



Starter Course: Part 2

A. Skills

1. *Speaking*
2. *Vocabulary & Phrases*
3. *Listening*
4. *Grammar*
5. *Writing*
6. *Reading*

B. Speaking Pages

1. *Speaking Page 1*
2. *Speaking Page 2*

C. Review Page

D. Interaction

1. *An example of how 2 Native English Speakers converse in English*
2. *Conversation Analysis Codes*

A. Skills

1. Speaking

What do you want to improve?

Accuracy – getting your vocabulary, grammar, pronunciation, styles perfect.

Fluency – getting your opinions across, speaking without fear and thought.

What can you use to improve your Speaking?

- ① Dictionary
- ② An MP3/cassette friend
- ③ Conversation Club
- ④ MP3 recorder
- ⑤ Find poetry, plays, read aloud to practice pronunciation, rhythm, stress.
- ⑥ Practice as much as possible
- ⑦ Approach foreigners
- ⑧ Telephone / Skype
- ⑨ Just a minute!
- ⑩ Come to my Office
- ⑪ Live mocha www.livemocha.com
- ⑫ English Central www.englishcentral.com

How can you improve your Speaking?

A. Self Assessment Chart

Date	Activity/Situation	Points to Assess	Assessment
Tuesday March 6 th 2012	Speaking on Topic - Travel	Vocabulary, Grammar	Not great, need more words & to study the Future

B. Self Short-Term Aims Chart

What?	How?	When?	How long?	Done?
Vocabulary Future tenses	Research online for both	Thursday March 8 th 2012	30 mins	Yes

C. Then repeat Self Assessment Chart.

2. Vocabulary & Phrases

How to Write in your Notebook (C1 & C2)

Vocabulary

Chapter 1 Disaster

Word	Form	Pronunciation	Definition	Sentence	Parts of Speech	Synonym	Translation	Drawing
anticipate	v.	an'ti'si'peit	To expect something (before it happens)	I'm anticipating a good grade in my exam because I studied hard.	anticipation n. anticipatory adj.	expect v. look forward to.		

Phrase/Idiom

Chapter 1 Disaster

Phrase/Idiom	Definition	Sentence	How/when/where/why is it used?	Translation	Similar Phrase/Idiom
cave in (roof)	to fall in on - collapse	After the heavy rain, the roof caved in.	- buildings - also related to personal disasters.		- collapse - fall down

How to Practice your Vocabulary at home:

- ① Using single sided cards – 10 card memory game, head game, matching game, eyes shut game, tic/tac game,
- ② Using two sided cards
- ③ Grouping words
- ④ Making word networks
- ⑤ Using word bags
- ⑥ Using word chains
- ⑦ Real life situation

How can you improve your Vocabulary?

A. Self Assessment Chart

Date	Activity/Situation	Points to Assess	Assessment
Tuesday March 6 th 2012	Vocab Test - Travel	20 Travel Words	Not great, need more words

B. Self Short-Term Aims Chart

What?	How?	When?	How long?	Done?
Vocabulary	Word Chain	Starting Thursday 8 th March	1 Week	Yes

C. Then repeat Self Assessment Chart.

3. Listening

Why?	Type?	Who?	Topic?	Situation?
To improve listening to English Accents	Online – MP3 www.ello.org #982	Jess- female Tom- Male Both British	Men and Beauty	A dialogue

What can you use to improve your Listening?

- ① Read articles before listening, (collect articles from newspapers, magazines on same or similar topics)
- ② Read reviews of movies, TV programs in English or your language, before listening or watching.
- ③ Email with MP3 or have a cassette ‘pen friend’
- ④ A listening club
- ⑤ Activity books with listening
- ⑥ Record conversation with others, (listen to it after and see what you didn’t understand and analyze why)
- ⑦ DVD with subtitles (off/on?)
- ⑧ Podcasts, audio books... <http://www.teflsites.com/>

How can you improve your Listening?

A. Self Assessment Chart

Date	Activity/Situation	Points to Assess	Assessment
Wednesday March 7 th 2012	Ello #982	British Accent	Not great, need more listenings

B. Self Short-Term Aims Chart

What?	How?	When?	How long?	Done?
British Accents	Ello # 981, 979	Thursday 8 th March	45 mins	Yes

C. Then repeat Self Assessment Chart.

Some **Tips** for Listening & Speaking:

Not so Important Information = **STRUCTURE** words = articles, conjunctions, Fast, short pronunciation

Important Information = **CONTENT** words = nouns, main verbs, adverbs, adjectives, question words (their stressed syllable is usually longer)

Most Important Information = **FOCUS** words = usually the last **CONTENT** word in a sentence or clause (their stressed syllable is usually long with a higher pitch)

4. Grammar

Grammar Point	
Past Simple	
Rule S + verb (ed) S+ verb (irregular past) We use the Simple Past to talk about past actions that are finished and have no connection with the present. We also use it to show sequences of past events when telling a story	Use I saw a great movie last night. I went to the movie theatre last night. I watched Hangover 2. It wasn't as funny as the 1 st one.

What can you use to improve your Grammar?

- ① Use a grammar book, (with exercises and answers)
- ② Speak with people and record the conversation, (listen to it after and see how you did)
- ③ One Grammar Point a week, (match newspaper/magazine articles to the grammar book)
- ④ A Pattern Bank
- ⑤ Discuss Grammar

How can you improve your Grammar?

A. Self Assessment Chart

Date	Activity/Situation	Points to Assess	Assessment
Friday March 9 th 2012	Grammar in Use Chp 22 p58	Present Perfect Simple	Confused with past simple!!

B. Self Short-Term Aims Chart

What?	How?	When?	How long?	Done?
Present Perfect Simple & Past Simple	Online www.englishpage.com Verb Tenses	Saturday 10 th March	20 mins	Yes

C. Then repeat **Self Assessment Chart**.

5. Writing

Accuracy	Style	Layout	Length	Organization of Ideas
Grammar, punctuation, word order...	Opinion. Discursive, argument...	Paragraph, essay, letter...	250 words, 5,000 words...	Mind Map Index Cards

What can you use to improve your Writing?

- ① Email/pen friend
- ② Marking scheme
- ③ Model Bank
- ④ Memorize
- ⑤ Keep copies
- ⑥ Copy texts in English
- ⑦ Personal Diary
- ⑧ Write Drafts
- ⑨ Live mocha www.livemocha.com, <http://www.lexutor.ca/>

How can you improve your Writing?

A. Self Assessment Chart

Date	Activity/Situation	Points to Assess	Assessment
Friday March 9 th 2012	Paragraph Writing - Opinionated	Order of Paragraph, Topic Sentence...	Need more definite examples to support topic sentence

B. Self Short-Term Aims Chart

What?	How?	When?	How long?	Done?
Research support examples for my opinion	Look at newspapers, editorials	Saturday 10 th March	1 hour	Yes

C. Then repeat Self Assessment Chart.

Some Tips for Writing:

You could try the **KWL** method:

Topic	What you KNOW	What you WANT to know	What you have LEARNED
Travel in Europe	Shengen Cheap Airlines Eurail	More info about cheap trains, planes, customs	After research... Ryanair is cheapest airline..

6. Reading

Speed	Skimming	Scanning	Reading for Detail	Text
Slow reading or fast reading	Getting the general idea of a reading	Quickly reading and picking out important information	Examining a reading in detail, maybe to answer exam questions etc...	What type of reading? Newspaper, a novel, a text book, a letter, email, text message...

- ① Collect interesting things to read which interest you personally. Keep a scrapbook of cartoons, recipes etc. Create your own library of books, articles...
- ② Reading comprehension
- ③ Email/pen friend
- ④ A reading club, exchange books, magazines...
- ⑤ Subscribe to English language magazines/newspapers.
- ⑥ Leveled reading: www.breakingnewsenglish.com,
<http://news.bbc.co.uk/cbbcnews/default.stm>
- ⑦ Translations: <http://www.dailyenglish.com/>

How can you improve your Reading?

A. Self Assessment Chart

Date	Activity/Situation	Points to Assess	Assessment
Friday March 9 th 2012	Reading a news story on www.bbc.com	Vocabulary, writers point of view	Difficult to understand the vocab and need more information on background of story...

B. Self Short-Term Aims Chart

What?	How?	When?	How long?	Done?
Research more vocab connected to topic. Research background info online.	Online – www.breakingnewsenglish.com and www.dailyenglish.com	Saturday March 10 th 6pm	1 hour	Yes

C. Then repeat Self Assessment Chart.

A. Self Assessment Chart

Date	Activity/Situation	Points to Assess	Assessment

B. Self Short-Term Aims Chart

What?	How?	When?	How long?	Done?

B. Speaking Pages

1. Speaking Page 1

Speaking Page 1

Please write in the Vocabulary/Phrases/Expressions/Grammar/Questions etc., you want to use in your Speaking Class.

Chapter 1 Nature

What vocabulary will I use in my Speaking Class?

contamination shrink reservoir emission stable

What phrases will I use in my Speaking Class?

burn up scale back drive down phase out

What discussion/debate expressions will I use in my Speaking Class?

I'm afraid I can't agree.
Can you be a bit more specific?
In what way?

What grammar will I use in my Speaking Class?

If + s + past simple, s + would + inf (without to)

What questions will I ask in my Speaking Class?

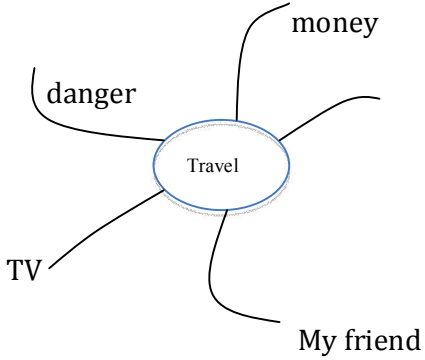
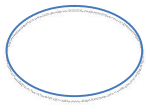

What should we do to increase the awareness about environmental pollution?
Do you believe that 'Green Jobs' are sustainable or short term?
How do you personally save the environment?

What else will I ask/do/use in my Speaking Class?

I'd like to use longer sentences using - and, but, so...
I'll use my phone to record our conversation, then listen to the recording later.

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2. Speaking Page 2

<p>Opinion 1</p>  <p>A mind map diagram with a central circle labeled "Travel". Four lines radiate from the circle to the words "money", "danger", "TV", and "My friend".</p>	<p>Opinion 1</p> <p>Travel is a waste of money. I say this because we have the internet and TV. Why do we need to spend money on travelling to places? We go there, take photos, eat food, then go home. Flights are expensive, hotels also. We could just stay at home and see the world on TV. Much better I believe. My friend last year went to Africa and got robbed. He almost lost his life. I will definitely not travel in the future. I can save money and my life by staying at home.</p>
<p>Opinion 2</p> 	<p>Opinion 2</p>
<p>Opinion 3</p> 	<p>Opinion3</p>

C. Review Page

Topic What Topic did you look at this week?
Vocabulary What new vocabulary did you use this week?
Phrases What new phrases did you use this week?
Expressions What new expressions did you use this week?
Grammar What difficult grammar did you use this week?
Opinions What opinions did you give this week?
Questions What questions did you ask this week?

Preparation How successful/unsuccessful was your Topic preparation this week?
Planning How successful/unsuccessful was your Topic planning this week?
Practice How successful/unsuccessful was your Topic practice this week?
Production How successful/unsuccessful was your Topic production this week?

Time How good/bad was your use of time on your Topic this week?
Feeling How did you feel about your work/class/study...this week?
Motivation How was your level of Motivation this week? High/Low... why?

Good Points What good things happened this week with your learning?
Bad Points What bad things happened this week with your learning?

Improvement How can you improve your learning for the next Topic?

D. Interaction

1. An example of how 2 Native English Speakers converse in English?

Topic: Being Sick

#	Speaker	Discourse	Code	Analysis
1	Dave	Like everything in my head had congealed, my nose, my mouth, my head itself, sucked back three mugs of honey water...	Starter	Dave starts the conversation with some information
2	Seanan	Ah lovely	Engage	Seanan shows interest in Daves information, but doesn't interrupt him.
3	Dave	Then sucked back two cups of coffee, by this stage it was about 8:30, then went back to bed for half an hour.	Comment	Dave then expands his information
4	Seanan	Ah ok, the flu's been knocking around, I mean I had it now, Youngjin has it as well you know, she's been, she had to take a day off work..	Marker, reformulate, comment	Seanan uses 'Ah ok' to say he understands and also to add a new idea. I also re-affirm what Dave was talking about, then I justify my opinions with a comment.
5	Dave	Ah that's nasty.	Endorse	Dave agrees with me and is sympathetic.
6	Seanan	Yeah, but it's okay for her, she can actually get away with that you know.	React, comment	I agree with what was just said and then explain my ideas more.
7	Dave	Right, right, right.	Concur	Dave concurs with me with low intonation and repetition
8	Seanan	Heh, you know I think when we get sick, we just have to go in and just do it..	Reformulate	I repeat my opinion in a different way here.
9	Dave	No choice man, I mean unless you...	Reformulate	Dave agrees with me and repeats my opinions in a different way.
10	Seanan	I don't wanna be caught doing a make-up class, you know I mean, bloody hell. You know. I like the time off.	Comment, prompt	I explain my ideas further and re-stress what I have just said.

2. Conversation Analysis Codes

Label	Symbol	What are they?	Examples
framer	fr	To mark boundaries in conversation, where one idea ends and another starts.	OK, (all) right, anyway, well, now, good...
marker	m	To mark boundaries in conversation, where one idea ends and another starts.	OK, (all) right, anyway, well, now, good. oh. erm. look...
starter	s	They start a conversation.	Statements, Questions, Commands, Moodless items
meta statement	ms	They structure a conversation.	Statements, Questions, Commands
conclusion	con	They finish a conversation.	Statement, Question using a summary.
acquiesce	acq	Agreeing with someone in a conversation	Yes, nodding, silence...
greeting	gr	To greet someone	hello, hi, good morning, (good) bye, have a nice/good day...
reply-greeting	re-gr	To respond to a greeting	hello, hi, good morning, thank you, same to you, yeah see you...
summons	sum	They are used to engage someone in the conversation or get their attention	telephone ring, a knock on the door, etc, calling someone's name...
reply summons	re-sum	They show willingness to join the conversation, or giving your attention .	answering the telephone (hello), the door (come in), showing attention (verbal/non-verbal)
inquire	inq	To get information	Wh questions (Who, what, where, how, why, when...)
neutral proposal	n.pr	To get a "yes" or "no" answer.	Yes/No Questions (Do you, Are you, Have you, Can you...)
marked proposal	m.pr	To get an agreement.	Question Tags, also negative questions (Don't you, Aren't you, Haven't you, Can't you...)
return	ret	They are used to get clarification of something just said.	Questions with a rise in intonation in the end. (What do you think? , Do you agree?)
loop	l	They are used to show you want something repeated.	Pardon?, What? Eh?, Again?... (with rising intonation)
prompt	p	To re-stress what you have just said.	Hah (rising intonation), Come on, Go on give me answer, Guess...
observation	obs	To offer information everyone in the conversation already knows.	Statement
informative	i	To give information or decide between 'yes' and 'no'.	Statement, or by 'yes' and 'no', 'I (don't) think so', non verbal (nods/shakes of the head).
concur	conc	To give agreement.	Yes', 'No', (low or mid intonation), head nodding. repetition or paraphrase.
confirm	conf	To give or assert agreement.	Yes', 'No', (high intonation), head nodding. repetition or paraphrase.
qualify	qu	To say you are a little unsure about something	Yes', 'No' (unsure intonation), 'to some extent', 'no not really', non-verbal
reject	rej	To refuse to agree, to answer, to accept the idea, to be unwilling to agree.	Yes', 'No', or silence
terminate	ter	It acknowledges a previous utterance and then finishes an exchange.	Yes', 'No' (low intonation), or repetition.
receive	rec	It acknowledges a previous utterance and shows that a response is coming.	Yes', 'No' (mid intonation), or repetition.
react	rea	To say yes to what was just said.	Yes', 'No' (high intonation), or repetition.
reformulate	ref	To acknowledge what was just said, or offer a different version of it.	A statement which paraphrases what was just said. (like a summary)
endorse	end	To show positive agreement of something, sympathize with etc...	good idea', 'you poor thing', 'well I never', 'very interesting'...
protest	prot	To object to what was just said, to dispute its correctness, relevance etc...	Yes', 'No'...
directive	d	To get a non-verbal response from someone i.e. an action.	A command.
behave	be	To give a non-verbal response, showing agreement, non agreement...	An action
comment	com	To explain, expand, justify, evaluate your ideas.	A statement
engage	eng	To give minimal feedback without interrupting the other speaker.	mm', 'yeah', and low or mid intonation 'echoes'.