



Herzlich willkommen zum Webinar  
Wir starten um 17.30 Uhr.



# Praxis-Begleitkurs

## «Open World» – Simple and Effective Teaching Strategies

October 2024



« »

## Was Sie heute Abend erwartet

1. Explore didactic principles in action through the demonstration of simple and effective support strategies with concrete classroom examples.
2. Teaching example: Unit 3 of these principles in action in the classroom
3. Presentation of a list of strategies that you will be encouraged to use before the next session.

Um Text mit verschiedenen Ebenen zu benutzen, gehen Sie wie folgt vor:

1. Tippen Sie in den Textkasten den ersten Text – hier "1. Ausblick".
2. Drücken Sie die RETURN-Taste, um eine Zeile tiefer zu gehen.
3. Klicken Sie jetzt auf den Button "Listenebene erhöhen" im Bereich "Absatz" des START-Reiters.
4. Der Punkt erscheint automatisch.
5. Um wieder zurück zur Ebene mit den Ziffern zu kommen, klicken Sie nach dem RETURN auf den Button "Listenebene verringern".

## «Open-World» Check- in



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### Hands up:

To get a specific feel for the course-book (level 1, 2 or 3) that the teachers are using – which components:

- Hands up - How many of you are working with Open-world 1.....2.....and 3
- Hands up - How many of you are working with hard copies?
- Hands up – How many of you are working with the DigiOne (digital coursebook)?
- In the chat, teachers type why they signed up for this workshop and what they hope to get out of it.

# Analyse the lesson/unit

- What are the didactic strengths and shortcomings?
- How would you adapt or supplement it to better meet your learners' needs?

Now, as a teacher I would explore the lesson/unit, to find out what I can change or supplement (again, keeping it short) irrespective of coursebook and applying my knowledge as an English language teacher. I would take off the lens and see what is effective (or not). I would do this for every unit and pages to see what the shortcomings are.

What are the didactic strengths and shortcomings? How would you adapt or supplement it to better meet your learners' needs?

Remember: Teach the learners NOT the coursebook


## Effective & Simple Teaching Strategies

1. Reading
2. Example: Child Labour, pages 90-91
3. Further strategies

## Example: «Open World» 2: Unit 5, pages 90-91

Unit 5

All work and no play



**Child labour**

A. In class, look at the pictures of the boy and the girl and discuss:

- When and where do you think these pictures were taken?
- How old do you think the children are?
- Why was the boy working in a coal mine?
- Why was the girl working in a textile worker? Give some possible reasons.

B. Look at the three pictures next to the text 'Children in the Victorian Age'. What could the text be about? Compare the picture of the Victorian classroom to your own.

C. Listen to the audio 'Children in the Victorian Age'. Then read the text using the reading strategy P5D.

P. Parallel words are words you can understand with the help of another language you know.

G. Guess the meaning of an unknown word from the words around it.


D. Dictionaries are where you can look up words which you can't understand easily.

Hard times


**Children in the Victorian Age**

1. At the early age of 18, Princess Victoria became Queen of the British Empire. She was Queen for 42 years, from 1837 to 1901. This is why this period is called the 'Victorian Age'. Victoria was extremely well-educated. She spoke excellent French, knew Latin and Italian, and she understood politics and business better than most of her ministers.

At the same time, most British children did not even have the chance to go to school. Education cost money and most families could not afford to send their children to school. Children also had to help support their families. They were sent to work from an early age because their families needed the money to buy food and to pay their rent.




Queen Victoria



Children working in a coal mine

Children worked everywhere: some worked in the newly built factories, some worked as chimney sweeps, and others were sent down the coal mines. There they loaded trucks with coal and pushed them along narrow passages.

Later in the 19<sup>th</sup> century, education played a much more important part in children's lives. Elementary school became free for all children. In the schools, the children had no pencil and paper and if need be had to write on slates. Many schools had only a few books apart from bibles. The children basically learnt from listening to the teacher.



A classroom in the Victorian Age

D. Are these statements true or false?

	True	False
1. The Victorian Age lasted from 1837-1902.	<input type="checkbox"/>	<input type="checkbox"/>
2. In the early 19 <sup>th</sup> century lots of children didn't go to school.	<input type="checkbox"/>	<input type="checkbox"/>
3. Some children worked in the coal mines.	<input type="checkbox"/>	<input type="checkbox"/>
4. In the late 19 <sup>th</sup> century children had to pay to go to elementary school.	<input type="checkbox"/>	<input type="checkbox"/>
5. Children listened to the teacher to learn as there weren't many books.	<input type="checkbox"/>	<input type="checkbox"/>



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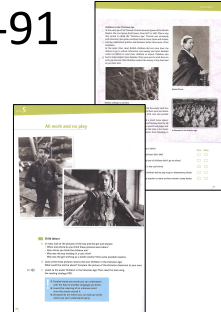
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Image by [Augusto Ordóñez](#) from [Pixabay](#)

Let's take this unit from Open-world 2. Now, as a teacher I would explore this and any other unit, to find out what I can change or supplement (again, keeping it short) irrespective of coursebook and applying my knowledge as a English language teacher I would take off the lens and see what is effective (or not). I would do this for every unit and pages to see what the shortcomings are. So, let's have a look at this page...what from a didactic - What are the didactic strengths and shortcomings?

Get participants to look through it and write things in the chat (depending on size of group) or get them to share what they think?

## Example: «Open World» 2: Unit 5, pages 90-91

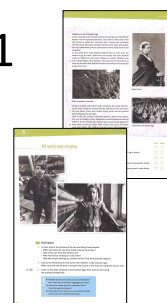
- ✓ Visuals are powerful and evoke emotion
- ✓ Provides a lens to the world of these children
- ✓ The reading (or listening!) concisely provides insight to the topic.
- ✓ Outline of reading strategies
- ✓ The T/F statements are appropriate





## Example: «Open World» 2: Unit 5, pages 90-91

- ✗ Pre-task 1: (A) already tells learners about the children in the pictures (coal mine, textile worker)
- ✗ Pre-task 2: (B) *look at the pictures next to the 'children in the Victorian age.'* *What could the text be about?*
- ✗ *Compare the picture of the Victorian classroom to your own.* Out of context.
- ✗ Listen to the audio....*then read the text* using the reading strategy PGD.
- ✗ T/F Questions (while- ??)
- ✗ No post-task



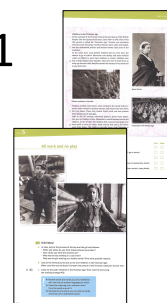
These are the points that came up for me.

1. The pictures are so effective however, it doesn't really activate learners background knowledge because it tells them about the children in them and where they are and what they're doing. What about emotions, how they might be feeling etc.
2. In (B) for me, it was – what is the point? Learners look at the pictures and then are asked what is the text about – well it's obvious given that the title of the text is given
3. Not sure that 'comparing the picture of the Victorian classroom to your own' is appropriate here – a little out of context as it doesn't necessarily prepare learners for the text they are going to listen/read (better as a post-task)
4. Again, there's a listening which is the same as the reading text – in all cases I'd decide if I want to use the text as a listening OR as a reading task – not both at the same time as we're not developing listening or reading strategies. For this example, will want to focus on the text for a reading lesson/task.
5. The T/F questions are completed when? Is it a while-task (preferably yes, but not sure!)
6. No post-task, so they finish this lesson/unit/reading and there's no post-task

phase – the classroom activity could be good here, or alternative.

## Example: «Open World» 2: Unit 5, pages 90-91

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## Alternative Suggestion: (A)

### Look at these two pictures:

- When and where do you think these pictures were taken?
- How old do you think the children are?
- Where do you think the children are?
- How do you think they are feeling?

The boy works in a **coal-mine** and the girl is a **textile worker**. They lived during the **Victorian Age** in England.

- Do you think they went to school? Why?



Show the pictures on PPT and use the questions to activate learners background knowledge and to get them to connect with the children in the photos as these really are powerful. Get everything you can out of these photos (social-competences) and then reveal the following.....clarify what a coal-mine is and a coal-miner and textile worker.

Do you think they went to school sets up the next activity.

Provide rationale.....

## Alternative Suggestion: (B)

### While-reading 1: Reading for gist:

Do you think they went to school? Why?

- What is the **Victorian age**?

In pairs, share your findings using lines 5-10 to help you.

#### Children in the Victorian Age

- <sup>1</sup> At the early age of 18, Princess Victoria became Queen of the British Empire. She was Queen for 63 years, from 1837 to 1901. This is why this period is called the 'Victorian Age'. Victoria was extremely well educated. She spoke excellent French, knew Latin and Italian, and she understood politics and business better than most of her ministers.
- <sup>5</sup>
- At the same time, most British children did not even have the chance to go to school. Education cost money and most families could not afford to send their children to school. Children also had to help support their families. They were sent to work from an early age because their families needed the money to buy food and to pay their rent.
- <sup>10</sup>

Now learners open their coursebooks and quickly read for gist based on the previous question. Do you think they went to school, Why? What is the Victorian age? This allows them to read the opening paragraphs (lines 1-10) for gist. They can then discuss their findings in pairs (differentiation) before sharing this with the class.

## Alternative Suggestion: (C & D)

### While-reading 2: Detailed Reading

- Now, read the text and while-reading complete the T/F questions.
- Use the PDG reading strategy box to help you.
- Check your answers in pairs.


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Hard times


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Queen Victoria



Children working in a coal mine

Children worked everywhere: some worked in the newly built factories, some worked as chimney sweeps, and others were sent down the coal mines. There they loaded trucks with coal and pushed them along narrow passages.

Later in the 19<sup>th</sup> century, education played a much more important part in children's lives. Elementary school became free for all children. In the schools, the children had no pencil and paper and used chalk to write on slates. Many schools had only a few books apart from bibles. The children basically learnt from listening to the teacher.



A classroom in the Victorian Age

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91

P = Parallel words

G = Guessing from context

D = Dictionary

## Alternative Suggestion:

### Post-reading:

1. Check the T/F answers getting learners to justify their answers from the text (strategy use)
2. Once answers are checked, it's time to personalise with the text:
  - What did you think about the text and the lives of children in the Victorian age?
  - Look at the picture of the Victorian classroom and the last paragraph (lines 17-20) and work with a partner to compare school then to school today.


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Hard times


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## Alternative Suggestion:

### Post-reading (scaffolding):

- Today, our classrooms are .....
- The classes are.....
- We learn.....
- We have.....teachers for each subject.
- We can/can't.....
- We don't.....


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Hard times


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## Reading: Teaching Strategies



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1. Pre-teach key vocabulary
2. Prediction Tasks
3. Skimming and Scanning
4. Graphic organizers
5. Chunking text
6. Text annotation
7. Paraphrasing and summarising
8. Jigsaw Reading
9. Post-reading discussions

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Effective strategies to support reading skills, covering differentiation for both struggling and advanced learners:

1. **Pre-reading Vocabulary Preview:** Introduce key vocabulary before the reading task. This supports struggling learners by reducing unknown words and challenging advanced learners by encouraging them to predict the content based on vocabulary.
2. **Prediction Tasks:** Show the title, a picture, or the first sentence and ask students to predict the content. This activates prior knowledge and engages both struggling and advanced learners at their own levels.
3. **Skimming and Scanning:** Teach students to skim for the main idea and scan for specific information. Differentiate by giving advanced learners more abstract or implied questions while providing concrete facts for struggling learners.
4. **Graphic Organizers:** Use tools like story maps, charts, or mind maps to help students organize the information they read. Advanced learners can create their own, while struggling learners can fill in templates.

5. **Chunking Text:** Break longer texts into smaller, manageable chunks. Struggling learners can focus on comprehension of one section at a time, while advanced learners can be tasked with connecting multiple sections.
6. **Text Annotation:** Teach students to annotate by highlighting key ideas, marking unfamiliar words, or noting questions they have. Advanced learners can add reflections or personal insights.
7. **Paraphrasing and Summarizing:** After reading, ask students to paraphrase the text or summarize key points. Struggling learners can work with sentence starters, while advanced learners can provide more detailed or analytical summaries.
8. **Jigsaw Reading:** Divide the text into sections and have students work in groups to read and become experts on their section, then share with the class. This promotes collaboration and allows for differentiation through text complexity.
9. **Post-reading Discussions:** Create opportunities for students to discuss what they've read in pairs or small groups. Struggling learners can focus on comprehension questions, while advanced learners engage in higher-order discussions, such as evaluating the text or connecting it to other concepts.

## Reading: Teaching Strategies



Image by [Gerd Altmann](#) from [Pixabay](#).

10. Model reading strategies
11. Guided group Reading
12. Guided reading questions
13. Provide sentence frames for responses

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1. Model Reading strategies: With reading comprehension, model an example of how to work out the answers (the strategy) so that struggling learners know how to approach the reading task.
2. Guided Group Reading: Lead a guided reading session where you read with students, pausing to ask questions, clarify difficult sections, or engage students in brief discussions. Differentiate by asking varied levels of questions or focusing on different aspects of the text for different groups.
3. Guided reading questions: Create targeted tasks such as fill-in-the-blank summaries or multiple-choice quizzes that emphasize key points. Simplify questions for simple yes/no answers, create two or three higher-order questions or tasks for more advanced learners or alternative task, like rewriting a passage from another perspective.
4. Providing Sentence Frames for Responses: Offer sentence starters or frames to help students respond to texts (spoken or written). This is especially useful for struggling learners, while advanced learners can be challenged to write full,

detailed responses.

## Effective & Simple Teaching Strategies

1. Listening
2. Example: Edinburgh Stories, pages 14-15
3. Further strategies



## Example: «Open World» 1: Unit 1, pages 14-15

Unit 1  
Going places

### Edinburgh stories

We are going to hear about people in Edinburgh. Meet Caroline and friends.

**Meet Caroline**

1 Listen to Caroline's story and read along.  
2 Answer the questions in full sentences.

1 Why did Caroline move to Edinburgh?  
.....

2 What does she like about the city? Mention two things.  
.....

3 When did Caroline move to the countryside near Edinburgh?  
.....

C Read the answers (A) below. In pairs, find out what the questions (Q) were.

1 Q .....?  
A Last week.

2 Q .....?  
A We went by boat because it's on an island.

3 Q .....?  
A We usually had a picnic in the Princes Street Gardens.

D These sentences about Caroline are not true. Correct them using negative sentences.  
Example: Caroline studied in Glasgow. No, she didn't study in Glasgow. She studied in Edinburgh.

1 Caroline first saw Edinburgh as a teenager.  
.....

2 She moved back to England after university.  
.....

3 She understood the Scottish accent from the beginning.  
.....

1 EBC 2 WE

1 For a boost, use worksheet 2 and learn about a car problem that Caroline had.



### Why I love Edinburgh

I first visited Edinburgh as a child with my parents and my sister. I thought it was a magical city with a very special atmosphere. It's small enough to get around easily and not feel lost, but big enough that there's a lot to do. So after I left school, I decided to go to university there. It was a good decision - I had a wonderful time! The locals were really friendly and after some time I even started to understand the Edinburgh accent.

In fact, I loved Edinburgh so much that I stayed after university. At first I lived and worked in the city, but after I met my husband (who is a true Scotsman) we moved to the countryside nearby. I work from home now as I have my own business. But I love to drive to the city at the weekend in my Mini.

Last week my parents came to stay and we visited Edinburgh Castle and the Scottish National Gallery. One day we took the children to the zoo, and another day we took a boat out to Inchcolm Abbey on a nearby island. Most days we had a picnic lunch in the Princes Street Gardens.

I love that there are so many different things to do in Edinburgh. This city really has become my home now. I couldn't imagine moving away!



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Image by [Augusto Ordóñez](#) from [Pixabay](#)

Let's take this unit from Open-world 1. what from a didactic - What are the didactic strengths and shortcomings?

Get participants to look through it and write things in the chat (depending on size of group) or get them to share what they think?

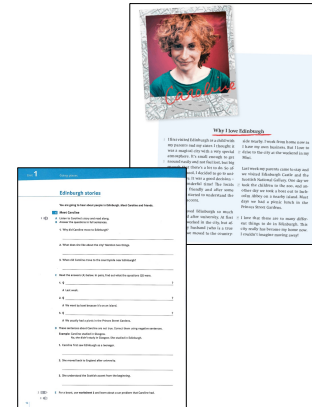
## Example: «Open World» 1: Unit 1, pages 14-15

- ✓ Text is appropriate (level)
- ✓ Range of questions
- ✓ Using grammar in context

The image shows a page from a textbook. At the top right, there is a portrait of a young woman with curly hair. Below it is a text box with a short story titled "Why Love Matters". The story is written in a simple, accessible style. Below the text box is a section titled "Strategie mitein" which contains several exercises and questions related to the text. The exercises include multiple-choice questions, fill-in-the-blanks, and a matching exercise. The page is numbered 14 at the top left.

## Example: Open World 1: Unit 1, pages 14-15

- ✗ No pre-task
- ✗ Is it listening or reading?
- ✗ No real engagement with the text
- ✗ Why is the text about an adult? How relatable is this?
- ✗ While-task?



These are the points that came up for me.



## Alternative Suggestion: Activation



Activation: - Pre-listening task – **start the video from 00:06 seconds to avoid the Edinburgh title as it will give it away.**

1. Show the short video about Edinburgh to activate learners background knowledge and make predictions about what the lesson is going to be about. Tell learners that the video is going to show us the topic we'll be focusing on. They are to watch the video and while they're watching jot down words (in German if they don't know vocabulary in English) on what they see. What city is in the video? What things can you see? What is the girl doing in the video.
2. Play the video and learners jot down any key words and phrases.
3. After watching, the video – learners share their key words and phrases and possibly add new ones to their list.
4. Ask learners which city is being shown in the video.

## Alternative Suggestion: Activation



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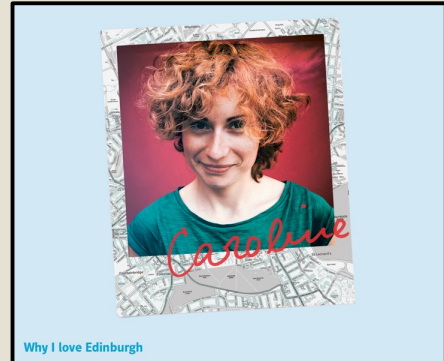
Vocabulary building – discovering words and phrases.

1. Write key words and phrases about Edinburgh on the board. Learners should add any new ones to their own vocabulary list.

## Alternative Suggestion: Books Closed

### Look at this picture:

- ❑ This is Caroline. You're going to hear Caroline talking about why she loves Edinburgh.
- ❑ Why do you think she loves Edinburgh. Use the words and phrases from before to say why you think she loves Edinburgh.



### Pre-Listening – Making Predictions

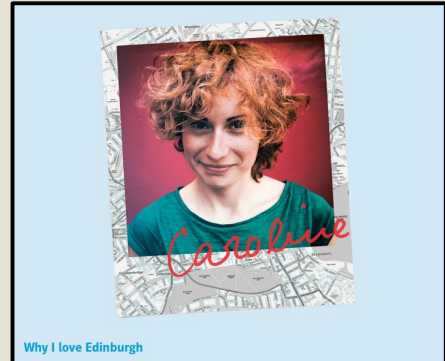
In the coursebook the task is for learners to listen and read along then they're asked to complete the questions – so what competences are we actually focusing on listening reading? We need to look at such tasks and decide how can we simply adapt them so that we're developing the skills in this case listening/and or reading competences. We also need to set the context for the listen in order to provide a purpose for listening and/or reading it. So, with small adaptations we can achieve this.

1. Ensure that learners have their books/online version closed.
2. Tell learners that this is Caroline. You're going to hear about Caroline talking about why she loves Edinburgh. Why do you think she loves Edinburgh. Use the words and phrases to say why she loves Edinburgh.
3. We'll listen to what she says and while you listen see if you can answer these questions:
  - When did she first visit Edinburgh?
  - What did she do after she left school?
  - What places did she visit?

## Alternative Suggestion: Books Closed

### While-Listening (1)

- Now listen to Caroline talk about why she loves Edinburgh.
  
- When did she first visit Edinburgh?**
- What did she do after she left school?**
- What did she think of the local people?**

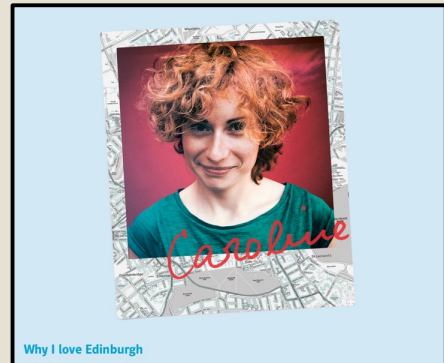


1. We'll listen to what she says and while you listen see if you can answer these questions (play the first part of the listening)
  - When did she first visit Edinburgh?
  - What did she do after she left school?

## Alternative Suggestion: Books Closed

### While-Listening (2): Information Gap

- ❑ Students listen to the whole listening and while they listen they complete their respective information gap table.



### While-Listening 2 – Listening for specific information

Once again, we're focusing on **listening** and have devised a second while-listening activity whereby learners listen **for specific information**. The information they will be listening to are words (Student A) and phrases (student B). Note that learners are listening for the same sentences but depending on the levels will listen for different information to complete their sentences. Note the differentiation aspect here – Student A has a simpler task than Student B.

1. Explain the information gap activity to your class. Hand out the tables to your learners labling them A or B.
2. They DO NOT show their table to their partner. It may be an idea to group the As and Bs together.
3. Give them a few moments to read through the sentences and use the suggested strategies on their work sheet – don't spend too long on this a minute or so should suffice.
4. Now play the recording from the digiOne pack – again just the recording for the whole class to listen to. While they listen learners write a word or phrase to complete the gaps.

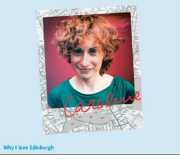
5. Following, the listening – learners form new pairs A & B and check their answers.  
The answers they have are on each other's worksheet.

## Alternative Suggestion:

**Student A: Listening - Edinburgh Stories: Why I love Edinburgh**

💡 Complete the table below with the word that you hear.  
 → First, look at the sentences in the table that you will be listening for.  
 → If you can already think of a word note it under the gap!  
 → Now, listen and complete the gaps with the word you hear.

👉 .....don't worry about spelling – we can check that after!



	Caroline says.....
Sentence 1	Edinburgh is a magical ..... with a very special atmosphere.
Sentence 2	Edinburgh is ..... enough to get around easily and not feel lost, but big enough that there's lots to do.
Sentence 3	At first I lived and ..... in the city, but after I met my husband who is a true Scotsman!
Sentence 4	Last week my parents came to stay and we..... Edinburgh castle and the Scottish National Gallery!
Sentence 5	This city has really become my ..... now. I couldn't imagine moving away!

1. Explain the information gap activity to your class. Hand out the tables to your learners labling them A or B.
2. They DO NOT show their table to their partner. It may be an idea to group the As and Bs together.
3. Give them a few moments to read through the sentences and use the suggested strategies on their work sheet – don't spend too long on this a minute or so should suffice.
4. Now play the recording from the digiOne pack – again just the recording for the whole class to listen to. While they listen learners write a word or phrase to complete the gaps.
5. Following, the listening – learners form new pairs A & B and check their answers. The answers they have are on each other's worksheet.

## Alternative Suggestion:


**Student B: Listening - Edinburgh Stories: Why I Love Edinburgh**

**Complete the table below with the word or phrases you hear.**

- First, look at the sentences in the table that you will be listening for.
- If you can already think of a word or phrase note it under the gap!
- Now, listen and complete the gaps with the word or phrase you hear.

**.....don't worry about spelling - we can check that after!**

	Caroline says.....
<b>Sentence 1</b>	Edinburgh is a .....city with a very special atmosphere.
<b>Sentence 2</b>	Edinburgh is small enough to get around easily and not feel lost, but big enough that .....
<b>Sentence 3</b>	At first I lived and worked in the city, but after I met my husband .....
<b>Sentence 4</b>	Last week my parents came to stay and we visited Edinburgh castle and the .....
<b>Sentence 5</b>	This city has really become my home now. I couldn't imagine .....



1. Explain the information gap activity to your class. Hand out the tables to your learners labling them A or B.
2. They DO NOT show their table to their partner. It may be an idea to group the As and Bs together.
3. Give them a few moments to read through the sentences and use the suggested strategies on their work sheet – don't spend too long on this a minute or so should suffice.
4. Now play the recording from the digiOne pack – again just the recording for the whole class to listen to. While they listen learners write a word or phrase to complete the gaps.
5. Following, the listening – learners form new pairs A & B and check their answers. The answers they have are on each other's worksheet.



## Alternative Suggestion: (B, C, D)

### Post-Listening:

- Students can use their tables to complete the tasks in the coursebooks.
- They can refer to the reading to check their answers by highlighting them in the text.
- Choices – everyone does (B) while learners can choose between C and D.

## Listening: Teaching Strategies

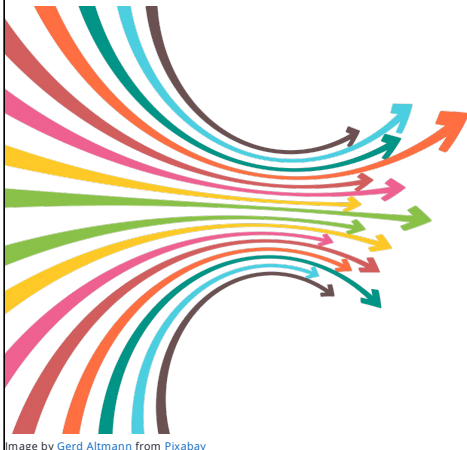


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1. Activate background knowledge (visual and contextual clues)
2. Pre-teach vocabulary
3. Setting a listening purpose
4. Effective while-listening tasks:
  - Listening for Gist
  - Listening for Specific Information
  - Listening for detail (inferring)
5. Notetaking while-listening
6. Pause and clarify/replay key sections

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**Activating Prior Knowledge:** Before listening, activate students' prior knowledge through discussions or brainstorming to connect the audio content to something familiar. E.g. pre-listening Predictions: Before listening, learners predict what they will hear based on a title, picture, or keywords. This activates prior knowledge and engages them with the content. **Using Visuals and Contextual Clues:** Use images, diagrams, or pre-listening questions to provide context for what students will hear. This helps struggling learners and engages advanced learners in making connections.

**Pre-teaching Vocabulary:** Before playing the audio, pre-teach key vocabulary that will appear in the listening. This gives students a better chance at understanding difficult sections.

**Setting a Listening Purpose:** Provide learners with a clear task before listening (e.g., "Listen to find out what happens in the story") to give them focus and make the task more purposeful.

**Effective While-Listening Tasks:**

- **Listening for Gist:** Learners listen to grasp the general idea without worrying about details. This helps them focus on overall comprehension rather than getting stuck

on individual words.

- **Listening for Specific Information:** Learners focus on picking out specific details, such as names, numbers, or key facts.

**Notetaking During Listening:** Encourage learners to take notes while listening. This can be in the form of key points, vocabulary, or questions they have. Advanced learners can focus on summarizing while listening.

**Pausing and Clarifying:** Pause the recording or video if they have the option and ask themselves if they understood, then replay if needed especially with longer listening texts.

**Replaying Key Sections:** Replay important or challenging sections of audio for students to ensure understanding, especially for struggling learners.

**Listening Multiple Times:** Encourage learners to listen to the same audio multiple times, each time focusing on different aspects (e.g., first for gist, second for details, third for specific language), this is especially useful for struggling learners – who need to listen to a text a few times rather than in a whole-class settings.

**Listening with Subtitles:** For multimedia, learners can use subtitles in English to help with comprehension. Over time, they can transition to listening without them to build confidence.

## Listening: Teaching Strategies



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7. Listen multiple times
8. Listen/view with subtitles
9. Identify main and supporting ideas
10. Effective Post-Listening:
  - Paraphrase what was heard
  - Post-listening reflections
  - Integrate listening with other skills
  - Discussions/focus on form tasks
  - Use the transcript
11. 10. Break listening into chunks
12. Model listening strategies
13. Guided listening tasks

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1. Listening with Subtitles: For multimedia, learners can use subtitles in English to help with comprehension. Over time, they can transition to listening without them to build confidence.
2. Identifying Main Ideas and Supporting Details: After listening, learners identify the main points and the details that support them, promoting critical thinking and comprehension.
3. Paraphrasing What Was Heard: Learners paraphrase the information they listened to. This helps check understanding and encourages them to process the language deeply.
4. Post-listening Discussion: After listening, learners discuss in pairs or groups to share what they understood. This helps reinforce understanding through peer explanation.
5. Post-listening Reflections: After listening, engage students in reflective activities where they discuss what they found challenging or surprising and how they approached the task.
6. Integrating Listening with Other Skills: Follow up listening tasks with related

speaking or writing activities, such as summarizing what they heard in writing or discussing key points with a partner.

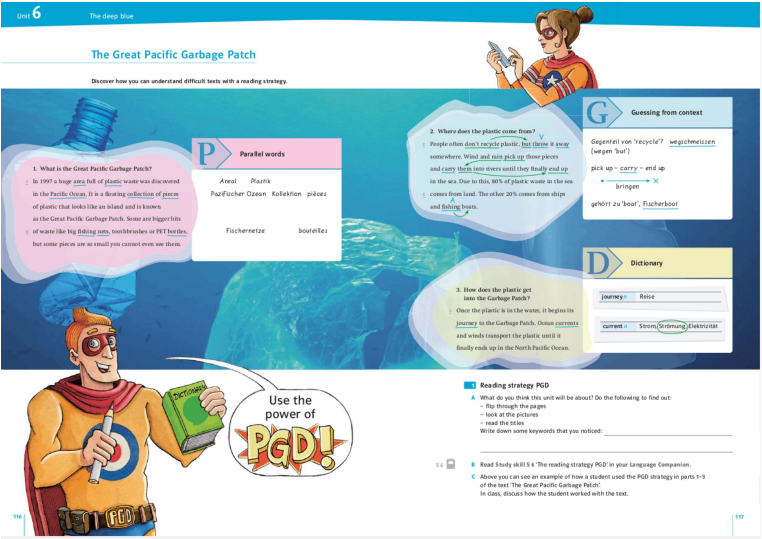
7. **Breaking Listening into Chunks:** Divide longer audio into shorter segments. After each segment, pause and ask learners questions or guide them in discussing what they've heard.
8. **Modeling Listening strategies:** Demonstrate good listening strategies by listening along with the class and verbalizing your thoughts about the audio ("I didn't catch that part, so I'll listen again.").
9. **Guided Listening Tasks:** Provide a worksheet or set of tasks that guide students through the listening activity. Differentiation can be included by offering more challenging questions for advanced learners.

## Effective & Simple Teaching Strategies

1. Writing
2. Example: Summary of the text,  
pages 120-121
3. Further strategies



## Example: «Open World» 1: Unit 6, pages 120-121



**Unit 6** The deep blue

### The Great Pacific Garbage Patch

Discover how you can understand difficult texts with a reading strategy.

**1. What is the Great Pacific Garbage Patch?**  
In 1997 a huge area full of plastic waste was discovered in the Pacific Ocean. It is a floating collection of pieces of plastic that looks like an island and is known as the Great Pacific Garbage Patch. Some are bigger bits of waste like big fishing nets, toothbrushes or PET bottles, but some pieces are so small you cannot even see them.

**2. Where does the plastic come from?**  
People often don't recycle plastic. The plastic is sent somewhere. Wind and rain pick up these pieces and carry them into rivers until they finally end up in the sea. Due to this, 80% of plastic waste in the sea comes from land. The other 20% comes from ships and fishing boats.

**3. How does the plastic get into the Garbage Patch?**  
Once the plastic is in the water, it begins its journey to the Garbage Patch. Ocean currents and winds transport the plastic until it finally ends up in the North Pacific Ocean.

**Parallel words**

Areal	Plastik
Faz'ischer Casan	Kollektion
pilanz	
Fischeretze	bottleize

**Guessing from context**

Gegenell von 'recycle'? wegschmeissen (weggen 'brat')

pick up = carry = end up  
 bringen = X

gehört zu 'boat', Fischerboot

**Dictionary**

journey	Reise
current	Strom, <u>Strömung</u> , <u>Zirkulation</u>

**Use the power of PGD!**

**Reading strategy PGD**

4. What do you think this unit will be about? Do the following to find out:  
 - flip through the pages  
 - look at the pictures  
 - read the titles  
 Write down some keywords that you noticed.

**Read Study skill 5:** The reading strategy PGD in your Language Companion.  
 C. Above you can see an example of how a student used the PGD strategy in parts 1-3 of the text 'The Great Pacific Garbage Patch'. In class, discuss how the student worked with the text.

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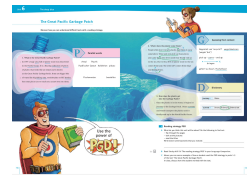
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 Image by [Augusto Ordóñez](#) from [Pixabay](#)

Let's take this unit from Open-world 2. Now, as a teacher I would explore this and any other unit, to find out what I can change or supplement (again, keeping it short) irrespective of coursebook and applying my knowledge as a English language teacher I would take off the lens and see what is effective (or not). I would do this for every unit and pages to see what the shortcomings are. So, let's have a look at this page...what from a didactic - What are the didactic strengths and shortcomings?

Get participants to look through it and write things in the chat (depending on size of group) or get them to share what they think?

## Example: «Open World» 1: Unit 6, pages 120-121

- ✓ Excellent use of the reading strategies!
- ✓ Extracts key information required for the writing
- ✓ Learners interact with each other to share strategies and key words and phrases



P = Parallel words  
G = Guessing from context  
D = Dictionary



## Example: «Open World» 1: Unit 6, pages 120-121

Unit 6 The deep blue

**Summary of the text**

For this exercise, use a copy of the text 'The Great Pacific Garbage Patch' on worksheet 1.

Each part of the text answers a question. These are questions are listed below. The answer to the first question is given as an example. The keywords are listed below.

For parts 2-6, go back to the text and highlight the keywords which answer the question. Copy the keywords below.

Part 1: What is the Great Pacific Garbage Patch?

**1. What is the Great Pacific Garbage Patch?**

In 1972, a huge area full of plastic waste was discovered in the Pacific Ocean. It is a floating collection of pieces of plastic that look like an island and is known as the Great Pacific Garbage Patch. Some are bigger bits of waste like big fishing nets, lost trolleys or PET bottles, but some pieces are so small you cannot even see them.

Keywords: plastic waste, Pacific Ocean, like an island, bigger bits, small pieces

Part 2: Where does the plastic come from?

Keywords: \_\_\_\_\_

Part 3: How does the plastic get into the Garbage Patch?

Keywords: \_\_\_\_\_

Part 4: What happens to the plastic in the Garbage Patch?

Keywords: \_\_\_\_\_

Part 5: What effect does the plastic have on sea animals?

Keywords: \_\_\_\_\_

Part 6: Can we clean up the plastic?

Keywords: \_\_\_\_\_

120

Use your keywords from A and some expressions from the toolbox to write a summary of the text.

**Toolbox**

**Building blocks for summary writing**

The text is about ...  
We learn that ...  
It also says that ...  
Surprisingly ...  
Overall, the text ...

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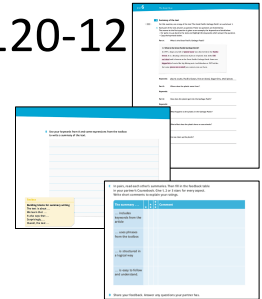
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Let's take this unit from Open-world 2. Now, as a teacher I would explore this and any other unit, to find out what I can change or supplement (again, keeping it short) irrespective of coursebook and applying my knowledge as a English language teacher I would take off the lens and see what is effective (or not). I would do this for every unit and pages to see what the shortcomings are. So, let's have a look at this page...what from a didactic - What are the didactic strengths and shortcomings?

Get participants to look through it and write things in the chat (depending on size of group) or get them to share what they think?

## Example: «Open World» 1: Unit 6, pages 120-12

- ✓ The main writing task is a summary writing task
- ✓ Excellent peer feedback sheet



P = Parallel words  
G = Guessing from context  
D = Dictionary

## Example: «Open World» 1: Unit 6, pages 120-121

- C In pairs, read each other's summaries. Then fill in the feedback table in your partner's Coursebook. Give 1, 2 or 3 stars for every aspect. Write short comments to explain your ratings.

The summary ...	*	*	*	Comment
... includes keywords from the article				
... uses phrases from the toolbox				
... is structured in a logical way				
... is easy to follow and understand.				

- D Share your feedback. Answer any questions your partner has.

These are the points that came up for me.

There was no example of a summary anyway in the teacher's materials.

There's no real link to what they did in activity 5.

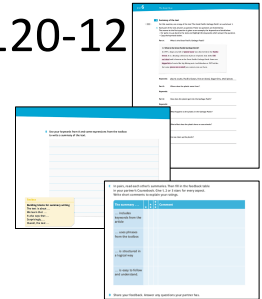
Do my learners actually know what a summary is?

Do they know what a summary looks like – what is the genre, its format, the structure?

What is it they need to aim for????

## Example: «Open World» 1: Unit 6, pages 120-12

- ✓ The main writing task is a summary writing task
- ✓ Excellent peer feedback sheet
- ✓ Applies what they've done in the reading, recording key words and expressions – *however,.....*



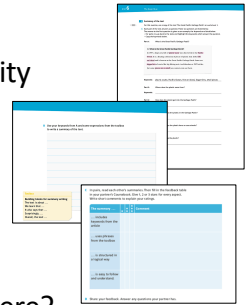
P = Parallel words

G = Guessing from context

D = Dictionary

## Example: «Open World» 1: Unit 6, pages 120-121

- ✗ Do learners know what a summary is (format, structure, language)?
- ✗ Where is there a model of a summary and how does this link with activity 5A?
- ✗ No scaffolding or support for struggling learners.
- ✗ How effective is the peer feedback based on these shortcomings?
- ✗ Do learners know what they're aiming for (feedback) and how to get there?



These are the points that came up for me.

There was no example of a summary anyway in the teacher's materials.

There's no real link to what they did in activity 5.

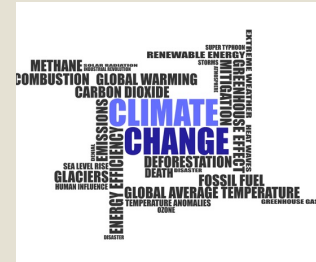
Do my learners actually know what a summary is?

Do they know what a summary looks like – what is the genre, it's format, the structure?

What is it they need to aim for????

## Provide a **model text of a summary**: Climate Change

Climate change means the Earth's temperature is getting warmer over time. This happens because people burn fossil fuels like coal, oil, and gas, which release gases into the air. These gases trap heat, and this makes the Earth warmer. As the planet heats up, it causes problems like more extreme weather, rising sea levels, and melting ice in the Arctic. Many animals are in danger because their habitats are changing. To stop climate change, people can use renewable energy like wind and solar power, plant trees, and recycle more. Everyone can help by making small changes to protect the environment.



### **Model Summary:**

Climate change means the Earth's temperature is getting warmer over time. This happens because people burn fossil fuels like coal, oil, and gas, which release gases into the air. These gases trap heat, and this makes the Earth warmer. As the planet heats up, it causes problems like more extreme weather, rising sea levels, and melting ice in the Arctic. Many animals are in danger because their habitats are changing. To stop climate change, people can use renewable energy like wind and solar power, plant trees, and recycle more. Everyone can help by making small changes to protect the environment.

## Teach the **structure of a summary**

- **Identify the main idea:** *What is the text mainly about?*
- **Include key details:** *What are the most important facts or ideas that explain the main idea?*
- **Use your own words:** *Get learners to practise paraphrasing sections of the text (e.g. the one in the coursebook 1-5)*
- **Keep it short:** *The summary should focus on the important points of the texts.*
- **Logical order:** *Explain what, why and the effects.*
- **No personal opinions:** *Only what's in the text!*
- **Clear topic sentence:** *Strong topic sentence to tell reader what your text is about.*

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1. **Identify the Main Idea:** Ask learners, "What is the text mainly about?" Encourage them to focus on the most important point or message of the text. The main idea should be the first sentence in the summary. Example: "Climate change means the Earth's temperature is getting warmer over time."
2. **Include Key Details:** Tell learners to include only the key points that support the main idea. They should ask, "What are the most important facts or ideas that explain the main idea?" Encourage them to leave out extra examples or minor details. Example: In the climate change text, key details would be about how burning fossil fuels causes warming, and the effects (extreme weather, rising sea levels).
3. **Use Your Own Words:** Teach learners the importance of '**paraphrasing**' (writing the information in their own words). Summaries should not copy the text word-for-word but should express the same ideas in a new way. Activity: Have students practice paraphrasing short sections of the text before they summarize.
4. **Keep It Short:** Explain that a summary is **much shorter** than the original text.

They only need to include the most important information, usually in **four to five sentences**. Remind them that a summary is not a retelling of the whole text. Goal: The summary should focus on the essential points, aiming for brevity.

5. **Maintain Logical Order:** Teach learners to keep the **logical order** of the information. They should organize the summary in a way that makes sense and follows the flow of the original text. Example: In the climate change summary, the logical order is: explain what climate change is, why it happens, and the effects it has on the planet.
6. **Avoid Personal Opinions:** Emphasize that a summary should be **objective**. Learners should avoid including their own opinions, thoughts, or extra information that is not in the original text. Example: If the original text does not mention a specific solution or idea, they shouldn't add it in.
7. **Write a Clear Topic Sentence:** Encourage learners to start their summary with a strong **topic sentence** that gives the reader a clear idea of what the text is about. Example: "Climate change means the Earth's temperature is getting warmer over time."



## Teach the **structure of a summary (simple)**

- **Topic Sentence:** *What is the main idea of the text?*
- **Key Points:** *What are the most important details that support the main idea?*
- **Concluding Sentence:** *Summarize the overall importance or effect (optional for beginners).*

Teaching Tip: Using a Simple Structure. To make it even easier for learners, you can introduce a simple structure like this:

Topic Sentence: What is the main idea of the text?

Key Points: What are the most important details that support the main idea?

Concluding Sentence: Summarize the overall importance or effect (optional for beginners).

Here you could use the model text to identify these aspects as well as the more detailed teaching step.

## Teach the **summarizing in three steps**

**Step 1** – *Highlight Key Information: Have learners read the text and highlight or underline the most important points.*

**Step 2** – *Write the Summary: Guide them to write a short summary using the structure above.*

**Step 3** – *Compare and Reflect: Learners can compare their summary with a partner or with a model summary, reflecting on how they selected and organized the information.*

### Activity Idea: Summarizing in Three Steps

**Step 1** – Highlight Key Information: Have learners read the text and highlight or underline the most important points.

**Step 2** – Write the Summary: Guide them to write a short summary using the structure above.

**Step 3** – Compare and Reflect: Learners can compare their summary with a partner or with a model summary, reflecting on how they selected and organized the information.

## Summary: The Great Pacific Garbage Patch

The Great Pacific Garbage Patch is a large area in the Pacific Ocean filled with plastic waste. The plastic comes mostly from land when people don't recycle and throw it away. Wind and rivers carry the plastic into the ocean, where it moves towards the Garbage Patch because of ocean currents. The plastic breaks into smaller pieces, and some of it is so small you can't even see it. The plastic is dangerous for sea animals because they can get stuck in it or eat it, which can make them sick or even kill them. Cleaning up the Garbage Patch is very difficult because the plastic is spread over a large area, and some pieces are too small to collect.

This is based on the reading:

The Great Pacific Garbage Patch is a large area in the Pacific Ocean filled with plastic waste. The plastic comes mostly from land when people don't recycle and throw it away. Wind and rivers carry the plastic into the ocean, where it moves towards the Garbage Patch because of ocean currents. The plastic breaks into smaller pieces, and some of it is so small you can't even see it. The plastic is dangerous for sea animals because they can get stuck in it or eat it, which can make them sick or even kill them. Cleaning up the Garbage Patch is very difficult because the plastic is spread over a large area, and some pieces are too small to collect.

## Writing: Teaching Strategies



Image by [Gerd Altmann](#) from [Pixabay](#).

1. Brainstorm ideas before writing
2. Use writing prompts/sentence starters/frameworks
  - Scaffolding
3. Outline the structure (as done in the summary)
4. Free writing
5. Write in stages
6. Peer feedback
7. Use visual aids
8. Writing journals
9. Writing checklists

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1. **Brainstorming Before Writing:** Encourage learners to jot down ideas before they start writing. This helps them generate ideas and organize their thoughts before tackling the task.
2. **Using Writing Prompts:** Provide learners with clear and engaging prompts to spark their writing. Prompts can be visual or thematic, tailored to their level and interests. **Sentence Starters:** Provide sentence starters to support struggling learners in writing complete sentences and paragraphs. This gives them a framework to follow as they develop their ideas. **Scaffolding Writing Tasks:** Provide scaffolded support, such as structured outlines or sentence frames, particularly for struggling learners. Gradually reduce support as learners become more confident.
3. **Outlining the Structure:** Teach learners to create a basic outline (introduction, body, conclusion) before they begin writing. This helps them stay focused and maintain a logical flow in their writing.
4. **Free Writing:** Allow learners to write freely without worrying about grammar or spelling for a set period. This encourages creativity and reduces the pressure of

perfection, especially during initial drafts.

5. **Writing in Stages:** Break the writing process into smaller, manageable steps (e.g., planning, drafting, revising). Focusing on one step at a time can make the process feel less overwhelming.
6. **Peer Feedback:** Encourage learners to exchange their work and offer constructive feedback using a set of criteria (e.g., organization, clarity, and vocabulary use). This helps them improve through collaboration.
7. **Using Visual Aids:** Use pictures or graphic organizers (e.g., Venn diagrams, story maps) to help learners structure their writing, especially for narrative or comparative tasks.
8. **Writing Journals:** Introduce daily or weekly journal writing as a low-stakes way to practice and develop fluency. Journals provide a safe space for learners to write regularly without fear of judgment.
9. **Revising and Editing with Checklists:** Teach learners to revise and edit their writing by using checklists (e.g., checking for spelling, punctuation, sentence variety). This encourages independent editing and helps them focus on key areas for improvement.

## Writing: Teaching Strategies



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10. Model the writing process
11. Mini-writing lessons (developing writing skills)
12. Set clear objectives
13. Differentiate writing tasks
14. Collaborative writing
15. Immediate feedback
16. Connect writing to the reading
17. Acknowledge student writing

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**Modeling the Writing Process:** Show learners how to write by thinking out loud and modelling each step (brainstorming, drafting, revising). This helps them see how to approach writing tasks and make revisions.

**Targeted Mini-Lessons:** Deliver short, focused lessons on specific writing skills (e.g., writing topic sentences, transitions, or organizing paragraphs). Address common challenges in manageable steps.

**Setting Clear Objectives:** Use rubrics or clear criteria to let learners know what is expected in their writing tasks. This provides them with a goal to work toward and helps them self-assess their progress.

**Differentiating Writing Tasks:** Adjust the complexity of writing tasks based on learners' levels. Struggling learners can work with simpler prompts and more support, while advanced learners can tackle more complex tasks or longer pieces of writing.

**Peer Collaboration in Writing:** Facilitate collaborative writing activities where learners work together to plan, draft, or revise. This encourages peer learning and allows learners to share ideas and improve collectively.

**Providing Immediate Feedback:** Give real-time feedback during the writing process by circulating the room, reading drafts, and offering suggestions for improvement. Focus on one or two key areas, such as organization or clarity.

**Connecting Writing to the Reading:** Integrate writing tasks with reading activities. After reading a text, have learners respond in writing (e.g., summaries, reflections, or creative responses), helping them make connections between writing and comprehension.

**Acknowledge (celebrating ) Student Writing:** Create opportunities to showcase student writing (e.g., class booklets, writing displays, or presentations). Celebrating learners' work boosts motivation and builds confidence in their writing abilities.

## Effective & Simple Teaching Strategies

1. Speaking
2. Example: Fascinating Creatures: a quiz, pages 122-125
3. Further strategies





## Example: «Open World» 1: Unit 6, pages 122-125

**Unit 6** The deep blue

### Fascinating creatures: a quiz

You are going to learn about six fascinating creatures from the sea. You will become a quiz expert on one creature and ask classmates about theirs.

**From the deep blue sea**

Your teacher will give you one of six worksheets about an animal that lives in the sea. On your own, use the reading strategy FGD you learnt and practised in exercises 1-4, in order to understand all of the text on your worksheet.

Find another student who has the same worksheet and compare your understanding of the text after using FGD.


**Quiz questions**

Form groups of six. Each group member should have prepared a different text.

Take turns to ask one quiz question each. Continue until you have filled in all the details on all six animal fact cards. To form your questions, use expressions from the toolbox. If you want to review how to form questions look back at 1.2.2 and 1.3.3 in your Language Companion.

**Toolbox**

How much does ... weigh?  
Where does ... live?  
What does ... look like?  
How big is ... ?  
What does ... eat?  
What is special about ... ?


**The banded sea krait**  size and/or weight

living environment

appearance

nutrition

special fact(s)

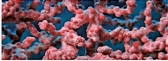
**The whale shark**  size and/or weight

living environment

appearance

nutrition

special fact(s)

**The pygmy seahorse**  size and/or weight

living environment


appearance

nutrition

special fact(s)

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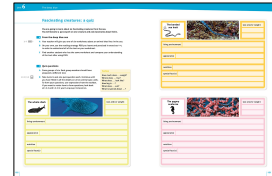


Let's take this unit from Open-world 2. Now, as a teacher I would explore this and any other unit, to find out what I can change or supplement (again, keeping it short) irrespective of coursebook and applying my knowledge as a English language teacher I would take off the lens and see what is effective (or not). I would do this for every unit and pages to see what the shortcomings are. So, let's have a look at this page...what from a didactic - What are the didactic strengths and shortcomings?

Get participants to look through it and write things in the chat (depending on size of group) or get them to share what they think?

## Example: «Open World» 1: Unit 6, pages 122-125

- ✓ A very well-structured speaking task
- ✓ Makes use of the reading strategies from earlier
- ✓ Toolbox is helpful to struggling learners, provides sentence starters (scaffolding)
- ✓ Engages learners in S2 (semi-controlled) speaking
- ✓ Develops both accuracy and fluency
- ✓ Post-task (integration of skills – listening)



This is generally a 'good speaking task' as it's an information transfer task focusing on texts that learners have read and encourages to apply the reading strategies from the beginning of the unit. Let's see how it goes

P = words

G = Guessing from context

D = Dictionary Parallel

## Speaking: Teaching Strategies



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1. Think-pair-share
2. Model conversations
3. Teach the speaking functions
4. Dialogues with prompts
5. Information gap activities (as in the speaking task)
6. Picture descriptions (use the visuals/realia)
7. Error correction awareness
8. Fluency drills
9. Role plays

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1. **Think-Pair-Share:** Give learners a question or prompt to think about individually, then have them discuss with a partner before sharing with the class. This helps them organize their thoughts and practice speaking in smaller, less intimidating settings.
2. **Model Conversations:** Demonstrate speaking tasks or conversations by acting them out with another teacher or a confident student. This gives learners a clear example of the target language and how to use it naturally.
3. **Conversation Circles:** Arrange learners in a circle and assign a discussion topic. Each learner contributes to the conversation, taking turns. This creates a supportive environment for practicing turn-taking and spontaneous speaking.
4. **Dialogues with Prompts:** Provide learners with dialogue prompts (e.g., asking for help in a store). They can practice speaking in pairs, following the structure but also adding their own ideas. This builds fluency in controlled situations.
5. **Information Gap Activities:** Pair learners and give each partner different information. They must ask and answer questions to complete a task (e.g., finding

out details about a missing schedule). This encourages natural conversation and question-asking.

6. **Picture Descriptions:** Give learners a picture and ask them to describe it in detail, focusing on vocabulary and sentence structure. This helps build descriptive language and fluency in speaking. **Use of Realia and Visuals:** Bring in real objects (realia) or visuals to encourage spontaneous conversation. For example, show learners a map and ask for directions, or use an object and ask them to describe it.
7. **Error Correction Awareness:** Have learners record themselves speaking, then listen to their own recordings to identify and correct errors. This promotes self-awareness and helps improve accuracy in future speaking tasks.
8. **Fluency Drills (Speed Conversations):** Set a timer and have learners speak on a topic for one minute without stopping. This encourages them to speak without worrying too much about accuracy, building fluency and confidence.
9. **Role Plays:** Learners practice speaking by acting out real-life scenarios (e.g., ordering food, asking for directions). Role plays encourage natural language use and help learners develop confidence in everyday communication.

## Speaking: Teaching Strategies

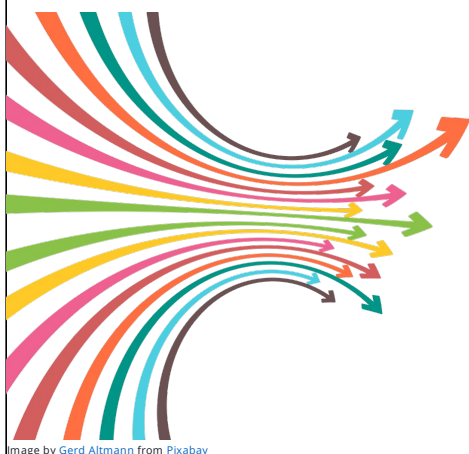


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10. Scaffold speaking tasks/provide sentence frames
11. Flipped classroom speaking tasks
12. Supportive environment
13. Guided speaking prompts
14. Using technology
15. Timed pair work (fluency)
16. Use open (or closed) questions

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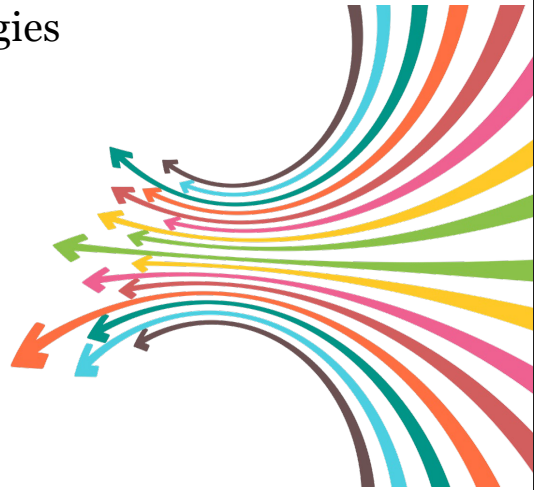
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1. **Scaffolded Speaking Tasks:** Break down speaking tasks into smaller steps. For example, before asking learners to discuss a topic, guide them through brainstorming vocabulary and sentence structures. This makes speaking tasks less overwhelming. **Providing Sentence Frames:** Give learners sentence frames or starters (e.g., “In my opinion...,” “I think that...”) to support speaking, especially for those who struggle to start or structure their thoughts.
2. **Flipped Classroom Speaking Tasks:** Assign learners speaking tasks to prepare at home (e.g., preparing a short talk or dialogue) and then practice in class. This gives learners time to prepare, building their confidence for in-class speaking.
3. **Guiding speaking prompts:** Set up structured peer conversations with guiding questions. For example, give pairs a list of questions or prompts to ensure they stay focused and productive during speaking activities.
4. **Creating a Supportive Environment:** Build a classroom culture where making mistakes is okay. Encourage learners to take risks and praise their efforts rather than focusing too much on mistakes.

5. Using Technology for Speaking Practice: Integrate apps or online platforms (e.g., Flipgrid, video journals) where learners can record and practice speaking. This allows them to practice at their own pace and review their performance.
6. Timed Pair Work (Speed Speaking): Set a timer for short speaking tasks where learners must exchange as much information as possible with their partner within the time limit. This adds an element of fun while promoting fluency.
7. Using Open-ended Questions: During discussions, ask open-ended questions (e.g., "What do you think about...?") that require more than yes/no answers. This encourages learners to expand their responses and think critically.

## Effective & Simple Teaching Strategies

1. Grammar
2. Vocabulary



## Grammar: Teaching Strategies



1. Grammar in Context (reading or listening transcripts)
2. Self-monitoring
3. Guided discovery
4. Sentence Transformation activities
5. Grammar games
6. Keep explanations short
7. Model grammar structures (authentic use!)

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### Grammar Strategies

1. **Grammar in Context:** Teach grammar through context, using real-life examples (e.g., dialogues or short readings). Learners can see how the grammar is used in meaningful situations, rather than in isolation.
2. **Error Correction and Self-monitoring:** Encourage learners to keep a grammar journal where they note mistakes and corrections. This promotes self-awareness and helps them monitor their own progress.
3. **Guided Discovery:** Provide learners with sentences that illustrate a grammar point and guide them in discovering the rules themselves. This approach helps them internalize the rules by actively engaging with the language.
4. **Sentence Transformation Activities:** Use exercises where learners transform sentences (e.g., turning statements into questions or changing tenses). This reinforces grammar structures through practice.
5. **Grammar Games:** Incorporate games like "grammar bingo" or "find someone



who..." to make grammar practice fun and interactive. These activities help learners use grammar naturally and in a less formal setting.

6. Keep explanations short: make sure you keep any explanations short. Focus on one point at a time, don't try to cover everything in one lesson!
7. Modeling Grammar Structures: Use clear examples and model the correct grammar structures in your own speech and writing. Learners will pick up on the correct forms through consistent exposure.

## Grammar: Teaching Strategies



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8. Focus on form
9. Use of visuals and timelines
10. Recycle, recycle and recycle!
11. Correcting errors in real-time/use learners' language

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1. **Focus on Form:** Provide focused grammar activities where learners practice one specific structure, then integrate it into freer activities, such as speaking or writing, to consolidate learning.
2. **Use of Visuals and Timelines:** When teaching tenses, for example, use visuals or timelines to show when actions happen (past, present, future). This helps learners visualize and understand abstract grammar concepts.
3. **Recycling Grammar Points:** Regularly revisit previously taught grammar points in new contexts. This helps learners retain grammar structures and use them more confidently over time.
4. **Correcting Errors in Real-time:** Offer immediate, gentle corrections during speaking or writing activities. Focus on one or two key errors rather than overwhelming learners with too much feedback. Monitor them and then write down the errors and use it to focus on form. More effective when the language comes from the learners themselves during speaking or writing activities.

## Vocabulary: Teaching Strategies



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1. Word Maps
2. Flashcards
3. Use new lexis in sentences (context)
4. Vocabulary journals
5. Pre-teach vocabulary
6. Word walls
7. Vocabulary games

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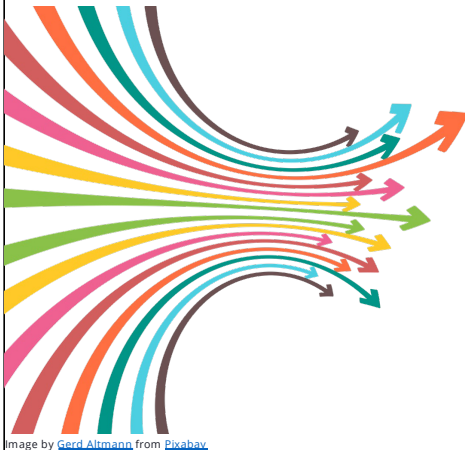
### Vocabulary Strategies (Learners):

1. **Word Maps:** Learners create word maps, linking new vocabulary to related words or concepts. This builds connections between words and helps with long-term retention.
2. **Flashcards:** Encourage learners to use flashcards with both definitions and example sentences. Regularly reviewing these flashcards reinforces memory and allows them to practice vocabulary in different contexts.
3. **Using New Words in Sentences:** After learning new vocabulary, learners practice using the words in their own sentences. This helps them understand how to use the words naturally in context.
4. **Vocabulary Journals:** Learners keep a personal vocabulary journal where they write down new words, definitions, and example sentences. They can review and add to this journal regularly.
5. **Pre-teaching Key Vocabulary:** Before reading or listening activities, pre-teach key

vocabulary to ensure learners can engage with the material more effectively.

6. **Word Walls:** Create a "word wall" in the classroom where new vocabulary is displayed. Learners can reference the wall and see the words regularly, helping them reinforce their vocabulary.

## Vocabulary: Teaching Strategies



8. Contextualised vocabulary
9. Synonyms and antonyms
10. Teach chunks (collocations)

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**Contextualized Vocabulary:** Always teach vocabulary in context. Provide example sentences that show how words are used in everyday situations and encourage learners to think about when they might use the words.

**Synonyms and Antonyms:** When teaching new vocabulary, include related words such as synonyms and antonyms. This expands learners' word knowledge and gives them more options when expressing themselves.

**Teach chunks (collocations):** highlight chunks of language which takes into account both grammar and lexis together and expand.

# Questions?



# Thank you!



Haben Sie weitere Fragen?  
Wir sind gerne Sie da.  
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