

*Micromechanics*

# MICROMECHANICS for TEENS

Due to the nature of the permissions forms I use for images, you'll see some of the students with squares over their heads. Due to copyright, I have also needed to remove some other images from the presentation - but will supplement those with little side notes like this one!

The presentation here is meant for the personal use of people who have attended my sessions, rather than full blown cascade sessions. If you would like specific images or sections sending as PPT files, to integrate into your own presentations, by all means send me an email and I'll see what I can do. Please be specific in your requests though!

I would also appreciate it HUGELY if you did not repost this or share on public sites as it is my bread and butter - as it were (I am using the material for my current training sessions elsewhere). Thanks!

So there's this clip...

[https://www.youtube.com/watch?v=jofNR\\_WkoCE](https://www.youtube.com/watch?v=jofNR_WkoCE)

Which you may or may not know.

My point here was though that we are not just limited to the lyrics.

The description on the next slide comes from the Wikipedia description of the video.

It is a narrative of what happend in the clip.

Students can work with and order this just as easily as the lyrics.

The video begins with Bård singing at a costume party where other participants are dressed as different animals, whose appearances follow the progression of the lyrics.

He gives a summary of animal sounds and asks "what does the fox say?"

The group then transitions into a synchronized dance scene in a forest with Bård in a bear costume and Vegard a squirrel costume complete with face-paint and giant, bushy tails.

During each chorus, the song offers several increasingly absurd possibilities for the fox's sound such as "gering-ding-ding-ding-dingeringeding!"

Among the dancers, an elderly man is shown reading the lyrics from a book to a boy sitting on his lap.

In the second chorus Vegard sings "fraka-kaka-kaka-kaka-kow!"

The song then describes the fox and the singer's admiration for it, and asks whether it would communicate with a horse using morse code.

The singers float in the air, continuing to wonder what the fox would say, while failing to notice a computer-animated fox which stands and scat sings (voiced by Vegard), answering their question.

Bård finishes the song with a melancholy falsetto and the fox leaves without being seen.

The video begins with Bård singing at a costume party where other participants are dressed as different animals, whose appearances follow the progression of the lyrics.

He gives a summary of animal sounds and asks "what does the fox say?"

The group then transitions into a synchronized dance scene in a forest with Bård in a bear costume and Vegard a squirrel costume complete with face-paint and giant, bushy tails.

During each chorus, the song offers several increasingly absurd possibilities for the fox's sound such as "gering-ding-ding-ding-dingeringeding!"

Among the dancers, an elderly man is shown reading the lyrics from a book to a boy sitting on his lap.

In the second chorus Vegard sings "fraka-kaka-kaka-kaka-kow!"

The song then describes the fox and the singer's admiration for it, and asks whether it would communicate with a horse using morse code.

Sevilla



a bit of bio!

Cádiz



Barcelona

Nottingham



Barcelona  
& Syria



**Qu J. and M. Cherkaoui.** 2006. *Fundamentals of Micromechanics of Solids*. New Jersey: Wiley.

So when I talk about micromechanics, I'm talking about looking at the smallest denominator in our classes...



Which is:

What will each student be doing  
at a given stage of the lesson?

Which leads on to:

What will each student be doing  
at *each* stage of the lesson?

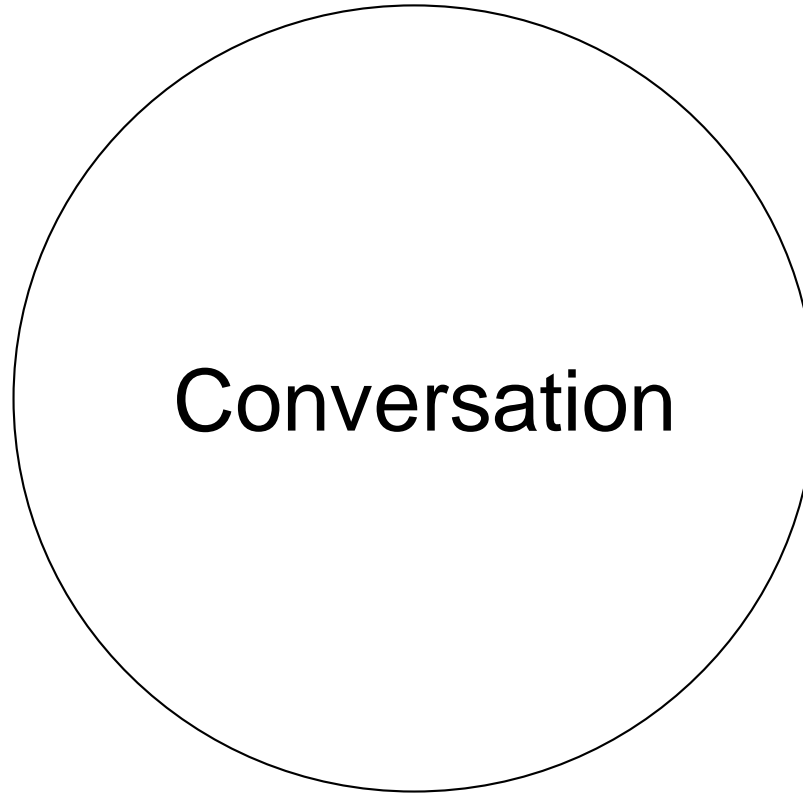
**3.33% of a conversation**

# 30

If there are 30 students...

# 30

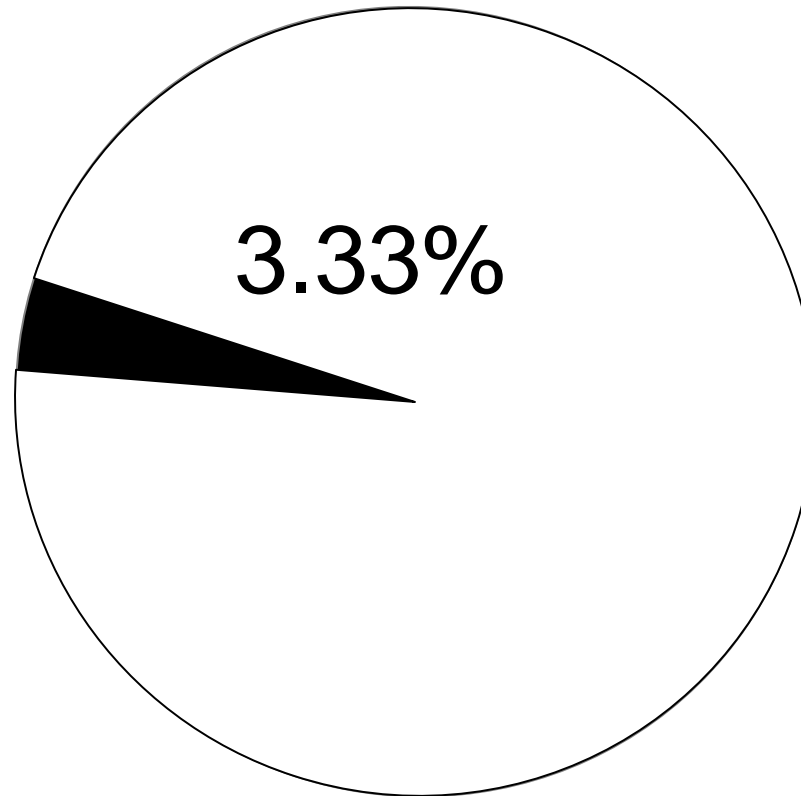
And the  
teacher is  
talking to  
one of them...



# T

# 30

It is tempting  
to think that  
the conversation  
is shared by all.

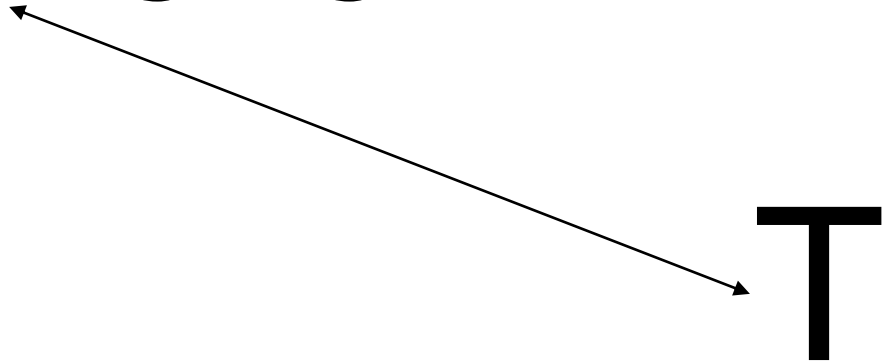


(conversation  $\div$  30 = 3.33%)

# T

S S S S S S  
S S S S S S  
S S S S S S  
S S S S S S  
S S S S S S

But really...

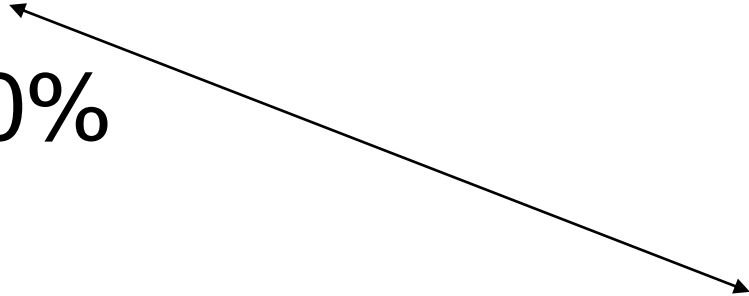


S S S S S S  
S S S S S S  
S S S S S S  
S S S S S S  
S S S S S S

50%

...only the speakers count.

50% T





So?

Let's try to minimise how much time we stand in front of a class 'talking to the students'.

# **bottlenecking**

This happens when the many are waiting for the few to complete an action before they get to do something.

It is a general characteristic of education in groups.

Since time began.

But it's where many of our troubles start!

# **bottlenecking**

I showed you my picture dictionary for a Spanish Christmas which I created to take the strain off myself and avoid students having to wait for vocabulary that was essential to the writing task they'd been given.

Picture dictionaries of this sort can be prepared to help your students and take the strain off you for all popular festivals.

# Four walls, four boards!



# No waiting...





More interactive.



# **question as cane...**

Here I talked about trying not to use the question as a classroom management measure in itself...

# reading as rod

Similarly, if we really want people to enjoy reading aloud, reading aloud to the whole class, one by one, is probably NOT the most conducive set up for this.



How do you feel about “What is each student doing at each point in the class?” as a starting point?

Does talking to the class like they were one person really work?

Have you experienced bottlenecking?

Do you think it's a useful concept to highlight to our new or experienced teachers?

Do you have any comments on question as cane or reading as rod?

Would you like more whiteboards in your class?

**the micromechanics of  
going over exercises**

*There is often more learning potential in the going over of an exercise from the book as an event than there is in the language content of that exercise itself.*

Chrissy Boy – just now

Teacher, could you tell me the answer to number \_ please?

Certainly. It's \_\_\_\_.

What do you think the answer to \_\_\_\_ is?

I think it's \_\_\_\_.

I agree with you.

I'm not so sure. I think it's \_\_\_\_ because...

I see what you mean.

I still disagree with you. Let's ask Chris.

With this next idea, I suggested that instead of going over exercises one by one in a whole class teacher led activity, we give students a template for a dialogue to discuss their answers with a classmate.

What did you think number 1 was?

I thought it was \_\_\_\_\_.

✓Yes, me too.

✗Oh. I didn't. I thought it was \_\_\_\_\_.

Mmm. Okay yeah. I see what you mean.

Mmm. Let's ask Chris.

I then demonstrated how this language can be transferred to other situations in our students' lives.

What did you think of the film?

I thought it was rubbish/fantastic.

✓ Yes, me too.

✗ Oh. I didn't. I thought it was rubbish/fantastic.

Mmm. Okay yeah. I see what you mean.

Mmm. Let's go home/grab a drink.

# **the micromechanics of appearances**



My point here was that white wine in a bottle...

...is a lot more attractive than white wine in a battered plastic bottle.

The more structure we give students on the page, the more seriously we can expect them to take the task.

# My Christmas

Words:

Words from the teacher:

My Christmas

Words:

Grade:

Words from the teacher:

**the micromechanics of  
getting students to listen  
to each other in open class**

In the next sequence, we looked at how to use a grid to get pre-teens listening to each other.

For an in depth explanation, look at *Understanding Teenagers...*

Estela

Carmen

María

Ductor

John

Enrique

Pablo

M

Estela



Estela

Carmen

María

Ductor

John

Enrique

Pablo

M

Estela

Sp

L

L

Q

Q

Q

Q

Q

Estela      Carmen      María      Ductor      John      Enrique      Pablo      M

Sp      L      L      Q      Q      Q      Q      Q

L      Sp      Q      Q      Q      Q      Q      Q

[illegible]

# JULIA.

1936  
France  
1642  
Johannes  
Gutensberg  
Germany  
1468

P

	Eloy	Tuan	Garmen	Marta <sup>V</sup>	Clara	Cristina <sup>H</sup>	Cristina <sup>K</sup>	Alba	Alberto	Julia	Marta	Alejandro
Eloy	P	<del>P</del>		$\frac{1}{2}$	1	1	0.5			1		
Tuan	1	P						1	0.5			
Garmen		1		1				1		1		
Marta V		1		P	1	1	1	1		1		
Clara					P	1			1	0.5		
Cristina <sup>H</sup>		1				P			1			
Cristina <sup>K</sup>					1		P		1	1		
Alba								P	1.1	1		
Alberto		1							P			
Julia	1			1			1			P		
Marta	1						1		1	1		
Alejandro	1				0.5	0.5	1		0			

# **creeping referrals**

Here's a little text I prepared earlier...

*Teacher, what does 'challenge' mean?*

*It's a difficult thing to do, Marta.*

*Eh?*

*I think you say: XXX or XXX [L1 translation].*

*Thank you teacher.*

*Teacher.*

*Yes Juan?*

*What is 'challenge'?*

*Ask Marta.*

*And Marta looks up and Juan asks Marta. Now Marta might not be the strongest student in the group but she's suddenly become the owner of new knowledge that is valuable. And the next student to ask about the word challenge gets referred to Juan.*

**student tannoy**

Juan is stood next to our table as the class come to the end of an activity.

We lean to Juan and say quietly:

Juan can you ask everyone to sit down and look this way please.

Juan rises to the task of spokesperson.

Sit down everyone and look this way!

Please.

Please!

Now ask everyone to turn to page 51 and do exercise A.

Turn to page 51... and so on. it's a pantomime, Juan knows that too but it's a new interaction pattern in terms of the diffusion of power and the delivery of dictate.



**loose connections**

In each group, on each row or table, there's normally a 'loose connection' that isn't quite hooked up to the rest. The challenge is how to keep those individuals in the loop and not isolated from the activity of the rest. Imagine we are playing a whole class game, with the students in three teams of five. In the first group, Toni is the loose connection. He doesn't know any of the answers and he's not following the game so well. Patricia knows the next answer but she gave us the last answer.

Teacher: *"I want the answer to come from Toni this time".*

Patri: *"But he doesn't know it".*

Teacher: *"You tell Toni. Toni tells me".*

So Patricia whispers the answer quite emphatically into Toni's ear and Toni tells the teacher. He wasn't the originator of the answer and he probably only half understands what he's saying but the answer has gone through him nonetheless. He's involved on some level and he's back in the loop.

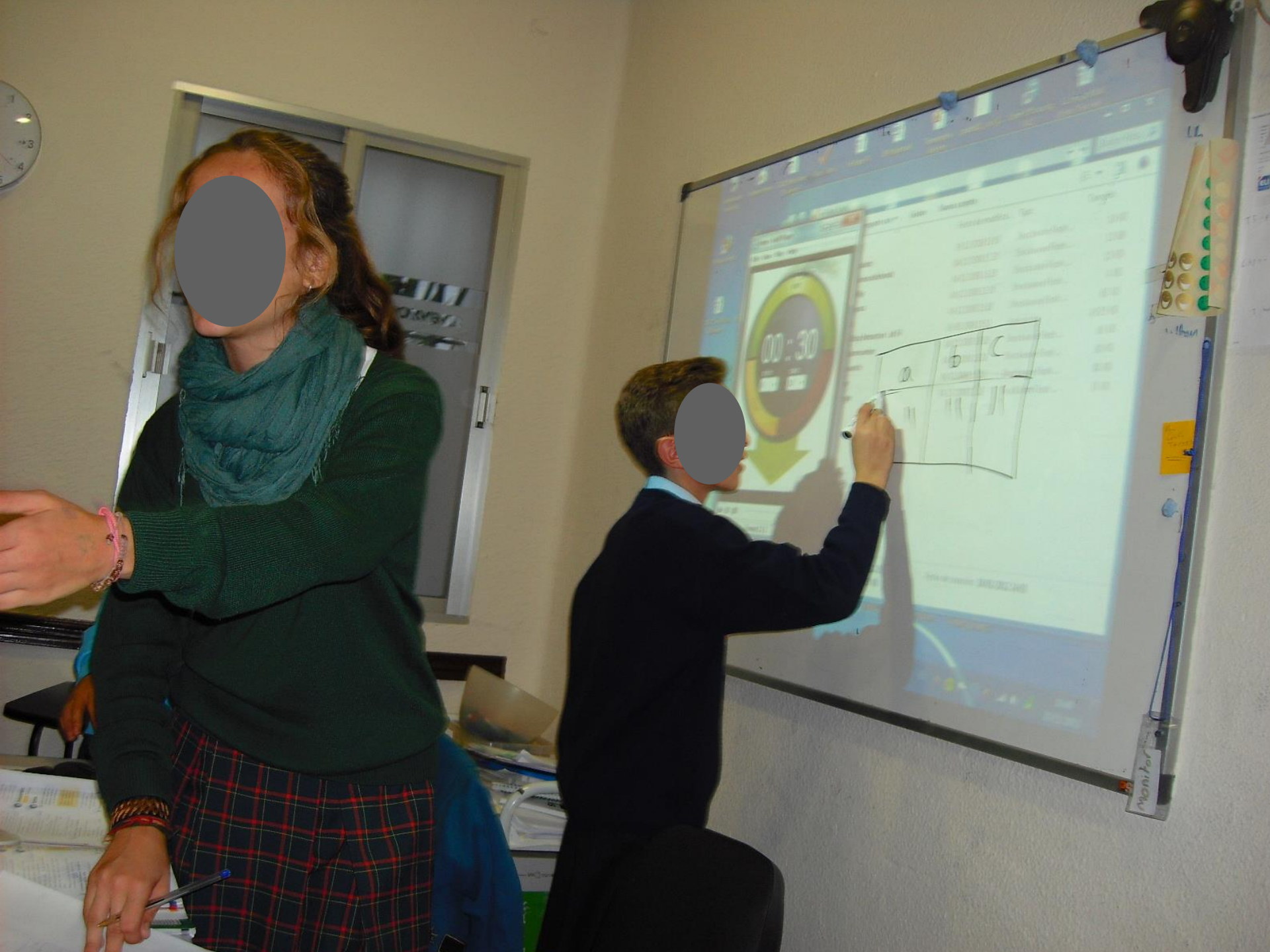
**student led lessons**











	Álvaro	Antonio	Tomás	Pablo	Ramón		Álvaro	Antonio	Tomás	Pablo	Ramón	
maría	Is very distracted se está ha- ciendo el gracioso no hace las activi- dades, silly bad compor- ticipi: 5 comporta: 0	Is very "distracted" no sigue la lección participi: 10 comporta: 0	Is very "distracted" and is doing participi: 10 comporta: 0	very good participi: 0 comporta: 0	very good don't listen, silly participi: 5 comporta: 0		mejorando participi: 8 comporta: 5	mejorando participi: 10 comporta: 8	very good participi: 10 comporta: 10	very good participi: 1 comporta: 10	good participi: 1 comporta: 9	



65 98

	JUAN	CARHEN	CLARA	MARTA	CRIS	JULIA	Maria	ALF	ELOY		
HOMEWORK	X	✓	✓	✓	✓	✓	?	✓	✓		
READING	8	9	8	9	9	8	8	9	9		
LISTENING	5	9	8	9	9	9	9	5	8		
ACT	7	8	10	9	10	10	10	7	9		
PARTIC	7	9	7	10	9	9	7	7	5	10	
TRANS	10	10	10	9	9	10	5	10	10		
activities	5	5	10	5	5	5	10	5	8		
in group	8	9	9	8	7	8	9	8	5	8	
prononz	8	10	9	9	10	7	8	9	8		
write											
english											





Teachers: Cristina Munoz, Ana, Albert

		Juan	Carmen	Clara	Maria	Cris	Julia	Marta	Ale	Clay			
		well control on the first level task ✓		✓	On Task full Sp	Humor / very polite, letting	On Task Comm Sp. Good etc	will excel - think about joining their board.		well			
		Good work on 7th speaking ✓	Sen ✓	Sen ✓	Sen ✓	Clay	Sen ✓	subtle on to 1st level Ex 7b	Some good work speaking	Sen ✓			
		Good work on 7th speaking ✓	Volunteering to read lines ✓	Good board work ✓	Excellent speaking on Ex 7b ✓	✓ Sen ✓ Sen	✓ Sen ✓ Sen	Good - subtle on to Ex 7c ✓	Sen ✓	Sen ✓			
		Some good work. ✓			Repetitive (divisive) ✓	✓ Sen ✓ Sen	✓ Sen ✓ Sen	Good - subtle on to Ex 7c ✓	Sen ✓	Sen ✓			
		Good work on board ✓			✓ Sen	Good work on Ex 7c ✓	Good work on Ex 7c ✓	Good - subtle on to Ex 7c ✓	Sen ✓	Sen ✓			
		Very attentive to other students work ✓	Phonics - what - will - (write) ✓		Sen ✓	Good work on Ex 7c ✓	Good work on Ex 7c ✓	Good - subtle on to Ex 7c ✓	Sen ✓	Sen ✓			

Good work on Tpt ✓

\* Actually checking HWK ✓

\* Excellent preparation ✓

\* Nice putting the formula on the board ✓

✓ Ana cottoned on to Cross Comm during task in Sp and restored

✓ Nice FB stage for speaking activity

// Teachers prepared a table

✓ Teachers knew material & Ana able to give an example off the top of her head

✓ very well prepared with explanation for unless (a minus que).

✓ Very calm + well co-ordinated teamwork // Very strong lesson. They clearly know

✓ Alberto - flexible approach when Sen not writing full sentences

a text of at least 3 sentences

Classroom Language on the board

Do it in your books

Do all of it spoken

he/she didn't tell me anything

on own / individually

shall I write the board?

write it off?





## 7 Grammar and speaking

### \* First conditional

- Stronger classes:** Read through the example sentence with students and ask them to offer suggestions to complete the gap. Students then turn to the text on page 28 again and check or change their answers. Remind students how to form the first conditional by asking them which verb goes in each half of the sentences. They read through the rule box and complete it using the examples to help them.

**Weaker classes:** Books closed. Write a few examples of your own on the board, e.g. *If I study hard for my exams, I ... / If it doesn't rain tomorrow, I ... / If I save up enough money, I ...* Ask students to offer suggestions to complete each sentence. Ask students what they notice about the verbs in each half of the sentence. Elicit that the first one is present simple and the second one is will/won't. Students now open their books at page 28 and read through the example sentence. Students look back at the text on page 28 and complete the gap. They read through the rule box and complete it using the examples to help them.

### Grammar notebook

Students should note down the rules for the first conditional from this unit and some example sentences of their own.

### Activities

#### \* unless in first conditional sentences

- Stronger classes:** Students read through the example sentence from the text. Ask them what they notice about the verb following *unless* in the sentence and elicit that it is positive. Students complete the rule.

**Weaker classes:** Book closed. Write two examples on the board, e.g. *Unless you study hard, you won't pass your exams. / If you study hard, you'll pass your exams.* Ask students to identify the first conditional.

(don't) incomplete and

→ they read the text and underline the sentences with this rule, then they must to say why it is true or false.  
→ write in group a text ~~also~~ with this rules.

→ if we have time I'm going to do a game like: I say a sentences but the students must to complete it.

**ME**

Hold the first conditional is a rule: *if + present simple + will/won't*. This example: *if I study more, I will have (more) good mark* Now do the this table in the notebook. complete this sentences and write 2 more

- ~~if I pass the text my parent will be happy~~  
~~if he sees harfing, he'll tell her about the party~~
- if Kate gives (give) me some help, I'll finish (finish) my homework in an hour.
  - if I give John your message, if I see him
  - if we buy (buy) hamburgers, we won't <sup>my</sup> not have enough money for the film

125 min | My class

- splaind
- example
- table

if ...	... will / won't

IN THE BOARD or in the notebook.

- (He) I with about the people.
- complete and write 3 sentences.

# **the micromechanics of stress**

The window's shut. Looks grey but muggy outside.  
It's 4.24. Is the clock slow? No.  
That's a big bruise Clara's got. Wonder how she got that.  
Lucia and Mariano are working well together. I'll put them together again.  
Paco still hasn't started the exercise and just seems to be messing about.  
He's seen me and put his head down.  
Sergio's clicking his pen top. Sergio needs some help.  
Need to pop out and buy coriander in the break.  
Luis isn't here. If he were coming he'd probably have arrived by now.  
Is Maria stuck?...no.  
We're going a bit slowly.  
Cristina's helping Marta.  
It's 4.25.  
Where's the air con remote?  
Rafa's working well. He's got some weird new trainers on.  
Elena's finished. Lucia and Mariano have finished.  
Paco's mum came in yesterday to say he's failing English at school.  
Is my phone off?

The window's shut. Looks grey but muggy outside.

It's 4.24. Is the clock slow? No.

That's a big bruise Clara's got. Wonder how she got that.

Lucia and Mariano are working well together. I'll put them together again.

Paco still hasn't started the exercise and just seems to be messing about.

He's seen me and put his head down.

Sergio's clicking his pen top. Sergio needs some help.

Need to pop out and buy coriander in the break.

Luis isn't here. If he were coming he'd probably have arrived by now.

Is Maria stuck?...no.

We're going a bit slowly.

Cristina's helping Marta.

It's 4.25.

Where's the air con remote?

Rafa's working well. He's got some weird new trainers on.

Elena's finished. Lucia and Mariano have finished.

Paco's mum came in yesterday to say he's failing English at school.

Is my phone off?

The window's shut. Looks grey but muggy outside.

It's 4.24. Is the clock slow? No.

That's a big bruise Clara's got. Wonder how she got that.

Lucia and Mariano are working well together. I'll put them together again.

Paco still hasn't started the exercise and just seems to be messing about.

He's seen me and put his head down.

Sergio's clicking his pen top. Sergio needs some help.

Need to pop out and buy coriander in the break.

Luis isn't here. If he were coming he'd probably have arrived by now.

Is Maria stuck?...no.

We're going a bit slowly.

Cristina's helping Marta.

It's 4.25.

Where's the air con remote?

Rafa's working well. He's got some weird new trainers on.

Elena's finished. Lucia and Mariano have finished.

Paco's mum came in yesterday to say he's failing English at school.

Is my phone off?

The window's shut. Looks grey but muggy outside.

It's 4.24. Is the clock slow? No.

That's a big bruise Clara's got. Wonder how she got that.

Lucia and Mariano are working well together. I'll put them together again.

Paco still hasn't started the exercise and just seems to be messing about.

He's seen me and put his head down.

Sergio's clicking his pen top. Sergio needs some help.

Need to pop out and buy coriander in the break.

Luis isn't here. If he were coming he'd probably have arrived by now.

Is Maria stuck?...no.

We're going a bit slowly.

Cristina's helping Marta.

It's 4.25.

Where's the air con remote?

Rafa's working well. He's got some weird new trainers on.

Elena's finished. Lucia and Mariano have finished.

Paco's mum came in yesterday to say he's failing English at school.

Is my phone off?



The window's shut. Looks grey but muggy outside.

It's 4.24. Is the clock slow? No.

That's a big bruise Clara's got. Wonder how she got that.

Lucia and Mariano are working well together. I'll put them together again.

Paco still hasn't started the exercise and just seems to be messing about.

He's seen me and put his head down.

Sergio's clicking his pen top. Sergio needs some help.

Need to pop out and buy coriander in the break.

Luis isn't here. If he were coming he'd probably have arrived by now.

Is Maria stuck?...no.

We're going a bit slowly.

Cristina's helping Marta.

It's 4.25.

Where's the air con remote?

Rafa's working well. He's got some weird new trainers on.

Elena's finished. Lucia and Mariano have finished.

Paco's mum came in yesterday to say he's failing English at school.

Is my phone off?

Estela's paying attention.

Is John giving me the answers in a silly exaggerated English accent?

Pablo just used a word we introduced last lesson . Yes!

Enrique's behaving well.

Question number three doesn't make a lot of sense to me.

Carmen, Marta and Maria are all on task.

Enrique didn't quite get that right.

Did Javier ever buy a book?

I'll have to photocopy him this page so he can do the homework.

Pablo's just given me another good answer.

Carmen knew it too, better give her the chance to answer in a moment.

A couple of the other students just noticed John's silly answers and looked at me.

I'll ask Carmen next.

Estela's paying attention.

Is John giving me the answers in a silly exaggerated English accent?

Pablo just used a word we introduced last lesson . Yes!

Enrique's behaving well.

Question number three doesn't make a lot of sense to me.

Carmen, Marta and Maria are all on task.

Enrique didn't quite get that right.

Did Javier ever buy a book?

I'll have to photocopy him this page so he can do the homework.

Pablo's just given me another good answer.

Carmen knew it too, better give her the chance to answer in a moment.

A couple of the other students just noticed John's silly answers and looked at me.

I'll ask Carmen next.

The class is making a noise.

The director's office is just down the corridor.

Not everyone in each group is participating on the project.

I imagined this activity with everyone in each group participating.

A couple of the students keep sighing everytime I set them an exercise.

I can't stand it when students do that, it's so rude.

This exercise is too easy for Margaret and James who look bored.

I have to repeat everything twice for Loreta because she isn't getting it.

Did you like the scripted dialogues for going over exercises?

How do you get your students to listen to each other?

Do you use some sort of creeping referrals variant?

Can you remember Chris's suggestion for souldering back in *loose connections*?

Student led lessons: Do you do them? Have you done them? Or// Would you do them?

Does the stress sandwich model fit any situation you have experienced teaching?

**the micromechanics of  
after exams**

The main point here was that, after exams, we have somewhere for them to go...

On this occasion, my students did a Mr Man book review.

Could be anything.

The important thing is that we have used our adult imaginations to give them a sense of direction after the exam.

T5 Technical Synopsis of a Mr. Man Story

The Mr. Man I chose is called Mr Snow and  
he looks like this:



In the story... The boys and girls go home early.  
because this day at night Father Christmas  
came to give out to the children. Father Christmas  
ask for help to a snowman and ~~was~~ they he  
give out the present

I am ~~am~~ not similar to Mr snow because... I  
help to my friends



15 Technical Synopsis of a Mr. Man Story

The Mr. Man I chose is called Mr. Shaggy and  
he looks like this:



In the story Mr. Shaggy lives in a house with a lot of people and  
he has a problem for all of them  
because he is very shy for example when he was  
in a house he felt off to that with the man  
and when he was walking he had a book in the park  
I am/am not similar to Mr. Shaggy because I think  
he is a bit of a shy person but he is

This was another.

These students are doing a rewrite of their writing exam (complete with corrections) on tin foil.

We have simply changed the surface to add a novelty element.













[illegible][illegible]

Q: Dear Maria, I need you email, and yes I can go to Hagoos Maria, I need you email, and yes I can go to the cinema. What film can we see? I think we should see "The Godfather, Part II". It is good, and my friend told me it is a very interesting film. When we shall meet to see the film? We can meet in your carter. Which day can we see the film? or? I don't know.

Love Cristina.

b)

Christmas

Christmas is celebrated on 25 of December, with your family or with your friends. You can go to the carter and see "The Godfather". They very beautiful! And the Christmas tree is very nice! Before Christmas, we cook for Christmas night, for example: Chicken and cake. Then we



...take a stick, but I listened a  
noise, like a door that's <sup>was</sup> opening.  
the <sup>back</sup> to <sup>take</sup> ~~(take)~~ the dog,  
and  
road

Heib Mario:

How are you? I'm very good. I have exams, our  
I am studying hard for them. And you?  
I am going to the cinema, yes I can, but remember  
have a lot of exams. On Saturday I can at  
8 o'clock, in the big, blue door of the cine-  
ma. I want to watch 'The Hunger Games', or  
'Frozen', choose one, or if you want to see  
an other film tell me, it isn't a problem.  
I love you,  
Ana  
Bye.

One day while  
a walk, I saw I was taking my dog for



My father is here too.  
I like the way  
you feel.

My Christmas  
Christmas

My Christmas is a lovely time. We had  
a party at 6:00 pm. It was fun. The house was  
all lit up. We had a big tree. We had  
a lot of food. We had a lot of fun. We  
all enjoyed it. We had a lot of fun.  
We all enjoyed it. We had a lot of fun.

Albert II

My father is here too.  
I like the way  
you feel.

My Christmas  
Christmas

My Christmas is a lovely time. We had  
a party at 6:00 pm. It was fun. The house was  
all lit up. We had a big tree. We had  
a lot of food. We had a lot of fun. We  
all enjoyed it. We had a lot of fun.  
We all enjoyed it. We had a lot of fun.

My father is here too.  
I like the way  
you feel.

My Christmas  
Christmas

My Christmas is a lovely time. We had  
a party at 6:00 pm. It was fun. The house was  
all lit up. We had a big tree. We had  
a lot of food. We had a lot of fun. We  
all enjoyed it. We had a lot of fun.  
We all enjoyed it. We had a lot of fun.

My father is here too.  
I like the way  
you feel.

My Christmas  
Christmas

My Christmas is a lovely time. We had  
a party at 6:00 pm. It was fun. The house was  
all lit up. We had a big tree. We had  
a lot of food. We had a lot of fun. We  
all enjoyed it. We had a lot of fun.  
We all enjoyed it. We had a lot of fun.

My father is here too.  
I like the way  
you feel.

My Christmas  
Christmas

My Christmas is a lovely time. We had  
a party at 6:00 pm. It was fun. The house was  
all lit up. We had a big tree. We had  
a lot of food. We had a lot of fun. We  
all enjoyed it. We had a lot of fun.  
We all enjoyed it. We had a lot of fun.

My father is here too.  
I like the way  
you feel.

My Christmas  
Christmas

My Christmas is a lovely time. We had  
a party at 6:00 pm. It was fun. The house was  
all lit up. We had a big tree. We had  
a lot of food. We had a lot of fun. We  
all enjoyed it. We had a lot of fun.  
We all enjoyed it. We had a lot of fun.

**the micromechanics of  
time up**

I do quite a lot of observing these days and from time to time I come across shouting clock syndrome too. *You've got two minutes left! It doesn't matter if you don't finish!* Well it probably does. In what other real life situation would we find anything like that? Someone comes to fix your washing machine. *You've got two minutes left! It doesn't matter if you don't finish! Doesn't it. Oh well f\*ck it then, I'll go home now.* You've taken your best friend out to dinner and you're on the main course. *You've got two minutes left! It doesn't matter if you don't finish! And they're there trying to stuff as much in there as they can. But I want to! It's good food.* You're in bed with your partner. *You've got two minutes left! It doesn't matter if you don't finish!*

*Doesn't matter to who?*

*My point is with this slightly cheeky analogy that there's little point moving students off a perfectly productive task just for the sake of getting what's on our lesson plan done...*

*...but don't tell that to your Diploma, CELTA, Cert or DELTA tutor!*

**the micromechanics of  
what students remember**

I'm 45. I've been doing this job for 20 years now. To a newbie teacher that might sound a lot but that's still makes me a relatively newcomer in some respects. But I'm getting to the point where I'm walking round the streets of Seville - which is where I started and where I am back teaching right now - and I run into people, adults, that were half my height when I last taught them.

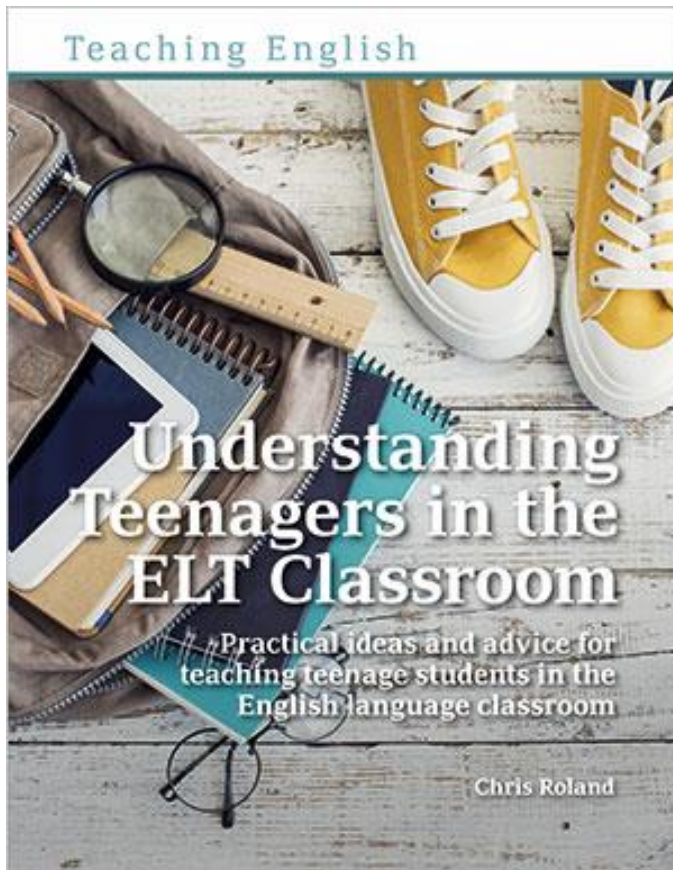
And what I'd love them to say is: Chrissy Boy, before I had you, I'd never understood the future perfect tense. Or// Chrissy Boy you really opened my eyes to the importance of reference and substitution within a text.

What they end up saying is often: Oh your classes were so good. I remember when you brought in your photo album and showed us you with blue hair at university. Or// Oh yeah, you got us to write on weird objects like tin foil and potatoes. Or// I remember when you brought in those cardomom pods and gave us them to suck on whole because when you get to the seeds inside they were like natural breath fresheners.

So whilst we're busy on a technical level trying to improve our students language, let's not forget that freaky peripheral stuff has a certain value too.



Most of the ideas you have seen here are discussed in more detail in the book. I'd recommend it for anyone wanting a more systematic treatment of the subject matter. Good luck with your teaching!



[www.pavpub.com](http://www.pavpub.com)

The screenshot shows the Pavilion website interface. At the top, there's a search bar with the text 'search here' and a 'profession:' label. Below this is a navigation bar with links: ABOUT, LEARNING DISABILITY, MENTAL HEALTH, SOCIAL CARE, HEALTH, and ENGLISH LANGUAGE. A blue house icon is next to the 'Pavilion' logo. An orange banner on the right says 'Be the first to hear about special offers and new releases'. The main content area shows the book 'Understanding Teenagers in the ELT Classroom' with a 'home / english language' breadcrumb. The book's price is listed as 'Price: £29.95' and the quantity is set to '1'. There is an 'ADD TO BASKET' button. A description states: 'Understanding Teenagers in the ELT Classroom is a textbook full of lesson ideas, exercises and tips for teaching English to teenage students.' The author is listed as 'AUTHOR(S): CHRIS ROLAND'. A smaller version of the book cover is shown on the left.