

Introduction

Humanising Your Coursebook

This Book is for You if ...

- you are just off a training course and feel the need to diversify from standard procedures and experiment with new techniques, on the way to establishing your own personal style of teaching.
- you like your current coursebook because it goes down well with the students, but need to do something different with the coursebook material, just to keep yourself sane!
- you have large secondary classes and discipline problems. Many of the suggestions in this book lock the students into 'disciplining' activities. It proposes a variety of methods, and suggests that sometimes discipline problems are a manifestation of student boredom. Variety, in and of itself, can palliate this boredom.
- you are stuck with a coursebook that you and your students find dull. The wide range of proposed techniques will give life even to flat and inappropriate readings and listenings. For example, however un motivating a text may sound or look, the instruction, 'Choose a couple of words, phrases or sentences you really like' is one that rarely fails. Each student then reads out the word / sentence they like and says why. This is an 85% fail-safe way of dealing with a really boring text. But remember, even this technique can still fail with a rebellious mid-teens class in the last period before lunch!
- you accept that some students need the order and sequence that a coursebook can give, but feel constricted by the lockstep nature of the sequencing. *Humanising Your Coursebook* offers you options so that you can choose, within the confines of the coursebook, techniques that satisfy your need for choice.
- you like teachers' resource books, but find them hard to marry with the coursebook. This book offers you an arranged marriage!
- you no longer use coursebooks. All the techniques in this book are applicable to the texts your students generate and to the texts you select for them, knowing their needs and interests.

What is in This Book

- *Humanising Your Coursebook* is packed with practical activities, many of which are so obvious that people may not have used them in the past. You don't see them because they're right there, under your nose. For example, why not get the students to write their own comprehension questions, which they then put to other students? In writing the questions, they are doing comprehension work. And who knows better than they do what the group does and doesn't understand? Why should coursebook writers or teachers write about things they can't possibly apprehend nearly as well as students can?
- The book has many short activities that you can easily fit into the way you normally teach a coursebook unit. It allows you to try new things, but with a low-risk time span.
- Most activities require minimal preparation, so it is worth scanning *Humanising Your Coursebook* between 8.45 and 9.00 am, if your first class starts at 9.15!
- The book focuses not just on the present coursebook unit – it also previews and revises. If you are on Unit 7, *Humanising Your Coursebook* offers you activities that may take students right to the end of the book or back over some of the previous six units. It invites you to see the coursebook as a whole.
- In these activities, the students are 'centre stage' and you, the teacher, are in the wings. They are doing the speaking, thinking, writing, moving and listening. In some cases, you act as activity model / demonstrator and then they get on with it. In other cases, they plunge straight into the task and you suddenly find you have time to ...
 - help individuals
 - observe the whole class
 - observe groups
 - notice your own state of mind / heart
 - take a rest.

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13	Whose Story Is It?				•	•	•
14	Questions to Myself				•	•	•
14	Name-learning Multiplication			•	•		
15	Talking to a Puppet		•	•	•	•	•
15	Breathing Sentences Out		•	•	•		
16	Section 2: Grammar						
17	2.1: Ready Made						
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17	Prepositions for My Drawing			•	•		
18	Throwing Prepositions			•	•		
18	Spatial Prepositions			•	•		
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19	Personal Pronoun Riddles			•			
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20	Comparing Myself with Others (comparatives)			•	•		
21	Picture Negation: <i>There is / There are</i>			•	•		
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22	Asking Questions			•	•	•	
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23	Miming Third Person Singular, Present Simple		•	•			
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24	Building Houses: Past Perfect				•	•	
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25	Rhythmical Irregular Verbs			•	•		
26	What I'd Do if ... (second conditional)				•	•	
26	Thank God it Didn't Happen! (third conditional)					•	•
27	2.2: Make it to Measure						
27	Where Can I Add a Word?			•	•	•	
27	Oral Sentence Expansion			•	•		
28	Change a Letter, Change the Meaning				•	•	•
28	Shrinking Sentences			•	•	•	•
29	Diminishing Dialogues			•	•	•	
29	Pattern Sentences Backwards			•	•	•	
30	Haughty Humble Grammar Drill				•	•	•

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30	I Have Often ...				●	●	●
31	Dictogloss				●	●	●
31	Add Words to a Dictation			●	●		
32	Stripping a Passage Down			●	●	●	●
32	How Many Words in the Text?			●	●		
33	Matching Errors with the Correct Version			●	●	●	●
33	My Favourite Mistakes			●	●	●	●
34	What's More English?			●	●	●	
34	Grammar I Like			●	●	●	●
35	Section 3: Vocabulary						
36	3.1: Sets and Sequences						
36	Learning the Alphabet		●	●	●		
36	Learning Vocabulary Sequences		●	●	●		
37	Number Dialogues		●				
37	Reciprocal Lexical Tennis				●	●	
38	Students 'Become' Words			●	●	●	●
38	Bilingual Word Lists Game			●	●	●	
39	Collective Picture			●	●	●	
39	A Word's Associations			●	●	●	
40	Irregular Plurals in Movement		●	●	●	●	●
40	Are We Related?			●	●	●	
41	Sit Down if You Have the Word			●	●	●	
41	Revising Vocabulary Sets			●	●	●	
42	3.2: Revising and Stretching Vocabulary						
42	Miming Vocabulary		●	●	●	●	●
42	Variations on 'Simon Says'				●	●	●
43	Designing Words		●	●	●		
43	What it is and What it isn't				●	●	●
44	Auctioning Collocations					●	●
45	Pre-teaching Vocabulary				●	●	●
45	Placing Sentences in Space				●	●	●
46	Exploring Word Meanings with Rods				●	●	●
46	Paraphrasing Phrasal Verbs				●	●	●
47	Synonyms Exercise				●	●	●
47	Synonym Reversal				●	●	
48	Vocabulary Enrichment Letters				●	●	●
49	Section 4: Reading						
50	4.1: New Ways with Reading Texts						
50	Rub-outs			●	●	●	
50	Look, No Spaces!			●	●	●	
51	Cyclical Repetition		●	●	●		
51	Translation into Sign Language			●	●	●	
52	Text All Over the Place			●	●		
52	Turn Text into an Art Gallery				●	●	●
53	Snippets from Reading Passages			●	●	●	

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53	Miming the Reading Passage		●	●	●	●	●
54	Behead the Words			●	●		
54	Students Correct Semantic Errors			●	●	●	●
55	Text Reading Duet		●	●	●		
55	You Read, They Complete / Correct			●	●		
56	4.2: Comprehension and Summarising						
56	Cross the Questions Out			●	●	●	
57	Students Write Comprehension Questions			●	●	●	●
57	Dialogue on the Board				●	●	●
58	Bartering Opinions				●	●	●
58	Involvement Reading				●	●	●
59	Summarising the Text				●	●	●
59	Reading without Reading				●	●	●
60	Sets of Three Words				●	●	●
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61	Section 5: Writing						
62	5.1: Think Big, Think Small						
62	Expanding a Skeletal Dialogue			●	●		
62	The Opposite of the Text			●	●		
63	The Optimist and the Pessimist				●	●	
63	Editing Down			●	●	●	●
64	Student-generated Cloze Text			●	●	●	
64	Punctuation Matters			●	●	●	
65	Vertical Dialogues		●	●	●		
65	Writing Dialogues Backwards		●	●	●		
66	5.2: Writing Freely						
66	Letters Addressed to Objects				●	●	●
67	Writing from a Group Picture			●	●	●	
67	My View of Three			●	●	●	
68	Who Wrote This Coursebook?			●	●	●	●
68	Which Was the Most Boring?		●	●	●	●	●
69	Section 6: Listening						
70	6.1: Dictations						
70	Banana Dictation			●	●		
70	From Dictated Snippets to Full Writing			●	●		
71	Listen, Run and Write			●	●		
71	Read, Say, Hear, Say, Write			●	●	●	
72	Gap Dictation			●	●	●	
72	Four Voice Dictation			●	●		
73	Capitalising Stress		●	●	●		
73	Dictation with Mother Tongue Accent			●	●		
74	6.2: A Personal Response						
74	Pictures in My Listening		●	●	●		
74	What's the Most English Part?			●	●	●	●
75	Choose My Best Voice			●	●	●	●

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75	Choose the Best Voice			●	●	●	●
76	6.3: Listening Comprehension without Fear						
76	Four Ears Are Better Than Two				●	●	●
76	Text You Hear, Text You See			●	●	●	
77	Weed the Listening			●	●	●	●
77	Decoy Tasks to Help Listening			●	●		
78	Doodling Listening Comprehension		●	●	●	●	●
78	Beating the Rhythm of a Dialogue		●	●	●		
79	Teacher Commentary on Text		●	●	●	●	●
79	Snatches and Snippets		●	●	●		
80	Section 7: Speaking						
81	7.1: Pronunciation						
81	Dealing with Hard Sound Patterns			●	●		
81	Words People Mispronounce		●	●	●	●	●
82	Stuttering Dictation			●	●		
82	Rods for Learning Stress Patterns		●	●	●		
83	7.2: Keep Talking						
83	A Question not for Answering			●	●	●	●
83	Throw a Ball and Talk			●	●	●	
84	Acting a Song or Poem			●	●	●	
84	From Words to Dialogue		●				
85	Answering Questions While Marching		●	●	●		
85	Rival Definitions				●	●	●
86	Talking to a Martian			●	●	●	
86	Liar, Liar!			●	●	●	●
87	How Do You Get Out of Bed?				●	●	●
87	Stories from Objects				●	●	
88	Phrases I Like, Phrases I Hate			●	●	●	●
88	Picture Preview				●	●	●
89	Section 8: Looking Backwards and Forwards						
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90	Dictating Mistakes			●	●	●	●
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91	Word, Definition, Example Sentences			●	●	●	●
92	Placing Words in a Street			●	●	●	●
92	First and Last Letter Dictation			●	●		
93	Changing the Time Standpoint			●	●	●	●
93	Pattern Sentences on the Hoof		●	●	●		
94	8.2: Exams and Looking Forwards						
94	Exam Confidence Letters			●	●	●	●
94	Exams I Have Enjoyed			●	●	●	●
94	Sharing Pre-exam Feelings			●	●	●	●
95	Speed Writing			●	●	●	●
95	Students Write Their Class Tests			●	●	●	●