

Contents

About the series	5
About the author	6
Foreword to Third Edition	7
Introduction to Third Edition	8
Chapter 1 Starting out	
1 Classrooms at work	9
2 What is a teacher?	13
3 Teaching and learning	19
4 The subject matter of ELT	24
5 Methods	31
6 First lessons – hints and strategies	33
Chapter 2 Classroom activities	
1 Planning an activity	37
2 Activity route map	40
3 Exploiting an activity	43
4 Pairwork	45
5 Small group work	51
Chapter 3 Classroom management	
1 What is classroom management?	54
2 Classroom interaction	58
3 Seating	61
4 Giving instructions	64
5 Monitoring	67
6 Gestures	69
7 Using the board	70
8 Eliciting	73
9 How to prevent learning – some popular techniques	75
10 Intuition	78
Chapter 4 Who are the learners?	
1 Individuals and groups	82
2 What level are my students?	87
3 Learners and their needs	89
4 Getting feedback from learners	94
5 Learner training	97
Chapter 5 Language analysis	
1 Analysing grammar: an introduction	99
2 Analysing language: grammatical form	99
3 An introduction to English grammar	102
4 Analysing concept: the meanings of words	107
5 Analysing concept: grammatical meaning	111
6 Analysing communicative function	114
7 English and English teaching in the world	118

Chapter 6 Planning lessons and courses	
1 Planning is a thinking skill	123
2 How do people learn languages?	125
3 Sequencing lesson components	129
4 Formal lesson planning	132
5 Lesson aims	135
6 Alternatives to formal planning	142
7 Planning a course	146
8 Unrealistic requirements	154
Chapter 7 Teaching grammar	
1 What is grammar?	156
2 Present–practise	159
3 Clarification	163
4 Restricted output: drills, exercises, dialogues and games	169
5 Other ways to grammar	180
Chapter 8 Teaching lexis	
1 What is lexis?	185
2 Lexis in the classroom	187
3 Presenting lexis	189
4 Lexical practice activities and games	191
5 Lexis and skills work	194
6 Remembering lexical items	198
7 Knowing a lexical item	205
Chapter 9 Productive skills: speaking and writing	
1 Approaches to speaking	211
2 Communicative activities	217
3 Role play, real play and simulation	220
4 Fluency, accuracy and communication	224
5 Different kinds of speaking	228
6 Approaches to writing	234
7 Writing in class	239
8 Responses to writing	243
Chapter 10 Receptive skills: listening and reading	
1 Approaches to listening	249
2 The task–feedback circle	253
3 How do we listen?	257
4 Listening ideas	261
5 Approaches to reading	263
6 Extensive reading	268
Chapter 11 Phonology: the sound of English	
1 Pronunciation starting points	271
2 Sounds	274
3 Word stress	277
4 Prominence	278
5 Connected speech	279

Chapter 12 Focusing on language	
1 Errors and correction	285
2 Testing	290
3 Using the learners' first language	297
4 Cuisenaire rods	300
5 Dictionaries	304
6 Timelines	307
Chapter 13 Teaching different classes	
1 ESP	310
2 Business English	312
3 EAP	315
4 Exam classes	317
5 Young learners	321
6 Teenage classes	325
7 CLIL	327
8 Large classes	331
Chapter 14 Using technology	
1 The technology, the teacher and the student	334
2 Interactive whiteboards	335
3 Presentation software	337
4 Improving skills	340
5 Learning online	343
6 Brave new worlds	346
Chapter 15 Tools, techniques, activities	
1 Flashcards	349
2 Picture stories	350
3 Storytelling	353
4 Songs and music	354
5 Fillers	356
6 Lexical games	358
7 Dictation	362
8 Sound-effects recordings	365
9 Poetry	366
10 Drama	368
11 Projects	370
12 Getting to know a new class	371
13 TV, DVD and video	376
Chapter 16 Next steps	
1 What is 'learning teaching'?	380
2 Observed lessons	383
3 Studying your own teaching: feedback, reflection and action research	385
4 The pack of cards	390
5 A closing comment: language and people	393
Answers to tasks	394
Some key terminology	397
Further reading	406
Index	411