



Alan Maley

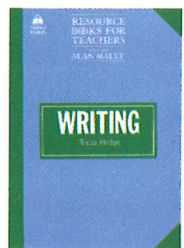
RESOURCE BOOKS FOR TEACHERS

This series gives the classroom teacher practical guidance in key aspects of language teaching and considers some of the underlying concepts. Each book consists of an introduction presenting important issues in the area under consideration, followed by examples and discussion of actual classroom materials and techniques. These resource ideas are clearly presented, and offer teachers all the information they need about appropriate level, time, preparation, materials, classroom management, monitoring and follow-up activities.

Teachers who use these books can draw on the bank of ideas they provide to extend and diversify their current practice. Organizers of in-service training courses will also find them useful.

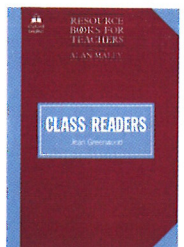
Alan Maley, the series editor, has worked for The British Council as English Language Officer in Yugoslavia, Ghana, Italy, France and China, and as Regional Representative in South India (Madras), coordinating The Council's English studies programme in India. In mid-1988 he takes up the post of Director-General of the Bell Educational Trust, UK.

NEW ► Writing Tricia Hedge

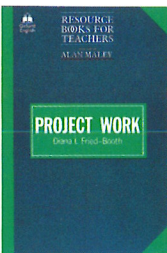


Writing presents a range of writing tasks within a framework of current thinking on the process of writing. It discusses the different areas of writing ability and looks at ways in which classroom activities can help learners to develop these. The first part of the book focuses on 'authoring' skills: developing a sense of audience, planning, drafting and revising. The second section considers elements of 'crafting': the way in which a writer puts together the pieces of the text and chooses correct and appropriate language. The tasks are designed in relation to a variety of writing purposes and a range of text types for general-purpose language learners.

NEW ► Class Readers Jean Greenwood



Class Readers is a comprehensive collection of activities offering practical advice and suggestions on how to exploit class readers to promote language and to develop both perceptive and literary skills. It emphasizes activities which encourage the students' own personal response, while facilitating exploration and extension of the language. There are activities for individuals, pairs and groups at all levels, and ideas for all stages before, during and after reading. This book will be of use to all teachers, including those in non-EFL classrooms.

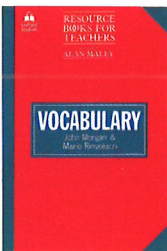


Project Work

Diana L. Fried-Booth

Teachers are increasingly aware of the benefits of project work: namely, that it involves learners in authentic activities; bridges the gap between the classroom and the outside world; and produces observably high levels of motivation and cooperation among students.

Project Work is the first attempt to bring together the wealth of information available on this topic in a coherent way. Not only does it include a variety of bridging activities to introduce students to project work, but also clear guidance in choosing, organizing and monitoring a project, and clarification on the ways in which this kind of activity can develop all four skills. A collection of full-scale projects is described in detail. These range from a short expedition task taking three hours, to twelve-week projects involving considerable interaction with the local community.

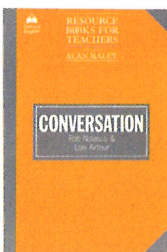


Vocabulary

John Morgan and Mario Rinvolucri

In this book, the authors - who already have a reputation for creating innovative language teaching materials - avoid the normal 'word field' approach and concentrate on the more personal and associative aspects of vocabulary acquisition. *Vocabulary* explores words and the learning process in the context of the learner's thinking and feeling, and is based on the premise that depth of experience and personal interaction are necessary for words to be permanently acquired.

Vocabulary offers pair and group activities. Different sections cover ways of treating vocabulary before it is encountered in a reading text; exercises to be done in the course of reading; exercises arising from the imagery of words; activities exploring the way we categorize personal responses to words; ideas for using the dictionary as a creative learning aid; and ways of storing words and coping with vocabulary revision.

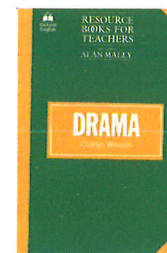


Conversation

Rob Nolasco and Lois Arthur

Conversation is unique in its insistence on the need to teach specific conversational, rather than merely speaking, skills. The authors' approach is to examine what native speakers do when they 'make conversation', and then to use this information as the basis for more than eighty tasks and activities.

The four basic types of activities offered in *Conversation* are: controlled activities to give students confidence and support; awareness activities to increase students' sensitivity to what they are aiming at; fluency activities to give students the practice they need to use English for communication; and feedback tasks to allow students to reflect on their own performance so that they become aware of areas in which they have to improve.

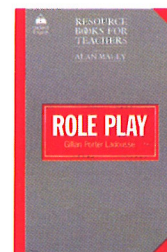


Drama

Charlyn Wessels

Drama techniques offer the committed and enthusiastic teacher a means of bringing the principles of classroom interaction to life. Used effectively, drama can change a roomful of strangers into a happy cohesive group and make the process of language learning a great deal more creative and enjoyable.

Charlyn Wessels deals with the contribution which drama can bring to aspects of language learning. Section One of *Drama* contains first-hand practical advice on the use of drama techniques to improve coursebook presentation, and to improve the teaching of spoken communication skills, pronunciation and literature. Activities vary from short verbal and non-verbal drama games to sessions appropriate for afternoon activities incorporating scenes from such well-known modern playwrights as Woody Allen and Peter Shaffer. Section Two moves outside the classroom to focus on the full-scale drama project, guiding the teacher through the whole process with valuable suggestions and clear instructions.



Role Play

Gillian Porter Ladousse

Role play is one of the most flexible communicative techniques at the disposal of the teacher. Its major advantage is that it trains students to deal with the unpredictable nature of language, to think on their feet 'to handle the skein of language as it unravels'. Role play also lends itself to every aspect of language work, including structures, lexis, functional intonation patterns and register.

Role Play encompasses an extremely varied collection of activities ranging from highly controlled conversations to improvised drama, and from simple dialogues to complex scenarios. The book moves from teacher-directed activities to fully-fledged simulations devised and written by students themselves. There are sixty activities, suitable for use with classes of all sizes and at all levels of general or ESP English courses. The book functions equally well as a resource for the experienced teacher as a handbook for those looking for guidance on how to use the role-play technique.

Reduced sample page from one of the *Resource Books for Teachers*, showing the typical layout of an activity.

PREPARING THE GROUND

1.10 Picture role plays

Students use photographs to help them identify with a specific person in a particular situation.

LEVEL

Upper elementary upwards

TIME

15 minutes

AIM

To help students with ideas for role play, and to make them less self-conscious.

LANGUAGE

Structures: the simple past, *I could see/hear*.
Function: narrating dramatic events.

ORGANIZATION

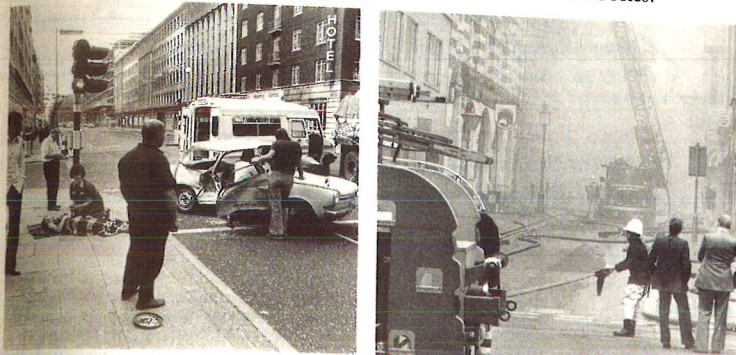
Pairs or small groups.

PREPARATION

Select some photographs which reflect your class's needs, or use the ones in this book. Make photocopies for the whole class.

PROCEDURE

- 1 Group the class according to the number of people in the photograph (ideally pairs or groups of three).
- 2 Ask each student in the groups to identify with a different person in the photograph.
- 3 Ask them to write down an imaginary biography of the person he or she has chosen.
- 4 Give your students time to think about the person they have chosen, and make sure they all feel confident to talk about what is happening in the photograph before you proceed.
- 5 Ask your students to interview each other in their roles.



NOTE: You may make photocopies of these photographs for classroom use (but please note that copyright law does not normally permit multiple copying of published material).

Current titles:

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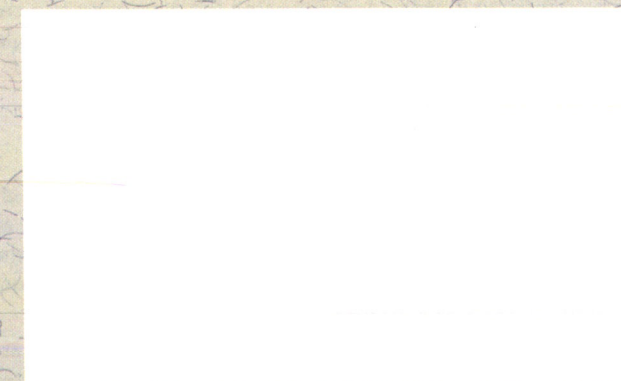
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