

A scenic photograph of terraced rice fields in a mountainous region at sunset. The terraces are filled with water, reflecting the warm orange and yellow light of the setting sun. The fields are carved into the hillsides, creating a series of curved, stepped pools. In the background, misty mountains rise against a hazy sky. A line of trees separates the fields from the distant peaks.

Emerging into English:

Different levels, different needs

Bringing the world to the classroom and the classroom to life

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Andrew Walkley has 25 years experience as a teacher, trainer and materials writer. He is currently the co-director of Lexical Lab (lexicallab.com) an educational services provider specialising in course design and consultancy, material writing and teacher training. With Lexical Lab, he runs a variety of training courses for people in English Language education as part of a Summer school. He is the co-author of several coursebook series *Outcomes*, *Innovations* and *Perspectives* (National Geographic Learning) and the methodology book *Teaching Lexically* (Delta Publishing).



Hugh Dellar is a teacher, teacher trainer and coursebook writer based in London. He has over twenty-five years' experience in the field and is the co-founder of Lexical Lab. He has co-authored two five-level General English series, *Outcomes* and *Innovations*, both published by National Geographic Learning, as well as one level of the high-school series *Perspectives*. His first methodology book, *Teaching Lexically*, came out via Delta Publishing in 2016.



Poll

**What page does the word went
appear in a beginner book?**

**What page does the word been
appear in a beginner book?**

Poll

**What page does the word went
appear in an elementary book?**

**What page does the word been
appear in an elementary book?**

Poll

When is the verb phrase **have to** first taught in most global series?

When is the word **if** first taught in most global series?

The problem with a restricted grammar syllabus

- It restricts the conversations students can have.
- It restricts the vocabulary and / or restricts natural examples of vocabulary books give.
- It encourages massed practice instead of spaced.
- It clashes with the reality of language outside of the class.

Who said this?

"... it seems obvious that, at least after elementary level, the largest part of a language learner's task is to build up an adequate stock of high-priority words and lexicalised phrases, including both knowledge of their forms and an awareness of their more important meanings, the major collocational and syntactic constraints on their use and so on."

What level of the CEFR is this describing?

Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding and can correct most of his/her mistakes.

These quotes point to:

- greater awareness of grammar at lower levels (up to A2/B1)
- development and understanding at B1 / B2 (some study and correction)
- **no** grammar at C1!

Certainly beyond B2 the focus needs to be almost entirely on vocabulary and how it's used.

How many **words** do you need to know in a text in order to accurately guess the meanings of the words you don't know?

How many words do you need to know to understand **97%** of most academic texts?

How many **encounters** with a word before it becomes part of your **productive** vocabulary?

The problem of vocabulary control and a syllabus driven by lexical sets.

- A grammar driven syllabus can under-estimate just how much vocab you need.
- Vocab knowledge and recognition is the main marker of reading and listening ability.
- Lexical sets will tend towards the infrequent or at least miss very frequent words:

medieval, bacteria, controversy, remark, moral, revenue, empire. underlying, conceal, allegation minor, arise, somewhat, relatively, establishment, initiative, faith, restore

Which of these topics might a person in an **Elementary** class be interested in?

Understanding a menu

Talking about their job

Talking about shopping / fashion

Talking about news or politics

Giving opinions on films / books

Making arrangements

Talking about family

Which of these topics might a person in an **Advanced** class be interested in?

Understanding a menu

Talking about their job

Talking about shopping / fashion

Talking about news or politics

Giving opinions on films / books

Making arrangements

Talking about family

The problem of treating students at different levels as different kinds of people

At low levels (and to some extent intermediate):
we may avoid opinions or any discussion that may be
'beyond' what they know

Some general themes for all levels:

- There's a lot of language (esp. vocab) to learn.
- A coursebook is only one route and no book covers one level – though some cover more than others.
- Learning comes from repetition over time.
- Students are people with a variety of interests and a desire to communicate.
- Language can come from students beyond the material.

Some specific issues

Beginner and Elementary

How do you enable students to express their needs and wants with very limited language?

How can you ensure enough repetition?

Can we ensure a greater coverage of grammar without causing confusion?

Intermediate Levels

How can students develop grammatical accuracy while developing the necessary amounts of vocabulary?

Advanced Levels

What's left to learn?

How do we make choices about that?

How do we measure progress?

Beginner

How do you enable students to express their needs and wants with very limited language?

- Teach some grammar as words
- Building dialogues – context and conversation teaching meaning
- Just enough language to enable conversation
- Short questions and framed spaces for emergent
- More repetition – in class and over time

Grammar as words/phrases

DEVELOPING CONVERSATIONS

called

We use *called* to say the names of things and places.

Do you know a restaurant **called** Gema?

On Long Street, there's a bookshop **called** Bradley's.

There's a nice clothes shop **called** ~~Black and Beautiful~~.

- 14** Complete the phrases with the names of places you know.

a restaurant called _____

a clothes shop called _____

a bookshop called _____

a hotel called _____

a village called _____

a town called _____

a _____ called _____

- 15** Work in pairs. Use your ideas from Exercise 14. Have conversations like this.

A: Do you know a restaurant called Gema?

B: Yes, I like it.

A: Do you know a restaurant called Gema?

B: No. Where is it?

A: It's on Peter's Road.

B: Is it far? / Is it nice? / Is it expensive?

DEVELOPING CONVERSATIONS

best

We often use *best* to talk about one thing that is very good.

What's the **best** restaurant?

Where's the **best** place to go?

It's **best** to take a bus.

- 6** Work in groups. Think about your town/city. What's the best:

1 restaurant?

3 area?

5 hotel?

2 museum?

4 park?

6 market?

DEVELOPING CONVERSATIONS

Have you been ...?

A: *Have you been here before?*

B: Yes. Two years ago.

A: *Have you been to Poland?*

B: No, never.

- 11** Complete the question with the names of four countries and four cities.

1 Have you been to *Brazil*? Have you been to *Berlin*?

- 12** Work in pairs. Ask your questions.

DEVELOPING CONVERSATIONS

A: *Where are you going?*

T: *Lausanne.*

A: *Single or return?*

A: *Is this the stop for the 98 bus?*

B: *Yes. Where are you going?*

A: *The museum.*

13 Think of the town or city you are in now. Write down five places you want to go to.

14 Work in pairs. Take turns. Have conversations like this.

A: *Where are you going?*

B: *The City museum.*



A: *You need to take the 73 bus / You can walk there.*

Building conversation



LISTENING

1 What do you normally do:



- after your class?
- after work?
- on holiday?

2   Listen to people talking about plans.
Match conversations 1–3 with a or b.

- a friends talking at a hotel in the evening- _____
- b friends at the end of a class- _____

3   Listen to the sentences. Repeat them.

- a I need some money. _____
- b I need to study. _____
- c I need to eat something. _____
- d I'm going home. _____
- e I'm going to bed. _____
- f I'm going to have a coffee. 1 _____
- g I'm going to meet a friend. _____
- h I'm going to stay here. _____

4   Listen to the conversations from Exercise 2 again. Write the number of the conversation (1, 2 or 3) next to each sentence (a–h) in Exercise 3.

5 In which conversations are the two people going to do:

- a the same thing?
- b different things?

Just enough grammar

GRAMMAR

Talking about plans: *I'm/We're going ...*

Plan	Where / What	When
<i>I'm going</i> <i>We're going</i>	<i>home</i> <i>to the gym</i> <i>to the cinema</i>	<i>now.</i> <i>this afternoon.</i> <i>at six.</i>
<i>I'm going</i> <i>We're going</i>	<i>to have a coffee</i> <i>to meet a friend</i> <i>to see a film</i> <i>to play football</i>	<i>tonight.</i> <i>tomorrow.</i> <i>on Saturday.</i> <i>after the class.</i>

6 Put the words in the correct order.

- 1 tonight / I'm going / to meet my brother
- 2 we're going / this afternoon / to the park
- 3 to the beach / we're going / on Sunday
- 4 now / to have a coffee / I'm going
- 5 tomorrow night / we're going / to have a party
- 6 I'm going / tomorrow morning / to the pool / with some friends

Framed spaces for emergent language

8 Work in pairs. Use the ideas in Exercise 6. Invite your partner.

A: *I'm going to meet my brother tonight. Do you want to come?*

B: *Sorry, I can't.* OR B: *OK. Great!*

9 Write more plans. Use a dictionary if you need to.

_____ after the class.

_____ tonight.

_____ tomorrow.

_____ on Saturday.

_____ next week.

10 Work in groups. Say your plans.

11 Tell the class who is going to do the same thing.

We're all going for a coffee after the class!

Further dialogue build and space for emergent language

GRAMMAR

Asking about plans with ~~going~~ *doing*

<i>Are you going?</i>	
<i>What time</i>	<i>are you going?</i>
<i>Where</i>	<i>are you going?</i>
<i>What</i>	<i>are you doing after the class?</i>
	<i>are you doing tonight?</i>

12 Write the questions.

1 A: I'm going to the beach on Saturday. Do you want to come?

B: _____?

A: Five or six in the afternoon.

2 A: I'm going to have a walk later.

B: _____?

A: Around the old town.

3 A: _____ tonight?

B: I'm going to see a film. Do you want to come?

A: Sorry. I can't. I need to study.

4 A: _____ to Dieter's party tomorrow?

B: Yes. _____?

A: Yes. Do you want to share a taxi?

13 Listen and repeat the questions in the Grammar box.



For more practice, see [Exercise X](#) on page [XX](#).

14 Work in pairs. Ask about plans from Exercise 9. Ask questions to know more.

Exposure, repetition and re-use over time

A best-selling beginner book

they 13

you 5

I 7

it 4

s/he 4

noun 1

we 1

Total 35

Outcomes Beginner

11

38

56

31

5

(is) 26

23

191 [*maybe a bit less*]

Distribution

10 lessons over

TWO unit out of 14

21 lessons over

SEVEN units

Elementary

Can we ensure a greater coverage of grammar without causing confusion?

- Don't start as if they know no language!
- Maintain a dialogue-based approach
- Have low expectations of productive accuracy
- Frequent words for discussion not just naming things

Elementary Outcomes:

present tense p10

there is / there are p13 (and p86)

past simple (incl. went) p32

have to p60

going to p62

been p78

should / shouldn't p106

might p116

how long have you ... p121

will / won't p125

be thinking of p134

past cont. p142

will / won't p144

Still building dialogues extension of beginner



SPEAKING

- 1 Work in pairs. Discuss the questions.
 - Do you know the building in the photo? If yes, what do you know about it?
 - What do you know about the city of Istanbul?
- 2 Make a list of eight very famous buildings or places around the world – and four very famous ones in your country.
- 3 Work in groups and compare your lists. Did you think of the same places?

GRAMMAR Present perfect

- 4 Look at the dialogues below, then complete the rules in the Grammar box.
 - 1 A: **Have you visited** the Hagia Sophia?
B: No, never. **Have you**?
A: No, I **haven't**.
 - 2 A: **Have you tried** Turkish food?
B: Yes, lots of times. I **love it**.
 - 3 A: **Have you been to** Istanbul?
B: Yes, I **have**. **Have you**?

We use the present perfect to ask about an action before now when we feel it is connected to the present situation – to ask, for example, if someone has experience of something.

To make the present perfect, we use a form of the verb 1 _____ + a past participle.

Regular past participles end in 2 _____

Some past participles are irregular.

For example, be – 3 _____

G Check your ideas on page 179 and do Exercise 1.

- 5 Work in groups. Ask each other about the famous buildings / places you thought of in Exercise 2, and answer using the phrases in the box.

For example:

A: **Have you (ever) been to ...?** / **Have you ever visited ...?**

B: **Yes, I have. Have you?**

Yes, I have. Have you?

No, I haven't. Have you?

No, never, but I'd like to.

To give – or ask about – details of the past action (e.g. exactly when) we use the past simple.

A: **Have you been to** Moscow?

B: Yes, I **went there last year**.

A: **Have you ever tried** English food?

B: Yes, I **have**. I **had it in Manchester two years ago**.

A: **Did you like it?**

B: No, not really.

- 6 Choose the correct option.

1 A: Have you ever been to Africa?

B: Yes, I **went / have been to** Nigeria and Ghana a few years ago.

2 A: Have you tried the restaurant here in the hotel?

B: No. **Have / Did you**?

A: Yes. We **went / have been** there last night. It was / **has been** really good.

3 A: Have you ever been to Turkey?

B: Yes. We **have been / went there** last year on holiday.

A: Oh, really? **Did you visit / Have you visited** the Hagia Sophia in Istanbul?

B: No. We **wanted / have wanted to**, but we were only / **have only been** in the city for a day.

4 A: Have you ever tried Thai food?

B: No, never.

A: Really? Wow! Well, **have you tried / did you try** any other Asian food?

B: Yes. Once, I've been / I **went to** an Indonesian restaurant when I was in Holland, but I **haven't really liked / didn't really like** it.

- 7 Change partners. Have similar conversations to the ones in Exercise 6, but this time, add details when you answer.

G For further practice, see Exercise 2 on page 180.

LISTENING

- 8 Listen to a conversation between two tourists in Istanbul and someone who lives there. Put the questions in the order you hear them. The first one is done for you.

1. e 2. 3. 4. 5. 6. 7. 8. 9.

- a How long did you spend there?
- b Have you been to Topkapı Palace?
- c What are your plans for this evening?
- d Did you go up the Galata Tower?
- e Have you been to Istanbul before?
- f Have you tried the fish here?
- g Where have you been?
- h When did you arrive?

- 9 Work in pairs. Do you remember how the speakers answer the questions in Exercise 8? Listen again and note the answers.

- 10 Work in groups. Discuss the questions.

- Which countries / cities would you really like to visit? Why?
- Do you know anyone who's been to any of those places already? Did they like them?
- Which tourist places in your country have you never been to? Why not?

DEVELOPING CONVERSATIONS

Recommending

If someone hasn't been to a place that we think is good, we often say **You should!**

If someone hasn't been to a place that we think is bad, we often say **Don't!**

We can then explain why we are recommending (or not recommending) the place.

A: **Have you tried the fish here?**

B: No, we **haven't**.

A: Oh, you **should**. It's **very good – very fresh**.

C: **Have you visited the palace?**

D: No, I **haven't**.

C: **Don't!** It's **really boring**.

- 11 Think of four places you think are good to visit – and four places that you think are bad. Think about why.

- 12 Work in pairs. Have conversations about your places. Follow these patterns.

A: **Have you been to the zoo here?**

B: No, I **haven't**.

A: Oh, you **should!** It's **great. They have lions!**

C: **Have you been to Harrods?**

D: No, **never**.

C: **Don't!** It's **very expensive!**

CONVERSATION PRACTICE

- 13 You are going to roleplay a conversation like the one you heard in the listening.

Student A: you're a local person. Ask the questions below.

Student B: you're a tourist. Answer Student A's questions. Use language from these pages.

Then change roles and have another conversation.

- Have you been here before?
- When did you arrive?
- Where have you been?
- Did you like it?
- Have you been to ...?
- What are your plans for this evening?

17 To watch the video and do the activities, see the DVD-ROM.

Frequent vocabulary and varied interests

SPEAKING

1 Work in groups. Discuss these questions.

- How important are the changes below for your town / city?

better water	a new airport
better wi-fi	a new hospital
a bigger library	a new metro line
improved roads	a new museum
more schools	a new shopping mall
more street lights	a new stadium

- Say if they are very important, quite important or not very important. Explain why.
- Look at the photo. Are they building or destroying anything in your city, area or country? What? Where? Is it a good idea?
- Are they planning to build anything? What? Where? Is it a good idea?

VOCABULARY For and against

If you are *for* a plan, you think it's good. If you are *against* a plan, you think it's bad.

When we explain why we think a plan is good or bad, we sometimes use *be going to* to say the results we predict for the future.

I'm for building more schools. There are going to be fewer students in each class. That's good for kids.

2 Read the comments (1–9) about plans. Are the speakers for or against the plans?

- It's going to save time.
- It's going to provide a useful service.

- It's going to improve education.
- It's going to help businesses.
- It's going to cause a lot of noise and pollution.
- It's going to be bad for the economy.
- It's going to create jobs.
- It's going to cut the number of cars on the road.
- People are going to lose their jobs.

3 Work in pairs. Which comments in Exercise 2 could you make about the changes in Exercise 1?

For example:

A new airport is going to cause a lot of noise and pollution. A new shopping mall is going to provide a useful service.

4 Spend two minutes trying to remember the verbs in Exercise 2. Then cover Exercise 2 and complete the sentences below with the verbs. The first letter is given.

- I don't want the government to cut taxes. It's going to b_____ bad for public services.
- The government needs to use technology more. It can s_____ a lot of money.
- I'm for having the Olympic games here. It's going to c_____ lots of opportunities for people here.
- The government wants to c_____ the number of policemen, but I'm against it. It's going to c_____ problems. There's going to be more crime.
- It's a good idea to stop cars in the city centre. It's going to i_____ the city and p_____ more space for people. Shopping is nicer when there isn't any traffic.
- A big car company is going to close down because it's l_____ money. I want the government to h_____ the people who are going to lose their jobs.

Intermediate levels

How can students develop grammatical accuracy while developing the necessary amounts of vocabulary?

- More grammaticalized vocabulary
- Not just words – exploring how words are used
- The words and texts – high and mid frequency words.
- Repeat opportunities – storytelling and dilemmas
- Extra space for students and correction
- Grammar interacting with other grammar.
- More inductive grammar – thinking about rules

More grammaticalized lexis

VOCABULARY Crimes

- 1 Complete sentences 1–9 with the pairs of verbs.
You may need to reverse the order of the words.

beaten – found	raided – seized
doing – caught	set – smashed
got hold of – gone	stolen – broken into
grabbed – came up to	vanished – came back
killed – went off	

- 1 I got a phone call from the bank saying I'd gone \$1000 overdrawn. Someone must've got hold of my details somehow and used my card number.
- 2 I was _____ on camera and had to pay a €100 fine. I was only _____ about 65!
- 3 A local businessman was _____ dead in a park. Apparently, he'd been attacked and then _____ to death.
- 4 She went out to the shops and never _____. She just completely _____.
- 5 They made such a mess. They _____ shop windows, threw rocks at police and _____ fire to cars.
- 6 When we got back, we found the house had been _____. Fortunately, they hadn't _____ much.
- 7 I was standing outside the cathedral and this guy _____ me, _____ my bag and ran off.
- 8 Apparently, the police _____ this café near us and _____ 5 million dollars worth of ivory.
- 9 Luckily, there weren't many people around when the device _____ so no-one was _____, but it did a lot of damage.

Not just the words – questions

2 Can you find three prepositions connected to adjectives in Exercise 1?

3 Why else might you feel **exhausted**?

4 How do you know if someone is **pleased** with something?

5 How do you know when someone is **furious**?

6 Why might someone get **upset**?

7 What other things might you feel **guilty / bad about**?

8 What things might put you **in a good mood**?

9 What's the opposite of being **pleasantly surprised**?

Repeat opportunities for grammar:

Telling stories / anecdotes

1. Take turns to tell each other as much as you can about the last person you met.
2. What's been your best moment using English?
3. Have you ever helped someone in the street? Where what happened?
4. Tell your partner about a time you forgot or lost something important. What happened?
5. Choose three emotions. When was the last time you felt each one? What happened?
6. Tell someone about some good or bad news.
7. What's the most surprising time you've bumped into someone?
8. Have you ever failed to recognize someone? What happened?
9. Choose three types of weather. When was the last time you experienced each one. What happened?
10. Talk about which activities you have done recently. What did you do?
11. Have you ever taken part in a competition? When? What happened?
12. Have you heard of any companies being taken to court? What happened?
13. Tell your partner about the biggest change you've had in your life?

Extra space for students and correction

2



He looks a bit fed up. I think they might have had an argument.

The boy looks quite cheeky. He looks like he's been a bit naughty. But he's got away with it.

Maybe the argument was over how to bring up the kids.

Maybe she's too soft on kids. Maybe she spoils them and they get everything they ask for.

I think he tries to be more strict like making them eat their greens, but the mother just gave in and let them have what they want.

You need to set clear boundaries for kids. You can't give in to them all the time.

Grammar Interacting with more grammar

Have you been...

11 Complete these answers to the question *Have you (ever) been to X?* with *Yes* or *No (never)*.

- 1 _____ . What's it like?
- 2 _____ , but it's supposed to be amazing.
- 3 _____ . Several times.
- 4 _____ , but I might actually go at the weekend.
- 5 _____ . I've never really fancied it.
- 6 _____ . I'd love to, though.
- 7 _____ . It's great. You should go.
- 8 _____ . I spent a week there last year.
- 9 _____ . I'm going this summer, though.
- 10 _____ . Have you? I've heard it's quite nice.



For further practice, see Exercise 2 on page 169.

12 Write five questions starting with *Have you (ever) been to ...?* Ask about places you know and want to compare experiences of – or places you're thinking of going to and want opinions of.

Inductive grammar: encouraging self-correction

GRAMMAR

Zero and first conditionals

We use conditional sentences to talk about situations and their results. In zero and first conditionals, we use present tenses in the *if*-clause to talk about general, present and possible future situations.

9 Look at these sentences from the conversations. Then work in pairs and answer the questions below.

- a *If I **try** to explain something, they **sit** whispering to each other.*
- b *If they **talk**, **send** them to the headteacher.*
- c *If they **don't accept** me, I'll either **retake** the test or I **might look** for another Master's.*
- d *If you **have** any problems which are affecting your coursework, you **should contact** the student counselling service.*

- 1 Which sentence is about a situation that has already happened before and may happen again?
- 2 Which sentences show possible future situations? What tense is used in the *if*-clause?
- 3 What's the difference in meaning between *will* and *might*?
- 4 Which two clauses give advice about possible future situations?



Check your ideas on page 175 and do Exercise 1.

Advanced levels

What's left to learn?

- Some very minor aspects of grammar used in limited contexts and subtleties of how words are used (but can this be taught?).

How do we choose?

- Randomly / as needed! You could have 10 different books at the same level – think about missing topics.
- But do look through those mid-frequency words and their collocates or idiomatic as well as the less frequent and idiomatic.
- Read a lot! And record more new words – ignore less.

How do we measure progress?

- It's difficult! Extra focus on our own efforts to recycle and to set targets and test because the infrequency of words means just reading won't be enough.
- The reality is for most Advanced students is maintenance is enough.

lexicallab

LANGUAGE DEVELOPMENT • TEACHER DEVELOPMENT

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Principles and practice



Hugh Dellar and Andrew Walkley

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Lexical Lab Summer School

1st July to 9th August 2019

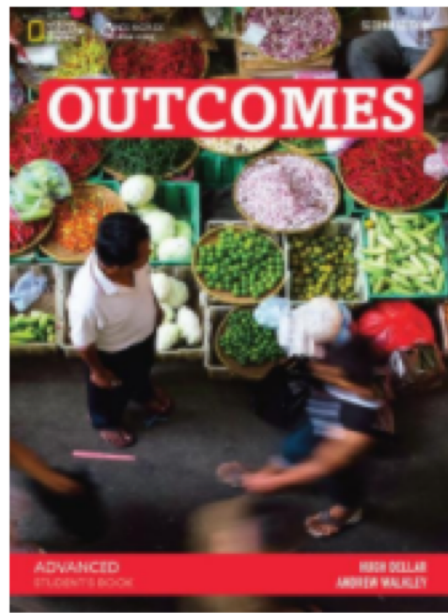
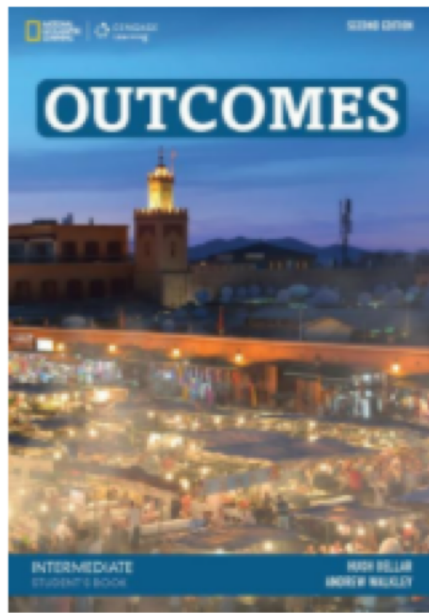
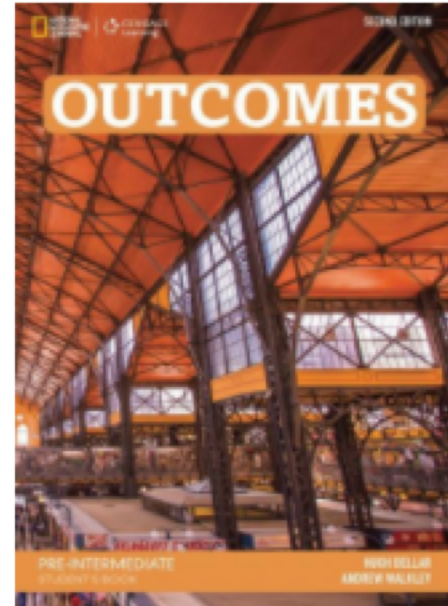
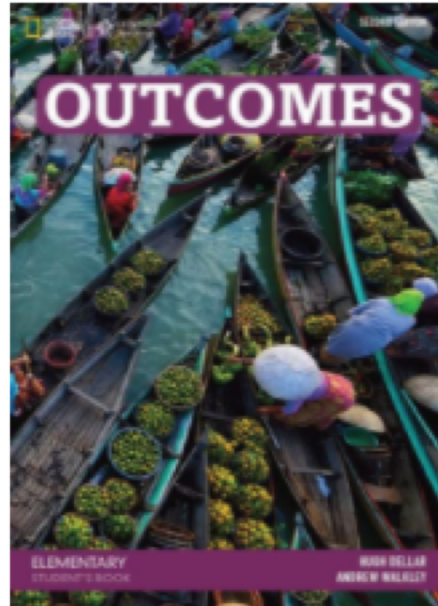
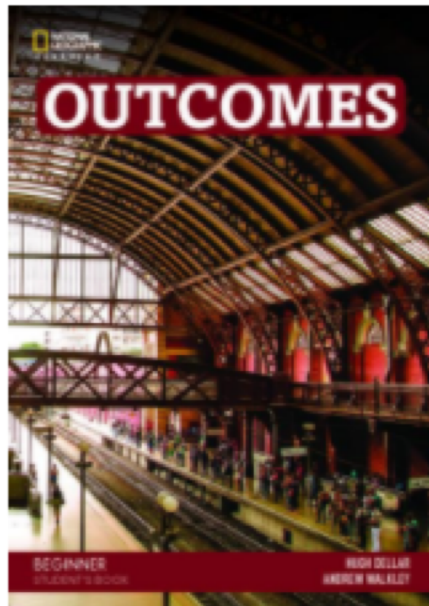
www.lexicallab.com

info@lexicallab.com

Andrew@lexicallab.com

Hugh@lexicallab.com

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