nearly dark on the last evening of the old year, and the snow was falling fast. In the cold and the darkness, a poor little girl, with bare head and naked feet, roamed through the streets. It is true she had on a pair of slippers when she left home, but they were not of much use. They were very large, so large, indeed, that they had belonged to her mother, and the poor little creature had lost them in running across the street to avoid two carriages that were rolling along at a terrible rate. One of the slippers she could not find, and a boy seized upon the other and ran away with it, saying that he could use it as a cradle, when he had children of his own. So the little girl went on with her little naked feet, which were quite red and blue with the cold. In an old apron she carried a number of matches, and had a bundle of them in her hands. No one had bought anything of her the whole day, nor had anyone given her even a penny. Shivering with cold and hunger, she crept along; poor little child, she looked the picture of misery. The snowflakes fell on her long, fair hair, which hung in curls on her shoulders, but she regarded them not.

Sheet 6:

JJ Heller: What love really means⁹

He cries in the corner where nobody sees

He's the kid with the story no one would believe

He prays every night "Dear God won't you please...

Could you send someone here who will love me?"



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Chorus:

Who will love me for me?

Not for what I have done or what I will become

Who will love me for me?

‘Cause nobody has shown me what love

What love really means, what love really means

Her office is shrinking a little each day

She’s the woman whose husband has run away

She’ll go to the gym after working today

Maybe if she was thinner then he would’ve stayed

And she says

Chorus:

Who’ll love me for me?

Not for what I have done or what I will become

Who will love me for me?

‘Cause nobody has shown me what love

What love really means what love really means



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He's waiting to die as he sits all alone
He's a man in a cell who regrets what he's done
He utters a cry from the depths of his soul
"Oh Lord, forgive me. I wanna go home"
Then he heard a voice somewhere deep inside
And it said "I know you've murdered
And I know you've lied
And I've watched you suffer all of your life
And now that you'll listen I'll, I'll tell you that I..."

I will love you for you
Not for what you have done or what you will become
I will love you for you
I will give you the love, the love that you never knew
Love you for you
Not for what you have done or what you will become
I will love you for you
I will give you the love, the love that you never knew



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Sheet 7:

The Beatles: All you need is love

Love, Love, Love.

Love, Love, Love.

Love, Love, Love.

There's nothing you can do that can't be done.

Nothing you can sing that can't be sung.

Nothing you can say but you can learn how to play the game.

It's easy.

Nothing you can make that can't be made.

No one you can save that can't be saved.

Nothing you can do but you can learn how to be you in time.

It's easy.

All you need is love.

All you need is love.

All you need is love, love.

Love is all you need.

Nothing you can know that isn't known.

Nothing you can see that isn't shown.

Nowhere you can be that isn't where you're meant to be.

It's easy.

All you need is love.

All you need is love.

All you need is love, love.

Love is all you need.

All you need is love (All together, now!)

All you need is love. (Everybody!)

All you need is love, love.

Love is all you need (love is all you need)



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(love is all you need) (love is all you need)
(love is all you need) Yesterday (love is all you need)
(love is all you need) (love is all you need)

Yee-hai! Oh yeah!
love is all you need.

6. Possible Classroom Implementations:

Pre-Tasks

(The following are just brief ideas and optional. As for all the other tasks, the solution will depend on the given class and the materials they discuss.)

Task 1 a. An example for a lesson plan

Short warm-up/lead-in: 4-5 minutes

Checking the homework: 4-5 minutes

Dealing with the topic of the lesson (tasks, reading/listening comprehension, etc): 15 min.

A short refreshment: 2 min. max. (review, game, re-arranging the room for a new task, etc)

Continue the topic: 15 min.

Deepening the gathered information: 2-3 min. briefing/repetition/game

What would you do different? Why?

Task 1. b. One possible way

Understanding what parts of speech are

The T explains what the difference between a noun, verb, adjective and adverb is in the Ss mothertongue. Possibly done in the very first lesson of the first year, so that later on, any linguistical explanation could/should be based on the explanation and clear to Ss. If necessary, the first two lessons of each semester might start with a short review just to make it sure that all Ss have a clear understanding of all the different parts of speech. Later on, each task, new grammar point, exam, game, etc can be built on this very simple, still strong basis. As you could see, I use vocabulary cards – in different ways and for different purposes – that help Ss remember all that they have studied right from the very start.



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Task 1. c.

Ss had to read a given part of the story “Saint Nick” (**Sheet 1**) and fill in the missing prepositions. They can either send their solutions to the T via the internet, or check whether their solutions are correct for the next lesson. It is only for practicing purposes. Thus, checking the exercise would not consume much time of the lesson as Ss can check themselves prior to the lesson. Later on, during the semester you can have a test that will include a part of the story with the same type of exercise.

Ss also had to check the new vocabulary of the given text and write the new vocabulary cards to them. They had to study the new words and are supposed to use them during the lesson. Should they have any doubt about the precise meaning in the given context, they could ask their T in an e-mail, prior to the lesson.

Ss should put the new words on cards and also check synonyms and definitions for them. Ss should be given the opportunity to ask their questions in connection with each exercise they have to do so that they have only corrected answers but should be encouraged to check their own answers before asking for the solution.

TASKS

Some thought-provoking ideas to some of the tasks.



Task 1.

a. Warm-up: Put the previously collected cards on the desk in the middle. Ss ask the meaning of the already learnt words from each other by randomly picking cards that are turned upside down. The T can help with the meaning, if necessary, for clarification.

b. Lead-in: Lead-ins are useful, because they let Ss focus on the topic of the day during the lesson and leave everything else behind. Thus they make it easier to recall the information of a given lesson later on much easily.

One lead-in could be: How do people celebrate Christmas in your country?

In pairs, Ss share their ideas on the topic. They have about 3-5 minutes for discussion. Both of them has to come up with at least one full sentence that they write down – a few of them is asked to share with the rest of the group what they discussed with their partner.

If you want something more difficult, maybe the next idea could be helpful:

Ss should write an acrostic poem in connection with Christmas. The T should write one as a warmer, or lead-in on the board.





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Study the new words. Put the words into all the other parts of speech where possible. Write a story using the new vocabulary. Do you think a task like this requires a higher level of language knowledge on the Ss side?

c. Opener:

Read out/listen to the story (“How do people celebrate Christmas”, **Sheet 2**) you brought to the lesson. Make it a listening exercise. Only you should have the story in front of you while you are reading it out.

Warm-up	Lead-in	Opener
“Warmers can review language from previous classes or can introduce new topics, ideas and language items. They can also be freestanding and have little connection with what was done before or will be done later in the lesson. Warmers are often energetic and fun.” ¹⁰	An introduction to a subject	“Openers will help you gain and keep the interest of your Ss at the beginning of your English classes and get them involved in meaningful short activities at other appropriate times as well.” ¹¹

Task 3. Collecting new words

How do people celebrate Christmas?

(The table serves only as a representation of some examples. Ss should work on the entire text collecting the words and put them in the table in their basic forms.)

VERBS	NOUNS	ADJECTIVES	ADVERBS
to commemorate	Century	annual	
to accept	Scholar	secular	
to propose	solstice	ancient	
to correspond with			

In each group, in each lesson there should be different Ss responsible for collecting the words on different colored cards. For example, colors can represent as follows: red: verb, white: noun, adjective: yellow, adverb: green. (You can of course use any other colors. The point is that you always use one color for the same part of speech throughout the years.)

Ss will have to put the written cards into groups based on which parts of speech they belong to.



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COUNTRIES	DIFFERENCES	SIMILARITIES
US – Canada		he flies has 8 reindeer
US – England	name: Santa Claus Father Christmas	

Task 4. Vocabulary cards

The Christmas Tree

One idea that might help you later on:

Once the grouping of the cards is done Ss will have to come up with an idea of how to arrange the cards in a shape that helps them memorizing the new words. (For example: put them in the shape of a Christmas tree.) It is very helpful to use visual inputs – preferably inputs related to the topic discussed – during vocabulary learning and it greatly helps Ss to memorize any words.

This method works very well and gives a great help in the long run in vocabulary learning and vocabulary increasing, as well as in creating a great atmosphere. During the past years this method always came handy and brought useful outcomes regardless of the Ss' age, their language-related aims and goals or their previous knowledge of English, in my classes. The aim of these exercises is to gain a wider vocabulary and being able to use it in a correct way while having a bit of fun.

Ss and T alike should bring previously cut cards to the lessons. Also, a story should be brought to the lesson – collected either by the T or by any of the Ss – of which everyone should have a copy. (It can be any story from the Ss' book as well.) The T also should provide some pre-written cards that are two-sided – with the new English word on one side and the Hungarian meaning on the other. Also, the T should collect definitions and synonyms for the new words and take them to the lesson.

Later tasks will give you some more hints, in how many ways vocabulary cards can be used.





Task 5. Using the vocabulary cards

When the cards are arranged in a Christmas tree shape Ss are asked to work either in pairs, or on their own. They will have to memorize the new words just like in a memory game. The one who can give a definition or a synonym for a given word can take the card. One card scores one point. Points are collected during the entire school year and can be changed into grades. Any meaning missed or incorrect, results in one less point. I find vocabulary cards great, because with their help:

- Short term memory is developed
- Motivation is part of the exercise
- They work with any topics
- Not much time should be spent on the different exercises in which you use them
- It helps developing visual memory as well
- Ss can easily use the method while preparing for the next lesson/tests, etc

Task 6. Retelling a story

One S should retell the story (“How do people celebrate Christmas”) with the help of the new words. He/she can use the cards as helpers but cannot have a look at the story. The others should take notes on how they would say the story differently or use grammar or words differently. Which one would you say is better:

T should correct all the mistakes that might come up only when the S finished retelling the story; until then he/she is only taking notes.

T can stop the S retelling the story at any time?

Task 9.

The original task was:

Santa lost his list of whom should get what for Christmas. Help him find what belongs to whom. With the help of your T find out what each definition stands for.

Cards with different definitions are arranged on a desk in the middle so that all Ss can see them.





People	Santa's notes	Gifts
Mother	She has long hair.	a device made of bristles, hairs, wires, etc., set into a firm back or handle: used to groom the hair (brush)
Father	Loves taking pictures.	a transparent optical device used to converge or diverge transmitted light and to form images (lense)
Boy	Just got his license.	a self-propelled road vehicle designed to carry passengers (car)
Girl	Just learnt how to cook.	A shallow, long-handled pan used for frying food. (frying pan)
Granny	Loves knitting.	A long, thin, pointed rod used in pairs. (knitting needle)
Grandpa	Went to the optometrician last week.	A pair of lenses mounted in a light frame, used to correct faulty vision. (glasses)
Dog	Is always hungry.	A dense, semirigid, porous, calcified connective tissue. (bone)

You had to discuss whether only natives should teach any given language. Would you change your mind on how you see this matter after doing the exercise?

Task 10.

Each S gets a part of the story (**Sheet 4**) on a piece of paper.

They have to put the cards in a logical order and be able to tell the story based on the ordered cards. Grammar is usually easier to understand when explained in context. If you cut a story at a part where the next logical part can be figured out based on grammatical rules that might help explaining how that grammar works. Come up with further task ideas how you could make certain grammar points stick in Ss mind!





Task 13. Optional ideas to task 13:

a. Making an interview

In pairs Ss make interviews with each other. In each pair one S is the interviewer the other is:

- a doctor, who saw the little girl in the street
- the little Match Girl
- the boy, who took the girl's slippers
- a university student who was just wondering around
- a policeman

b. Improving fantasy

Create a list of the items you think you would need and want if you had to live in a temporary shelter.

c. Writing a comment

Ss write facebook comments considering the event of the little Match Girl.

What different skills do the above exercises improve? When you chose a text for a lesson, would you chose only texts that were written originally in the target language?

d. Banked-gap filling

Put the words where they belong in the following text.

matches; bare; terribly; misery; fast; slippers; cradle; nearly; whole; carriages; creature; apron;

It was cold and dark on the last evening of the old year, and the snow was falling In the cold and the darkness, a poor little girl, with head and naked feet, roamed through the streets. It is true she had on a pair of when she left home, but they were not of much use. They were very large, so large, indeed, that they had belonged





to her mother, and the poor little had lost them in running across the street to avoid two that were rolling along at a terrible rate. One of the slippers she could not find, and a boy seized upon the other and ran away with it, saying that he could use it as a , when he had children of his own. So the little girl went on with her little naked feet, which were quite red and blue with the cold. In an old she carried a number of , and had a bundle of them in her hands. No one had bought anything of her the day, nor had anyone given her even a penny. Shivering with cold and hunger, she crept along; poor little child, she looked the picture of The snowflakes fell on her long, fair hair, which hung in curls on her shoulders, but she regarded them not.

e. Description

Ss describe the characters of the story and the place where the story is located. The T helps them with previously written vocabulary cards.

- f. As one of their homeworks Ss should write a blog entry about poverty, similar to that of the match girl, a story from our days about homelessness. It is a good practice for the written part of the Matura exam as well as for any language exams.

Task 17. Writing a story – optional idea

Fill in the missing parts, while listening to the song. Once all the missing parts are filled in, write a poem/story using all the words that were missing. It should be one of the homeworks. Did you ever have to write a poem in a foreign language? Try to do it now. Later on, discuss with the other student teachers, when do you think this task would work best?

Task 18.

Consider the following:

Studying vocabulary is always a challenge but it simply can be made fun yet with good study results. The brain functions in different ways. Visuality is one key factor that can help memorizing things. Also, good motivation is needed. One should know what works best for them. Linking ideas, games, artistic impressions, etc. are all at hand. The T's role is to help,





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facilitate or encourage Ss to find new ways, and methods and thus help them with the ones that works for the given S best. Hereby I list the methods that so far worked pretty well for all my Ss.

- Draw a picture to illustrate the word's meaning
- Write a synonym of the word on one side of the vocabulary card
- Write an antonym for the word
- Use the word in a complete sentence
- Write a story using all the new words
- Come up with shapes in which the new vocabulary cards should be arranged in some logical way that helps with memorizing them
- Write a definition to each new word



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Post-Tasks

In this part you should read about some concluding ideas about vocabulary building. While reading you should draw a **mind map**, which is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around vocabulary building exercises. Here, you ought to generate, visualize, structure, and classify ideas.

What materials are available and reliable that can help in improving these skills?

The basic news, novels (complete or just parts of it), broadcast materials, podcasts, archives, etc. Anything, that can be developed by Ts and Ss alike into instructional units. The tasks could be designed from elementary to advanced Ss of English. Further development of the additional materials and sources is expected to lead to several types of classes, for instance gap-fills, banked-gap fills, closed tests, multiple-choice tests, all kinds of oral tasks and discussion points.

What is the organizing idea in composing the tasks?

There are different reasons why/how such materials are/can be essential and useful: task questions should activate Ss and get them motivated, also, it should enforce a communicative interchange between task constructor and Ss; the questions should be easy to handle; and it is the instructors (either a T or a S) duty to define, paraphrase or at times ignore any potential difficulties in the original material when it is processed.

What is the preferred level of the reading material?

Listening and reading materials should equally be used during the lessons. It is the teacher's responsibility not to neglect either at any time or level. They are not just suggested but essential to all Ss regardless of their level of English. Though listening and reading comprehensions develop well differing skills, each should be part of preferable each lesson. While listening materials should focus mainly on up-to date topics and help improve everyday vocabulary, pronunciation and obviously all kinds of audio skills mainly, reading materials can facilitate faster thinking, the ability of getting the gist faster, having a broader fantasy, using a richer vocabulary and many other skills. The topics and levels of the tasks should be chosen with great care. Commercials, songs, news, articles, novelettes and parts of novels are – luckily – available to T and S alike and thus many tasks can be practiced in groups or in individual studies as well. Thus, authentic listening and textbook discourse are both at hand for motivation and improvement.



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What is the preferred type of the material?

Authentic materials should work best. They were produced by native speakers for purposes other than language teaching. The discourses thus contain everyday lexis with the appropriate pronunciation and spelling. As for the reading comprehension, not too sophisticated or outdated texts are suggested. Preferably, on topics, that are of interest to the Ss or are educational. When collecting reading and listening comprehensions for lessons, further usage of the language in any case they might end up in should be considered.

What is the time factor?

If shorter parts of a text/listening material are used, it is easier to remember them, and also they awaken the interest if they are well chosen, and thus Ss will be motivated to check the materials at home or do further excersises connected to the materials. One task my Ss love is starting a movie – with a well chosen 5 minutes – and then watch the rest at home. Their homework in that case can be collecting the new words and being able to tell the story in short the next time. It saves time for other issues during the lesson and still turns Ss focus toward the language.

What type of reading/listening comprehension exercises should or could be used effectively in these classes? What is the most effective one? And why?

Most of the exercises we do in class require short answers. Ss should be taught to be able to gather their ideas in a comprehensive, logical way. Also, their fantasy should be fascilitated so that they can be creative, able to make up stories and retell even the longest story in a few words, the most fluent way possible. That requires vocabulary, well-informedness, and focusing. This will help them not just at exams but in real life situations as well.

What is the advantage of this choice?

To conclude, we can see the texts come from authentic sources and all the topics are suitable for the audience (at their language knowledge level, dealing with later exam topics, etc). The themes are not too ordinary and not too technical for Ss: we could establish areas of shared knowledge. These texts are definitely of a real-world nature.



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Optional follow-ups

It is always useful to

Lead-in

It can be discussed how Ss felt when they had to talk about a topic on their own. Also, if necessary, they can prepare with a short speech for the next time on the same topic.

Warm-up

Ss can share their ideas on what word they would write in the middle circle of the concept map for a given lesson.

Anecdotes

The T could share his/her own story or collect anecdotes from all over the world. Think of other ways how you would make it more interesting, and motivating. (acting, miming, word-guessing games, etc)

Think of other ways of what homework you would give to the Ss to help them get a hint of the next lesson's topic.

Task 2.

Come up with more ideas of how you would use the vocabulary cards for further studies or practice with your Ss.

Task 3.

This task can be made more difficult and more fun if Ss have to retell the story in different styles. (F.e.: retell the story of Della and Jim by rapping, with a happy ending, making it a comedy, in the news, etc)

Task 4.

What other tasks could you do with Ss using these information? Talk about it with the Ss or share your own ideas.

Task 5.

Ss should be encouraged to make up stories as often as possible. It is one of the best ways to make them use their passive vocabulary and pull their ideas on a logical thread. They will need to be able to express themselves fluently and without translating things in their minds from one language to another before they utter anything. Reading comprehensions, listening comprehensions and creative writing and story telling help in all that.





Task 6.

There can be further discussions on the chosen songs and texts. What other materials would you bring to your class connected to the topic? What other exercises would you think would work well to practice and improve vocabulary with the Ss? What other ways can you think of that would help you to motivate Ss? What other materials or exercises can you come up with that you think would help Ss to develop their reading/listening skills – either for real life language usage or for exams. What other homeworks would you give Ss for the next time? How would you make these tasks fit in a semester? Which task should go together with which other tasks in a lesson? How much time would you think is essential to be spent on the given tasks?

Always try to imagine the lesson beforehand! That is a great help to both you and the Ss!

7. Evaluation and assessment:

Since evaluation is a must when one is teaching, here are a couple of ideas on how these methods – and/or how with the help of these methods – one can evaluate their Ss:

- oral exams: each S should be examined on their knowledge during each week, but only a few of them in one lesson. Depending on the number of lessons (3 or 5) in a week and also the specified field of studies of the group (if there is any) - one person should be examined once-three times per month orally – checking all the vocabulary dealt with during the given period. It can be done in two ways: word-for-word method, or usage. (put the new vocabulary in a correct sentence and thus give an example of how the word can correctly be used. Obviously, if usage is tested, it should be practiced during the lessons.)
- vocabulary tests: Each S should write the tests at the same time. Depending on the number of lessons (3 or 5) in a week and also the specified field of studies of the group (if there is any) at least twice a month, not taking longer than 3-5 minutes – checking the new learnt vocabulary – only from the previous lesson. Word-meaning exercises, use the word in a sentence, give a correct sentence with the new word, give synonyms, give antonyms. (Depending on the level of Ss' knowledge of English, and the time period previously spent with teaching the new vocabulary.)
- module exams/finals: depending on the number of lessons (3 or 5) in a week and also the specified field of studies of the group (if there is any) at least once a month, possibly at the end of each school-year month, except for semester closing months – checking all the vocabulary of the given month – either orally, or in a written form. Each S's knowledge should be examined. semester exams: only twice a year, at the end





of each semester. Checking the knowledge of all the Ss – either orally, or in a written form.

A great way of mastering grammar and enhancing aural skills using semi-authentic materials and placing the task itself in a cultural context.

8. Bibliography:

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- 3 Anne Burns and Helen de Silva Joyce : Teacher's voices. National Centre for English Language Teaching and Research, 2000
http://www.ameprc.mq.edu.au/docs/research_reports/teachers_voices/teachers_voices_7.pdf
4. Annamaria Pinter: Teaching young learners, Oxford University Press, 2006
5. <http://host.uniroma3.it/docenti/boylan/text/white01.htm>

JJ Heller: *What love really means*, Album: **What love really means**, Date August 9, 2010.

{From: <http://www.sweetslyrics.com/805528.JJ%20Heller%20-%20What%20Love%20Really%20Means.html>}

Beatles: *All you need is love*. Album: **Love. The beatles album**. Date: 7 July 1967.

[From: <http://allspirit.co.uk/allyouneed.html>]

Further suggested material:

Dictionaries that can be found on the internet or are downloadable. Dictionaries, thesauruses, any kinds of vocabulary collections that are reliable.

Dictionaries

- <http://www.yourdictionary.com/>
- <http://szotar.sztaki.hu/index.hu.jhtml>
- <http://www.merriam-webster.com/>
- GIB





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Extras

- <http://www.infostarbase.com/holidays/christmas.php>
- <http://quizlet.com/755073/biography-vocabulary-flash-cards/>
- <http://www.youtube.com/watch?v=GkHNNPM7pJA>
- <http://www.youtube.com/watch?v=51bO1CVPWRA&feature=related>
- http://classiclit.about.com/od/thegiftofthemagi/a/aa_giftmagi_3.htm

Available material at the school

- Ország László: angol-magyar, magyar-angol szótár
- Oxford: angol-magyar szótár
- Oxford: Learner's Theasurus
- Oxford: Advanced Learner's Dictionary



páros munka



csoporthmunka



frontális munka



egyéni munka

¹ Sandra, Lee, McKay: Teaching English As An International language: Rethinking Goals and Perspectives, New York: Oxford University Press, 2002, p. 1

³ Beatles: All you need is love. Album: Love. The beatles album. Date: 7 July 1967.

⁴ <http://www.teatreegully.sa.gov.au/webdata/resources/files/Santa%20Claus.pdf>

⁵ <http://www.infostarbase.com/holidays/christmas.php>

⁶ <http://www.infostarbase.com/holidays/christmas/santa.php>

⁷ http://www.auburn.edu/~vestmon/Gift_of_the_Magi.html

⁸ http://www.online-literature.com/hans_christian_andersen/981/

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¹⁰ <http://www.onestopenglish.com/teenagers/skills/warmers/>

¹¹ Ann, Bourman: Openers for English Classes, J. Weston Walch, Publisher, Portland, Maine, 1986, p. vii



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