

Teacher's Guide to chapter 1

“It's simple to use – no need to labour through a teacher's book.” – teachers don't have the precious time or inclination. This guide will help, especially if you're new to ESOL, providing a blueprint for chapters 2-10, which have a similar format. Those familiar with teaching English conversation – notional functional approach – will feel at home.

Test the downloadable chapter on your classes and assess reactions. Homework can be done on an internet print out. As the first chapter will stretch for at least 2 lessons or more, there's time to order books and avoid waiting 3/4 weeks for the next cheap slow boatload from England. (Try Akademibokhandel, The Uppsala English Bookshop or the Trinity Street Cambridge University Press Bookshop's 2 day delivery mail order service or better still, be awe-inspired in Cambridge).

The 10 chapters will last a year's study circle course – ‘Milk it!’, and can be read at random although they work well in the given order and Chapter 5 is a good starting point in January, combining old and new pupils. Three chapter texts are short dialogues and “Down with ‘Skool’” and “Health and welfare” are almost double in size. The material in “Down with ‘Skool’” is harder as in real-life school, a progression of difficulties. The last chapter is short and sweet, to give students a feeling of achievement. “Under tiden har vi haft en lärarik och roande resa.”, was a recent comment from a member of a Luleå group.

Suggested first lesson plan

- 1 Introductions
- 2 Find someone who...
- 3 Different
- 4 Deck-chair picture
- 5 Text pp.1-4
- 6 Text spin-offs pp.1-3
- 7 Discussion p.5

Exercises suitable for homework **in bold**

- 8 Expressions** p.5
- 9 Feminine forms** p.6/7
- 10 What does it mean?** p.7

- 11 Debate p.6
- 12 Not for all the tea in China p.7

13 Fill in the vowels p.8

- 14 Ten out of ten p.9

Gravlax on page 10 leads into chapter 2.

Establishing a teaching pattern in first lessons is vital, a taster. Start with writing name cards and introductions, yourself and then “*in pairs*” – hobbies, birthplace, future plans... (I have dispensed with asking pupils to introduce their partner aloud to the class as a standard next stage).

Maintain the momentum and go straight into the classic icebreaker “*Find someone who...was born in the south of Sweden.*” at the start of the book.

A challenging construction, tricky to turn into a question form but useful to know, especially if required to write an introductory essay about yourself after the first lesson. “*Were you born in the south of Sweden?* – ask round the class in a chain, until you find someone. (Easily done in Ystad!) “*That took a long time!*”, showing the effectiveness of pair work, the bread and butter of language teaching!

“*Find a new pair. Ask each other and talk about the questions on page???...*”, handing out books or downloaded copies. There are no page no.s here – part of a fiendish plot to illicit more English questioning?! (Add your own Roman numerals?) “*22 questions – they should last till midsummer... take your time and just talk about number 2*” – drinks. Join in yourself if there is an odd number but a threesome is fine, so you can circulate to monitor and coach. (Invariably ginger beer needs explaining. Suggest looking up ‘Fentimans’ on a search engine for more realia).

“What is a cartwheel?” will be the next question.

Draw attention to the word list at the foot of the page with ‘somersault’ – support if needed – making cartwheel highly guessable. “*Language schools in Cornwall or on the Isle of Wight?* (Map? Coming on the inside cover of the next edition!) *Any hip operations?*” Some will shoot through all the questions and ‘dry up’ but next lesson warm up with the same pair work exercise, starting with no. 22 ‘is good at karate...’, in a new seat with a new partner. (Have you showed off your umbrella yet?!) Don’t forget after every pair work chat: “*report back*” to the whole class, find out and record difficult vocabulary and correct pronunciation. “*Are you correcting your neighbour?*”

Play the tape of “Different” on the opposite page and chorus – “*All together!*” Get students to read a sentence each below the cartoon and comment directly in class – “*Who came here by bus?*” and/or discuss the questions in pairs. The questions always move from text/picture comprehension to more open themes. ‘Don’t judge a sausage by its skin!’

The next page’s picture of the couple on the beach is a good warm up for the page 1 ‘Oh, those Englishmen!’ text (Brown socks the give away). Read it now if the time is right for another pair exercise or save for the next lesson. The picture is based on a 1970/80’s (style of spinnaker) Sunday colour supplement photo.

Page 1

“*Identify*” the plate of chips, pint of beer, cricket bat illustrations and locate the thermos (Guess the contents!). Play the recording right through (Books shut?) of this cross-section of good old English daily life (You’ve got 4 minutes and 35 seconds for a bathroom break and back!). Peter Dickson’s rendition is superb. He did suggest bringing his wife along to do the ladies’ parts! Every other chapter’s main text is recorded on the tape.

“*Are the English that boring?*” Reactions? Identify the broly, tie and blue-tit pecking the foil milk bottle top on page 2.

‘Mental floss’ is a spin-off from the text, good for early morning lessons – just out of your nightie! ‘Hearty Breakfast’ and ‘Constant barking’ should also get the chins wagging in pairs (role play).

Page 5

Go through the numbered points of ‘Discussion’, pupils reading one each, discuss in pairs and report back. “*What was the ‘perfect Sunday’ no.1* (or least preferred option)?” There is one writing topic per chapter and the book is becoming popular on general courses. “You do not need to be too honest!”

The exercises are in grey to prevent photocopying and as exercises are traditionally boring! These repeat vocabulary and are always varied to keep students on their toes as they read through the main text at home.

Go through the following ‘Expressions’ exercise together – the first matching alternative is done for you. No.s 8-13, top of page 6 are for homework with answers in the text (and answer key). ‘Debate’ can be conducted in class and/or 1-5 in pairs. ‘Linkers’ for creativity.

Page 6

‘Feminine forms’ and ‘What does it mean’ are homework exercises with examples given. Goose rhyme!

Page 7

‘Not for all the tea in China’ is the most challenging of the 5 listening comprehensions. Pre-read the questions silently and play through twice as standard, perhaps stopping for each answer the second time. Women’s Liberation Front as a bonus and pair work the follow-up topics, sharing stories. I remember the tale of the lady with a string of sausages from her nose...

Page 8

‘Fill in the vowels’ is for homework, giving you the chance to put the gapped words on the board before the next lesson. A pupil can fill in the vowels using another colour pen.

‘Rule Britannia’ – con ripieno!

‘Ten out of ten’ – read the text to the class and ‘Milk it!’

