Contents

The author and series editor 1

Foreword 3

Introduction 5

What is homework? 5

The role of homework 5

Re-evaluating homework 6

A new approach 8

In conclusion 11

How each activity is organized 12

	Time (in minutes) in class	homework	**Aims**	**Page**
1 Getting started				13
Working homework into your curriculum				13
Memory work				14
Dictionary skills				14
Monitoring homework and providing feedback				15
1.1 My homework book			To make homework exercises as important as class tasks and for students to identify the aims behind homework tasks	16
1.2 Correcting homework			To encourage students to correct their own errors and to identify their own areas of weakness	16
1.3 Comments to add to homework			To add fun to the comments you write on homework, and to create a fun dialogue with your students	17
1.4 Sending homework home in an envelope			To set homework in a different way, which will motivate students to do the work	18
1.5 Mission impossible	15		To add variety to the way that homework is set	18
1.6 Send a word via email			To deliver homework via email	19

	Time (in minutes) in class	homework	Aims	Page
2 Focus on homework				20
2.1 Setting up homework	20–30	30–40	To allow students to provide feedback on homework tasks, and say what they found useful and effective	21
2.2 My favourite task	10–15	30–40	To motivate the students by doing activities they enjoy. Students will begin to feel confident making their own decisions about how to learn, rather than relying on the teacher for constant guidance	27
2.3 Design a homework task for your group	10–15	30–60	To give the students the responsibility of creating a homework task for their class	28
2.4 Skills work	10–15	40+	To allow students to bring activities to class that they find motivating and useful	31
2.5 Letter to the new learners	15–20	30–40	To encourage students to analyse their success as language learners and to consider what helps them best when studying	32
2.6 Teach someone	15–20	60–90	To help students to learn through teaching others	33
2.7 Homework excuses	45–50	30–40	To show the students that the teacher knows all of the homework excuses already!	35
3 Focus on lexis				36
Usage				36
Finding examples				37
The news				37
Memory				37
3.1 Use it!	10–15	40+	To ensure that students use language from the class and gain confidence speaking in English	39
3.2 Find examples of ...	10–15	40+	To expose students outside class to lexical items taught in class	40
3.3 Words from the news	20–30	30–40	To expose students to lexical items which are currently in use in world English, while also making the language of the news more familiar to them	41
3.4 English bag	15–20	15–20	To create an effective way of storing new vocabulary items which is accessible, portable, and convenient for the students	42
3.5 Word review		50+	To have fun reviewing lexical items while also concentrating on how the words are spelt	44
3.6 Word box	10	40+	To heighten students' awareness of spelling and to allow them to have fun with words	45

	Time (in minutes) in class	homework	Aims	Page
3.7 Finding examples of collocations	10–15	60+	To increase students' exposure to collocations and to make them consider collocations in context	45
3.8 Looking at advertisements	30 +	30–40	To expose the students to language used in advertisements, and to help students feel confident when faced with authentic materials	47
3.9 Collect false friends	15	60+	To make students aware of false friends and to help them to avoid the pitfalls they pose	48
3.10 Match the expression with the day	15–20	50+	To review set expressions that are used on certain occasions in various cultures; to provide an opportunity for students to find out about other cultures and to express information about their own	49
3.11 Body language	10–15	30–40	To present students with thematically related idioms. To make these expressions memorable by using visual aids	50
3.12 Doubles	10–15	40+	To make students aware of this particular type of lexical item and to introduce them to an interesting aspect of English	52
3.13 Oxymorons	15+	60+	To present oxymorons to students, to add interesting lexical items to the students' vocabulary, and to motivate the students with interesting words and expressions	53
3.14 Palindromes	10+	60+	To have fun with lexical items, and also to focus on spelling	54
3.15 Crosswords	20	60+	To ensure that the students go over lexical items at home in terms of spelling and meaning. Crosswords are universal and many students enjoy them in their first language	55
4 Focus on writing				57
4.1 Diary	15–20	60–90+	To encourage students to write a diary in English in their free time	58
4.2 Letter in a capsule	20–30	50+	To encourage students to write letters in English, developing their letter-writing skills especially as to letter format	60
4.3 Exchanging letters		50+	To encourage students to write letters in English, using a framework	62
4.4 Most romantic love letter	15	40+	To encourage students to write in a fun genre	63
4.5 Expand the story	10	35+	To help students to expand notes into prose; in turn, this should help students to take notes efficiently	65

	Time (in minutes) in class	homework	Aims	Page
4.6 Most unusual facts from the day	15–20+	50–60+	To encourage students to read outside class, and to practise note-taking skills	66
4.7 This was the day that ...	10–15	40–50	To encourage students to research and present information	66
4.8 Scrapbook	20–25	45–50	To encourage students to write, read, speak, and listen to detailed information	67
4.9 My photograph	20	40–60	To provide the students with a stimulating personal prompt	68
4.10 Pass the story	20–25	20	To make story writing a collaborative experience; the result is a story created jointly, with plenty of anticipation and fun	69
4.11 Creative questions	10	30+	To focus students' writing and to personalize their work by using the students' names in the stories	70
4.12 Something you would write on a public wall	10–15	40+	To use a fun aspect of writing which is familiar in all cultures. It allows the students to be especially creative with the English language	71
4.13 Pocket stories	15–20	30–40	To help students write a story using prompts	71
5 Focus on language				72
5.1 Find examples of ...	10–15	40+	To encourage students to search outside class for target language that has been taught	72
5.2 Make your own gap-fill	15–20	40+	To vary the usual grammar book/workbook activities by giving students the responsibility of creating their own worksheets	73
5.3 Truths about my class	20+	40+	To encourage the students to share information that they know about each other using class-taught language	75
5.4 Rhyming simple past	5–10	30+	To revise simple past irregular verbs	75
5.5 Colour the text	15	10–15	To review various tenses in a memorable way. This may help students who find visual techniques effective when learning	76
5.6 Let's experiment	10–15	60	To encourage students to use the target language outside class	77
5.7 What did you hear?	10–15	30+	To encourage grammar practice while using a much-loved medium—television—as the prompt	79
5.8 What's the context?	15–20	20–25+	To help students to remember new structures and to raise their awareness of how the language was taught	80

	Time (in minutes) in class	homework	Aims	Page
5.9 Things I need to remember	10+	30+	To make students aware of the vital areas of a new piece of target language	**82**
5.10 Which error do I make frequently?	15+	45+	To make students aware of errors they make repeatedly	**83**
5.11 A question I have	15–20+	30+	To allow the students to ask questions that they may feel hesitant about asking in class	**83**
5.12 What's the difference between ...?	15–20	40–60+	To encourage students to think clearly about the differences between their own language and English	**84**
5.13 Quiz	10	15+	To review various tenses in a fun way and engage students in thinking about the language, as well as using it	**85**
5.14 Grammar jazz chant/rhymes	15–20	40+	To help students to memorize grammar structures as well as to help them to hear rhythm in English	**86**
6 Focus on communication				**87**
6.1 Structured conversation	15+	45+	To provide practice of language taught in class. To encourage the students to 'play' with the language and record the results of their efforts	**88**
6.2 Real life	10–15	40–60+	To encourage students to practise functional language outside class and to complete real-life tasks which will make homework meaningful	**89**
6.3 Beginner review	10	10–15	To help beginner students to develop their confidence, especially in their ability to remember words and use them correctly	**90**
6.4 Using cue cards	10–15	20–45	To encourage new learners to practise class-taught language orally in a way which will help them to memorize target language as well as develop accurate use of the language	**91**
6.5 Telephone calls	10–15	2–3	To help students gain confidence speaking on the telephone	**93**
6.6 Telephone whispers	10–15	1–2	To encourage students to speak in English on the telephone, and to improve their listening skills along with their speaking skills	**94**
6.7 Night-time questions	15–20	30–45	To encourage students to review language at any time of the day and to help them to memorize language, developing both fluency and accuracy	**94**

	Time (in minutes) in class	homework	Aims	Page
6.8 Taped journal	10–20	5–15	To encourage students to practise talking about a variety of subjects which are relevant to them. Also to encourage them to listen to themselves while speaking, so they can focus on their own accuracy along with fluency	**96**
6.9 Tape as a monitor	15–20	20–30	To encourage students to listen to themselves speaking English. This will not only develop their listening skills, but will also develop accuracy	**97**
6.10 Describe the picture	20–30	45+	To encourage students to prepare for oral presentations in class	**99**
6.11 The art gallery	10–15	60–80	To exploit an interest students may have in art and to use visual stimuli from outside class	**101**
6.12 A museum visit	60 minutes	60+	To encourage students to use the resources around them, e.g. museums and art galleries. Also to encourage the students to activate their English outside class as much as possible	**103**
6.13 Being a guide	10–15	60–80	To provide students with realistic applications of functional English	**104**
6.14 We're going to the zoo	10–15	60–80	To encourage the students to match an outside interest with the use of English	**106**
6.15 Create a role	40–50	20–30	To give students the opportunity to create roles for themselves and their classmates	**107**
6.16 Cultural differences	20+	60+	To expose the students to other cultures and to increase their understanding of how far-reaching English is	**109**
7 Focus on pronunciation				**111**
7.1 Collect a *schwa*	10–20	30+	To raise students' awareness of the frequency of the *schwa* sound	**112**
7.2 What is different?	10–15	30+	To make students aware of differences between English sounds and the sounds of their first language. This will help students to recognize areas which may potentially be difficult	**112**
7.3 Writing tongue twisters	15–20	40–45	To encourage students to practise problematical English sounds in a fun way	**113**
7.4 Phonemes	10	30+	To introduce the phonemic alphabet to students over a period of time	**114**
7.5 Transcribing sentences into phonemic script	10–15	45	To highlight connected speech	**115**

	Time (in minutes) in class	homework	Aims	Page
7.6 Find words with the same sound	10–15	40–50	To make students aware of the difference between spelling and the way words are pronounced	**116**
7.7 Write your own minimal pair list	10–15	40–50	To encourage students to concentrate on sounds they find particularly difficult	**116**
7.8 Marking stress in individual words	10–20	30–40	To make students aware of varying word stress	**117**
7.9 Collect patterns	10–15	30–40	To heighten students' awareness of varying word stress and to emphasize the value of dictionaries for learning outside class	**118**
7.10 Direct a partner	10–15	45+	To practise varying intonation patterns and heighten students' awareness of the need to use intonation to express emotions	**118**
7.11 Picture sounds	15	25–45	To focus on particularly problematical sounds. The pictures will also help more visual learners to remember the sounds	**119**

8 Focus on receptive skills **121**

8.1 Let's go to the movies	10–15	10–15 +movie	To use students' enjoyment of the cinema to promote language learning	**122**
8.2 Notes from the news	5–10	20–30	To encourage students to listen for both general and detailed information using an authentic listening source	**123**
8.3 Listening to advertisements	10	20	To practise listening for detailed information using an authentic source	**124**
8.4 A scene from your favourite programme	30	40	To encourage students to listen for both detail and general information. Also to consider pronunciation, especially intonation, and how it is modified for the feelings in a scene	**124**
8.5 Transcribe a song	20	60+	To exploit material which students already listen to; to practise the ability to listen for detail	**125**
8.6 Song lyrics	15–20	30–50	To encourage students to listen to songs in English; they will also practise their writing skills as they will answer in complete sentences	**126**
8.7 Famous person	20	50–80	To encourage reading for detailed information about an interesting theme. To provide students with exposure to authentic materials	**127**
8.8 Dictate a puzzle	20–30	60+	To provide a clear reason for reading and listening—to work out the solution. The aim in class is listening for detailed information. The aim at home is reading	**128**

	Time (in minutes) in class	homework	Aims	Page
8.9 Jigsaw	10	45	To encourage students to read for general and detailed information, and to read authentic materials as much as possible	**129**
8.10 Find authentic material	15–30	40–50	To encourage students to find out about each other and to find a text they would like to read	**131**
8.11 Find the site	10–15	45	To surf the Internet in English rather than their first language	**133**
8.12 English in my town	10–15	45–60	To heighten the students' awareness of English in their own area	**134**
8.13 Vocabulary to teach my class	20–25	40+	To encourage students to be independent learners and to find out what is useful for them	**134**
8.14 Write your own comprehension questions	20	45–55	To provide practice in writing questions in English as well as reading for detailed information	**136**
8.15 Read the article!	30–40	30–40	To encourage students to read for a specific purpose, e.g. to develop an argument for a debate in class	**136**
8.16 Give out the headlines	10–15	30–45	To encourage students to read the news in English	**137**
8.17 Cultural awareness	20	30–40	To encourage students to find out about other cultures whilst practising their ability to read in detail	**138**
8.18 Gossip	20	45–50	To motivate students to read fun things in English	**139**
8.19 Baking	10–15	45–60	To provide students with a reason for reading. This activity is especially useful for students who enjoy doing, rather than simply sitting down and studying	**140**

Appendix: Useful websites for English learners **142**

Bibliography **144**