

Instructions

HOW TO APPROACH A MODULE IN *TRAVELLER 5*: SUGGESTIONS AND TIPS

Cover page

- Ask Ss first to look at the picture and title of the module. Have a short discussion based on them.
- Briefly discuss the questions in the Discuss box. The purpose of this activity is to familiarise Ss with the topics dealt with in the module and create a sense of anticipation so it is not necessary that all Ss respond to the questions. Teachers should aim to spend approximately five minutes on this activity.
- Ask Ss to flick through the module and find the texts/topics mentioned in the second box. After a couple of minutes elicit answers.
- Refer Ss to the third box (In this module you will...) which mentions the learning objectives. Make sure Ss understand what the objectives are and, if necessary, explain some words in Ss' native language.
- Keep in mind that it is advisable to use the Ss' L1 when necessary (e.g. to initiate a discussion on a topic in order to activate Ss' background knowledge, to explain grammar rules, etc.)

Reading

- Teaching a reading section should always start with activating Ss' background knowledge of a topic in order to facilitate understanding. So, before Ss are asked to deal with the reading material, they should be engaged in warm-up activities. This is the purpose of the pre-reading questions in all reading sections.
- Briefly discuss the pre-reading questions after explaining any unknown words in this section. No more than three to five minutes should be spent on this activity even though Ss may want to spend more time discussing the questions.
- Explain the reading for gist task and any

unknown words in the rubric, question or options.

- Have Ss read the text silently and point out that they should do it quickly focusing on understanding the main ideas and not paying attention to details. Set a time limit (no more than 3-5 minutes) and stick to it. Once time is up, elicit answers and ask Ss to justify them by referring to the text.
- Read and explain the reading tip if provided. Make sure Ss have understood it.
- Explain the third task in the reading section (scanning for specific information, reading for details, or reconstructing a gapped text) and any unknown words in the rubric, questions or options.
- Have Ss do the task. Set a time limit (10-15 minutes) and stick to it. If you have 'early finishers', tell them to proceed to the fourth task (guessing the meaning of unknown words).
- Point out to Ss that it is not necessary for them to understand the meaning of all the words in a text in order to successfully complete the task. Tell Ss that you will explain any new vocabulary after they have tried to do the task. Explain that often the context a word is in will help them understand its meaning and that in other cases the fact that they do not understand the exact meaning does not obstruct comprehension of the meaning the writer wants to convey.
- Once time is up, elicit answers and ask Ss to justify them by referring to the text. Encourage Ss to underline the parts in the text which provide justification for the correct answers.
- Explain any unknown words Ss might have in the text (by providing definitions, giving examples, miming, showing pictures,

translating, etc.), and ask them to read the text at home again. Explain to Ss that by reading the text at home again, they are able to practise pronunciation and intonation.

- Ask Ss the post-reading questions and encourage them to expand on the topic. Alternatively, you can ask Ss to prepare answers to the post-reading questions orally at home and discuss them in the next lesson.

Vocabulary

- Read and explain the tip if provided. Make sure Ss have understood it.
- Have Ss do the exercises providing them with help when necessary.
- Assign the corresponding exercises in the Workbook for homework.

Grammar

- Encourage Ss to observe the examples given and use their background knowledge and logic in order to come up with the answers to the questions asked. Provide them with help and more examples of the specific grammatical items when necessary.
- Refer Ss to the grammar reference section at the back of the book. Give any explanations necessary.
- Have Ss do the exercise in the practice section. Elicit answers and ask Ss to justify them.
- Assign the corresponding exercises in the Workbook for homework.

Listening

- Briefly discuss the pre-listening questions in order to familiarise Ss with the general topic of what they will hear.
- Read and explain the listening tip if provided. Make sure Ss have understood it.
- Explain the listening task and any unknown words in the rubric, questions or options. In many sections there are two tasks, one that focuses on gist and another that focuses on listening for specific information.
- Before proceeding to the task, it is always a good idea to engage students in a conversation in order to acquaint Ss with the context of the situation and the type of discourse they will hear, for example monologue, dialogue, interview, etc.
- Going through the questions/sentences included in the task as well as looking at the pictures and making predictions about what Ss will hear will also facilitate comprehension.
- Point out to Ss that it is not necessary for them to understand every single word in the recording in order to successfully complete the task.
- Play the CD and have Ss do the task.
- Elicit answers and ask Ss to justify them by referring to the spoken text.
- If necessary, play the CD again and pause at appropriate points to draw Ss' attention to key words/phrases indicating the correct answer.

Speaking

- Briefly discuss the warm-up questions.
- Read and explain the speaking tip if provided. Make sure Ss have understood it.
- Pair work and group work can be difficult to manage in large classes. Consequently, it is advisable to spend some time explaining to Ss the benefits of these tasks and training them to work in pairs and groups. For instance,

stress that speaking activities are often the only opportunity Ss have to practise speaking the language and that these activities greatly increase the Ss' speaking time as compared to whole class discussions as everybody in the class has an equal opportunity to speak.

- Pair Ss up, and ensure that Ss are not always working in the same pairs.
- In the first units, it may be helpful to demonstrate with another student how the speaking activity should be carried out.
- Explain the second task (focus on pictures, help solve a problem, etc.) and any unknown words/phrases in the boxes.
- Set a time limit and make sure Ss stick to it.
- Have Ss do the task and go round the classroom, listening to the discussions taking place and providing help and support if necessary.
- Refrain from interrupting Ss to correct any mistakes they are making. The focus of these activities is on the communication of meaning, and interrupting Ss can be frustrating for them and defeat the purpose of the activity.
- Have a few pairs do the tasks in front of the whole class.
- Elicit feedback from Ss and give your own feedback.
- Discuss the questions in the further discussion section after explaining any unknown words/phrases in the boxes.

Examination practice

- Read and explain the tip if provided. Make sure Ss have understood it.
- Explain the tasks, set a time limit and have Ss do them.
- Elicit answers and ask Ss to justify them.
- If time is not enough, assign the tasks for homework.

Writing

- Briefly discuss the warm-up questions.
- Do each of the writing sections in turn (focus on using prompts, focus on content and organisation, focus on language and style, etc.) after explaining the tasks to Ss and any unknown words/phrases.
- Read and explain the writing tip. Make sure Ss have understood it.
- Refer Ss to Appendix I, which is a guide to writing including instructions concerning layout, set phrases and expressions.
- Point out to Ss that the unit provides them with a model text, a general outline and writing tips for the specific type of writing (i.e. letter, essay, article, etc.) that the writing section focuses on. Ss should use these as well as Appendix I for reference purposes when they are doing the writing task.
- Explain and assign the writing task for homework. If time permits, have Ss do the brainstorming and outline in class.
- Stress the importance of planning in the writing process and tell Ss that you expect them to submit their outline along with their final draft of the writing task.
- Correct Ss' work using a correction code (see Introduction). Make a general comment on what the student has done well and also comment on what specific aspect of writing the student needs to work on.