Teaching Philosophy

Teaching Purpose

"In learning you will teach / And in teaching you will learn." This is a quote from Phil Collins' Son of Man; a song written for *Tarzan* by Walt Disney; a 1999 animated drama adventure film. You can watch the video clip on my YouTube channel; https://youtu.be/rR0ectdIG6M. This quote illustrates my original attitude to teaching and learning. As a firm supporter myself (or even a communicant, one might call me) of lifelong education, I genuinely consider teaching part of my continuous both personal and professional advancement and development. **This is exactly why I teach, especially English**. On the one hand, by having a strong academic background you can be equipped with all tools required to handle any arising subject situation (learning), however, on the other hand, by teaching this subject – knowledge can be applied to serve almost any possible short- or long-term goal and purpose.

For example, **my short-term teaching goals** involve the successful completion and achievement of learner's personal goals; whatever those might be. Scoring high in class or an exam, getting an English competency certificate, learning to effectively communicate orally and written in English for everyday life, academic or business purposes, learning about English (British or American) culture, experiencing all the above in the limits of a real or a virtual classroom. In addition, **my long-term teaching goals** encompass the essential concept of education itself. That would be change. Education for me, means that a core alternation, or swing, takes place inside the learner. Have you watched "My Fair Lady" or "Educating Rita" or "Dead Poets Society"? All these movies, and many more others, about education visualize a change in the representation, or attitude, of the learner concerning certain individual characteristics or skills. Elaborating this, I have concluded that apart from any language skills covered in short-term goals, teachers should focus on practical and transferable skills and abilities; from computer and visual literacy (practical skills) to motivation and time management (transferable skills), for instance.

Teaching Style

The **Communicative Approach (1980s)** is largely closely attached to my teaching style. My teaching addresses learners' specific needs, using a variety of official and authentic material (newspaper articles, websites, blog posts, literature, reports) in a communicative, and as much as possible, real-life, context, reducing "Affective Filter", and thus facilitating language acquisition. The same approach emphasized (and actually still does!) on conveying the meaning through speaking. The purpose of learning a language is not actually the language itself. Through language, the learner will be able to meet the culture of the Target Language, and easily connect with new

people. This is also the ultimate aim. Teaching process is personalized to individual learner's needs, as everyone is different. And everyone who wants to learn a new language can acquire a new language.

However, on the other hand, **preceding approaches** have still much to offer. Their outcomes and proceedings are still being widely used; according to learners' individual needs. For instance, the Grammar Translation Approach (1880) has bequeathed us the fill-in-the-blanks exercises, for instance; the Direct Approach (1910) the conversation practice; the Reading Approach (1930) the deductive grammar instruction; the Audio-lingual Approach (1940) the habit formation drills, along with grammar games; the Affective Humanistic (1970) has shown us the use of creative thought through dramatic games, singing and dancing, along with positive reinforcement; while the Comprehension Approach (1980) the role reversal exercises. Moreover, all these approaches, invaluable as they might be, do not meet today's learning needs.

All these approaches and techniques, as I have mentioned so far, can be well employed correspondingly to the goals of each **individual learner**. Whether elementary, middle, high school students, or an adult learner focusing on General English, or university students or academics interested in Academic English, or business and other people in English for Specific Purposes (Business English, for instance). Anyone can acquire a new language if properly motivated, and engaged in meaningful activities. Yet, there is not a single formula of success for that, as far as I know. A teacher should be well-equipped and prepared to tackle any arising learning situation.

Teaching Techniques

There are numerous **teaching techniques** one can employ in lesson planning. Robert Gagne's basic theory of instructional design may act as guide in almost any teaching situation; English is no exception. This instructional design theory incorporates the following events, which can be used in any order and as many times as they are believed to be necessary: Gaining the attention and interest of the audience. Informing students of the learning objectives and assessment. Stimulating Recall of Prior Learning. Presenting the content with clear explanations and warm language. Providing students guided, less-guided, and independent practice. There is also the 20/80 rule in lesson design. 20% of class time is devoted to instructions, and the 80% of time is spent to students' practice. Thus, students are getting the most of classroom time not only to practice but also to assimilate new knowledge and information.

In addition, my main concern is **how to motivate learners on daily basis;** that way learning comes natural. A list of such activities used at this stage could include: Written Prompt on the Whiteboard: Question or Statement, Visual Prompt, Scrambled Sentence Strips, Back-to-Back Information Gap: Recycling Vocabulary, Dress-up or

Box Props, Vocabulary Scramble, Warm-up with Dialogue, Idiom Madness, or Ranking Activities/Value Lines. All these activities embodied in warm language and teacher talk prove to be an invaluable tool to gain the attention and interest of learners.

Apart from Warm-Up Activities (see last paragraph), Objective Discussion, and Presenting Instruction or Modeling Activities, a teacher should also make a good use of **guided practice, independent practice, and assessment activities**. A guided practise activity could be a Fill-in-the-blank Questioning; in which learners need to complete sentences; in a real-life-like situation, students are observed whether they have understood instructions. Independent practice and Assessment activities can be used interchangeably. Writing an essay or preparing and delivering a presentation, for example, can be used as an index, both to students and teacher, of the student's ability, either written or oral, application of learning objectives. The evaluation and assessment of learners takes place through activities like those students have already been exposed and always in a real-life context. Portfolio and continuous assessment would be my choice of final assessment; removing, thus, exam stress from learners and prompting them to relax and enjoy the learning procedure.

Ioannis Tzortzakakis

☒ Basic ❑ Intermediate ❑ Advanced

Lesson Plan

Micro Lesson Video Link: https://youtu.be/RKGztWvne48

Business/Materials	Lesson Objectives
• Adult learners • Intermediate level • Photocopies of: "The Cambodian making airplanes from YouTube tutorials" published July 7, 2017 in *Al Jazeera News*, written by Ricardo Perez-Solero. http://www.aljazeera.com/indepth/features/2017/05/cambodian-making-airplanes-youtube-tutorials-170531081629338.html	• To remind students of the Simple Past Tense, by completing a real-life writing assignment. • To improve students' reading skills in real life situation (material they may find on the net), and to enhance students' knowledge of current affairs, by showing understanding of the reading material.

Warm-up and Objective Discussion (5 min.)

- **Warm-up 1 (2 min.)**
  - Discuss with students the following questions.
  - Question set 1: How many of us have used YouTube tutorials? In what circumstances? (Immersion)
  - Question set 2: By reading the title of the article, what do you think is about? Can you guess the story? Where is Cambodia? (Pre-reading activity: Prediction, Brainstorming, Activating previous knowledge)
  - Question set 3: Apart from the responses given earlier (see QS1); What can one, in general, learn by watching videos on YouTube? What are the potential of this media?
- **Warm-up 2 (1 min.)**
  - Review of uses and formation of tenses already learnt.
- **Objective Discussion (2 min.)**
  - Tell students that they will read an article from a newspaper and then they will a have to produce a piece of writing. Doing so, they will review simple past tense.

Instruct and Model (15 min.)	☒ R	☒ W	❑ L	❑ S

- **Instruction (5 min.)**
  - How simple past tense is formed? When do we use simple past (and the“used to” structure)?
- **Model (10 min)**
  - Teacher reading the article aloud; stressing on some past tense forms. (Make students notice)
  - Students will need to underline all past tenses. And discuss their findings into class.

Guided Practice (10 min.)	☒ R	☒ W	❑ L	❑ S

- Students are encouraged to reread the story by themselves. Each paragraph for each student, trying to hear the Voice of the author.
- Ask learners: Do you have any unknown words? Let’s guess their meaning!
- Set the free writing topic: “Have you ever used YouTube to learn a new skill? What was that skill? Did you implement it?” and orally solicit responses.

Independent Practice (20 min.)	☒ R	☒ W	❑ L	❑ S

- Tell students to respond to the writing topic above, using the Blogger platform.
- Teacher should circulate class and monitor possible arising issues.

Assessment (10 min)	☒ R	☒ W	❑ L	❑ S

Ask students to comment in Blogger on a partner’s writing, paying attention to the use of past simple (and to “used to” structure).

FEATURE / LONGFORM

The Cambodian making airplanes from YouTube tutorials

by **Ricardo Perez-Solero**
7 Jul 2017

Prey Veng Province, Cambodia - In March, after a year of hard work, Paen Long's creation, an eye-catching machine that he built from scratch, stood facing down a long straight dirt road, wider than most in rural Cambodia.

On the sidelines, dozens of neighbours from the nearby villages waited in ever-growing expectation, to see a handmade plane, built by a Cambodian car mechanic, fly.

It was a chance for Paen Long to prove that he could build a plane that could fly and also, fulfil a childhood dream, the pursuit of which has permeated the lives of those around him.

At his house in Prey Veng province, east of the capital Phnom Penh, after entering a metal sheet garage where old engines, pistons, and chains coexist with chickens, dogs and his second son's baby walker, the 30-year-old mechanic talks about his background and the series of events which led to this important day.

Paen Long was born in Svay Rieng province, in a village close to the eastern border with Vietnam. The third of six children, Paen Long started herding his neighbours' cattle at the age of seven to earn money for his family.

Paen Long poses with the aircraft, a seaplane, he is currently building in one of his garages in Prey Veng province, Cambodia [Ricardo Perez-Solero/Al Jazeera]

Fascination for building planes

Shortly after he started, one day while herding the cows, he saw a helicopter fall out of the sky.

"Many people went to see it [the crash site] and they felt scared, but for me, I was not scared," he says, explaining that his encounter with the flying contraption made him "happy".

From that day, Paen Long knew he wanted to build his own plane.

At age 12, he relocated to a different village with his cousin to train to be a mechanic. While working as a teenager, he learned how to read and write. But the idea of pursuing a higher degree that would allow him to one day build planes wasn't a feasible one for him in a country where, according to USAID, 80 percent of the population still live in rural areas and 70 percent rely on agriculture, fisheries or forestry.

Two years after he got married and the couple had their first child, Paen Long revealed his master plan to his wife. At first, she tried to stop him, believing it was too dangerous.

"I didn't allow him to do it. Later on, he still kept insisting. It's his dream since he was young. So, I allowed him to follow his dream," says Hing Mouy Heng, Paen Long's wife. "He promised me that he would not let it threaten his life."

Each night, Paen Long spent hours on a tablet, watching YouTube videos about planes, accidents and the construction of an aircraft in English, as well as other languages.

"Even though I don't understand the language, I can see and guess what they mean and how they do it, since I am a mechanic, therefore, I can easily understand the working process," says Paen Long, whose only hobby is building things in his spare time.

But he says this wasn't the first time he became interested in planes or attempted to build one.

Putting the pieces together

As a practising Buddhist, Paen Long believes in reincarnation. He believes that in one of his previous lives, he was a Muslim man who knew "the technology behind the construction of planes".

"I used to know [how to build planes]," he says. "[So] I can know it now."

Combining his newfound knowledge - and what he says are experiences from his past life - he began to build. The first breakthrough was a remote-controlled plane. Following its success, he decided to build an aircraft that could "transport people".

Paen Long works on the aircraft he is currently building while his 10-year-old son watches on [Enric Catala/Al Jazeera]

In the back of one of his six garages, pieces of his early attempts are scattered around, evidence of his determination and persistence. He wasn't satisfied with the result of his second attempt, so never tested it. His third model, the human piloted plane which he tested in March, took a year to complete.

That single-seating light aircraft is a hybrid of recycled metal, wood and second-hand parts from other vehicles. The wheels come from a motorcycle, the 35 horsepower engine from a boat, the pit is a petrol drum and the control stick comes from the gear shift of a car. Paen Long acknowledges that the quality overall is a bit mediocre, but he argues that what ultimately matters is that "the plane can fly".

So far, he has spent $18,000 of a budget of $30,000, from the money he makes from his successful mechanics' shops. He asked his wife for the money since, as is often the case in Cambodia, women manage the household finances.

Funding has not been the only challenge. He says that since he started pursuing his dream, most of his friends have distanced themselves from him; others in nearby villages call him crazy.

"They talked behind my back and people came to tell me this. Sometimes, my tears fell because of this. But I still didn't give up," he says.

Close to his house, in a small village along a national road, everyone knows about the plane creator. A coffee shop owner says that Paen Long is a clever guy and a good mechanic. But he says some people think "he had no technical skills related to aeroplanes to make it fly" and that villagers "are concerned about the aircraft crashing on their houses."

The chief of Prey Chhor commune, Sek Kheang, doesn't agree. He says Paen Long is a good person and dismisses the idea that people think he is crazy, as, if people did, they wouldn't give him business. "His garage never lacks customers," he says.

Attempted takeoff

Back in March, Paen Long explained that he decided to test the plane a month ahead of schedule after a local production company asked him to be part of an advertising campaign. It was for a telecom company ad featuring the struggles young people endure when they pursue their dreams.

"They just asked me to drive [the plane] back and forth normally. However, the production manager thought if the plane only ran on the ground, there was nothing great," he explains while walking along the same dirt road from where he attempted the takeoff.

"I felt that I may not be able to control it or that there were some technical problems, but I told myself, 'I must test it, if I don't test it, I won't know'."

Paen Long recalls how he accelerated to the point where "the plane had enough speed to be able to fly". Then the aircraft "lifted from the ground" but he says he was worried about the audience so he lowered the speed, losing control and causing the plane to fall in a pond beside the road. With a flat tyre and a damaged wing, the trial was over. The ad doesn't show the crash, but just the moments before takeoff.

The director of the commercial, Somchanrith Chap, says it was Paen Long's initiative to try to fly the plane. They paid him $200 for his participation, according to the mechanic.

Paen Long wasn't injured, but he could not bear losing face publicly. He left the plane behind with some friends and rode home on his motorbike on his own. "I could not sleep that night, I was sitting for the whole night until my wife told me: 'Go to bed, don't think too much'."

That night, Paen Long went to check the plane again to see what went wrong. "I kept looking at it, and I thought, I will create it again. I will make the plane again," he says.

Now, in the middle of one of his garages, the skeleton of a new aircraft stands out among minivans, private cars and motorcycles. The fourth attempt will be a seaplane. "It is more advantageous," he says with confidence. "The building time will be faster. The plane is lighter. The risk is low."

Paen Long says if he is successful, he hopes one day to manufacture aeroplanes in Cambodia. He sees it as a way towards development "so that the neighbouring countries won't look down on us".

When asked if he is afraid of crashing, he replies that "there shouldn't be any fear around the topic of dying because it is inevitable".

"I've already made up my mind. I've already made up my mind about dying in a plane crash," he says. "What's important is that I finish my dream."

Horm Sreynich contributed to this article.

SOURCE: **AL JAZEERA NEWS**

☒ **Basic** ❑ Intermediate ❑ Advanced

Lesson Plan

Micro Lesson Video Link: https://youtu.be/DiSxo0utVf4

Business/Materials	Lesson Objectives
Adults 18+ Basic "Leonardo da Vinci (1452 -1519)" *BBC History*, http://www.bbc.co.uk/history/historic_figures/da_vinci_leonardo.shtml (Text in handout)	1. Learners will be introduced to Past Simple Passive Voice, by producing a piece of creative writing. 2. Learners will learn about the genre of biography (with the example of Leonardo da Vinci), by discussing and paraphrasing (narrating in their own words) the text given.

Warm-up and Objective Discussion (5 min.)

1. Ask students if they know any Renaissance painter, or if they have ever heard of Leonardo da Vinci or his painting "Mona Lisa".
2. Bring to students' attention the structure of "I was born" and discuss the notion of passive voice.
3. Ask students to tell you what they think of passive voice might be. And, write their answers to the board
4. Let learners know that "today" they learn about passive voice through the biography of Leonardo da Vinci.

Instruct and Model (15 min.)	☒ R	☒ W	❑ L	❑ S

- **Instruction (5 min.)**
  - Explain to learners what passive voice is grammatically, its uses and meanings.
- **Model (10 min)**
  - Teacher reading the article aloud; stressing on passive voice forms.
  - Students will need to underline all past tenses. And discuss their findings into class.

Guided Practice (10 min.)	☒ R	☒ W	❑ L	❑ S

- Students are encouraged to reread the story by themselves. Each paragraph for each student, trying to hear the Voice of the author.
- Ask learners: Do you have any unknown words? Let's guess their meaning!
- Set the creative writing topic: Write your own biography to be upload into classroom blog.

Independent Practice (20 min.)	☒ R	☒ W	❑ L	❑ S

- Tell students to respond to the writing topic above, using the Blogger platform.
- Teacher should circulate class and monitor possible arising issues.

Assessment (10 min.)	☒ R	☒ W	❑ L	❑ S

Ask students to comment in Blogger on a partner's writing, paying attention to the use of passive voice.

Leonardo da Vinci (1452 -1519)

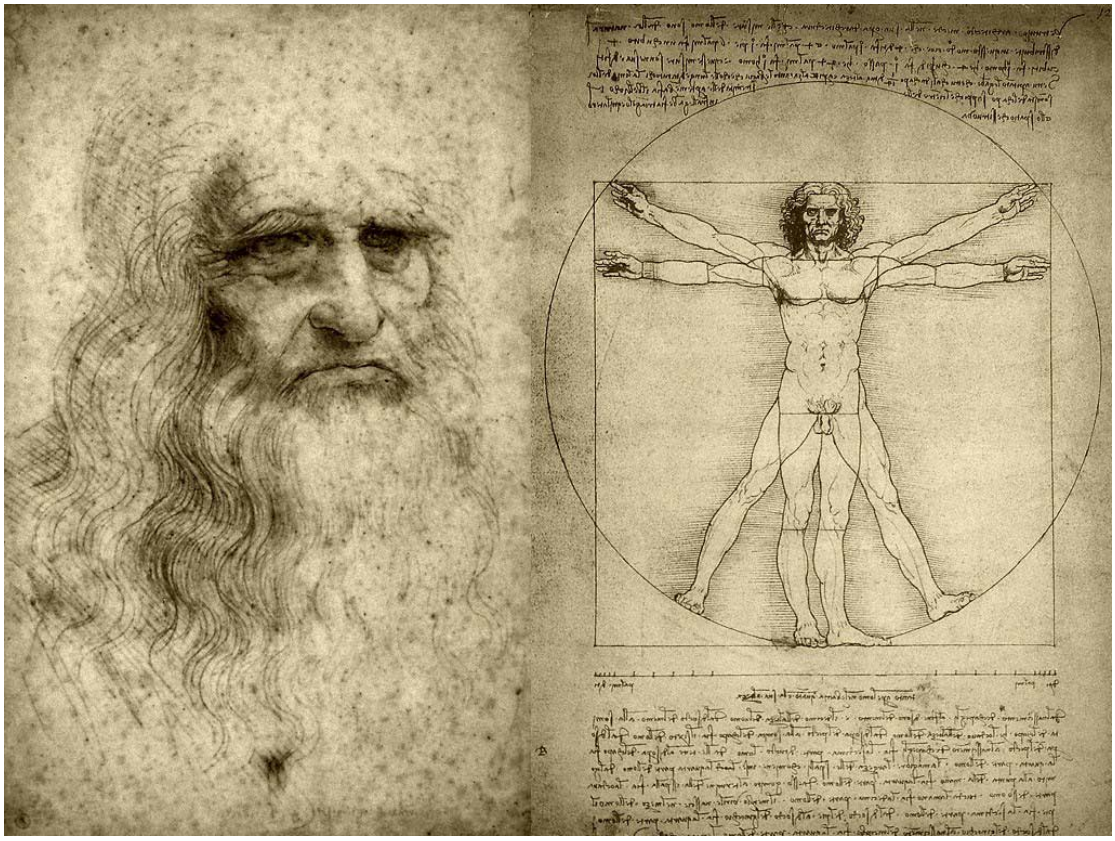


Figure 1 Image source : http://viztvdocumentaryfilms.com/leonardo-da-vinci-the-man-behind-the-shroud/ (19/11/17).

Da Vinci was one of the great creative minds of the Italian Renaissance, hugely influential as an artist and sculptor but also immensely talented as an engineer, scientist and inventor.

Leonardo da Vinci **was born** on 15 April 1452 near the Tuscan town of Vinci, the illegitimate son of a local lawyer. He **was apprenticed** to the sculptor and painter Andrea del Verrocchio in Florence and in 1478 became an independent master. In about 1483, he moved to Milan to work for the ruling Sforza family as an engineer, sculptor, painter and architect. From 1495 to 1497 he produced a mural of 'The Last Supper' in the refectory of the Monastery of Santa Maria delle Grazie, Milan.

Da Vinci was in Milan until the city **was invaded** by the French in 1499 and the Sforza family forced to flee. He may have visited Venice before returning to Florence. During his time in Florence, he painted several portraits, but the only one that survives is the famous 'Mona Lisa' (1503-1506).

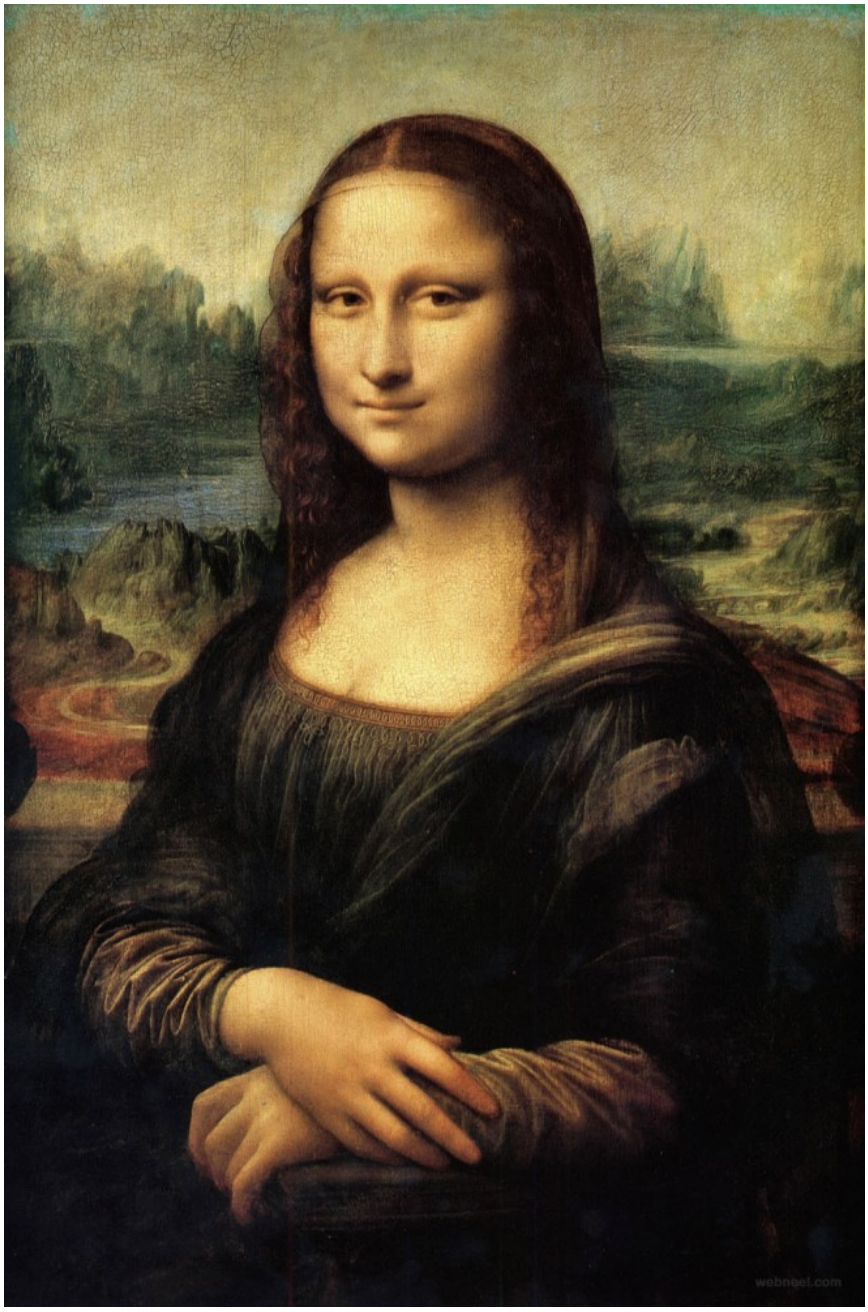


Figure 2 Image source : http://webneel.com/daily/4-leonardo-da-vinci-mona-lisa (19/11/17).

In 1506, da Vinci returned to Milan, remaining there until 1513. This **was followed** by three years based in Rome. In 1517, at the invitation of the French king Francis I, Leonardo moved to the Château of Cloux, near Amboise in France, where he died on 2 May 1519.

The fame of Da Vinci's surviving paintings has meant that he **has been regarded** primarily as an artist, but the thousands of surviving pages of his notebooks reveal the most eclectic and brilliant of minds. He wrote and drew on subjects including geology, anatomy (which he studied in order to paint the human form more accurately), flight, gravity and optics, often flitting from subject to subject on a single page, and writing in left-handed mirror script. He

'invented' the bicycle, airplane, helicopter, and parachute some 500 years ahead of their time.

If all this work **had been published** in an intelligible form, da Vinci's place as a pioneering scientist would have been beyond dispute. Yet his true genius was not as a scientist or an artist, but as a combination of the two: an 'artist-engineer'. His painting was scientific, based on a deep understanding of the workings of the human body and the physics of light and shade. His science **was expressed** through art, and his drawings and diagrams show what he meant, and how he understood the world to work.

Text source: *BBC History*, http://www.bbc.co.uk/history/historic_figures/da_vinci_leonardo.shtml (19/11/17).

☒ Basic ❑ Intermediate ❑ Advanced

Lesson Plan

Micro Lesson Video Link: https://youtu.be/u9yxNA8Ts4w

Business/Materials	Lesson Objectives
Basic+ Adult 18+ learners Authentic video clips produced by the National Gallery, London. (https://youtu.be/DtAEhJn53ZQ) Slides and handouts	Students will be able to understand British accent, by hearing authentic material, imitating pronunciation, and intonation, paying attention to particular words, by taking notes of various related vocabulary, and by recognizing simple phonemic writing. Students will be able to use painting vocabulary (such as pigment, glossy, matt, flat, oil painting, egg tempera, base color, shadows, highlights, blend, apply, fade, dry, glaze, and layers) by describing, writing, and presenting a painting to class.

Warm-up and Objective Discussion (5 min.)

- Ask students what the National Gallery, London is, and what can one see there. (Show slide 1 and 2)
- Ask students what their favorite color is and which colors they know. Write them in the blackboard. Tell them about the primary colors (Show Slide 3), and then discuss that through mixing different colors you can get Slide 4.
- Circle the colors Green and Purple (the colors of the listening).
- Explain, and stress, the importance of knowing the right vocabulary to communicate relating to colors (describe or discuss a painting in a real-life visit to a museum or a gallery, for instance).
- Tell students that today they will learn related vocabulary, describe paintings and their painting technique.

Instruct and Model (15 min.)	❑ R	❑ W	☒ L	☒ S

- Watch the video (twice)
- Tell students to pay attention to accent and vocabulary
- Imitate the accent, by using compare - identify – produce rule
- Watch the video, again.
- Write into blackboard the vocabulary listened to note (pigment, glossy, matt, flat, oil painting, egg tempera, base color, shadows, highlights, blend, apply, fade, dry, glaze, and layers).

Guided Practice (10 min.)	❑ R	❑ W	☒ L	☒ S

Guided Practice
(imitation speaking activity)
Display slide 5.
Ask students to tell you what they see. Tell students to try to use British accent. Use the using compare - identify – produce rule. Show Phonemic Chart by Underhill. Bring up the related vocabulary, if not mentioned by students already.

Display slide 7.
Ask students to tell you what they see. Tell students to try to use British accent. Use the using compare - identify – produce rule. Show Phonemic Chart by Underhill. Bring up the related vocabulary, if not mentioned by students already.

Less-Guided Practice

(interactive and intensive speaking activity)
Put the students into groups. Each group should have a scribe, who writes the group's summary, a spokesperson, who will present the group's summary at the end of the activity, and a controller, who makes sure every student in the group participates. Any additional members of the group have the role of contributor, which contributes to the group's discussion about the interpretation of the chart. Of course, the scribe, spokesperson and controller should also contribute to the discussion as needed.

Give each group Slides 6 and 8 (in a handout?).

Tell each group to be prepared to compare the two photos and present it to the class. Give the students 10 minutes to work together to describe and compare the photos. (preparation) At the end of 10 minutes, have each group share their presentation with the class. Each group should take no more than 3 minutes to share their description.

While the groups are working, circulate around the room answering questions and perhaps jump-starting the conversation (i.e. asking students what they see in the photos, pointing out the related vocabulary).

Independent Practice (10 min.)	❑ R	❑ W	☒ L	☒ S

(imitation and intensive speaking activity)

Give students Slides 9 and 10. Have the students describe the two photos. Tell students to try to use British accent. Have them write their description using new learnt vocabulary.

Have the students provide feedback on their partner's description (interactivity). Then bring the class back together and show them a model description (or your own!)

Discuss any problems the students have. Have the students go back and correct their description based on the feedback they received and in class discussions.

Students will then submit their completed description at the end of the lesson.

Assessment (20 min.)	❑ R	❑ W	☒ L	☒ S

Assignment 1
Ask students to find a painting on the Internet, similar to the ones they looked at in class. Have students write a short essay describing that painting.

Assignment 2
Ask learners to use the browser on their smartphones and go to the Poll Everywhere site (www.pollev.com). Enter the code that grants students access to the poll. "Vote the correct phonemic transcription" Submit the transcription via the Poll Everywhere website. View everyone's submissions in real time on the computer screen. Discuss the various "transcriptions" and explain thoroughly each response whether correct or not.

VOWELS	monophthongs				diphthongs			**Phonemic Chart** voiced unvoiced
	i: sheep	ɪ ship	ʊ good	u: shoot	ɪə here	eɪ wait		
	e bed	ə teacher	ɜ: bird	ɔ: door	ʊə tourist	ɔɪ boy	əʊ show	
	æ cat	ʌ up	ɑ: far	ɒ on	eə hair	aɪ my	aʊ cow	
CONSONANTS	p pea	b boat	t tea	d dog	ʧ cheese	ʤ June	k car	g go
	f fly	v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
	m man	n now	ŋ sing	h hat	l love	r red	w wet	j yes

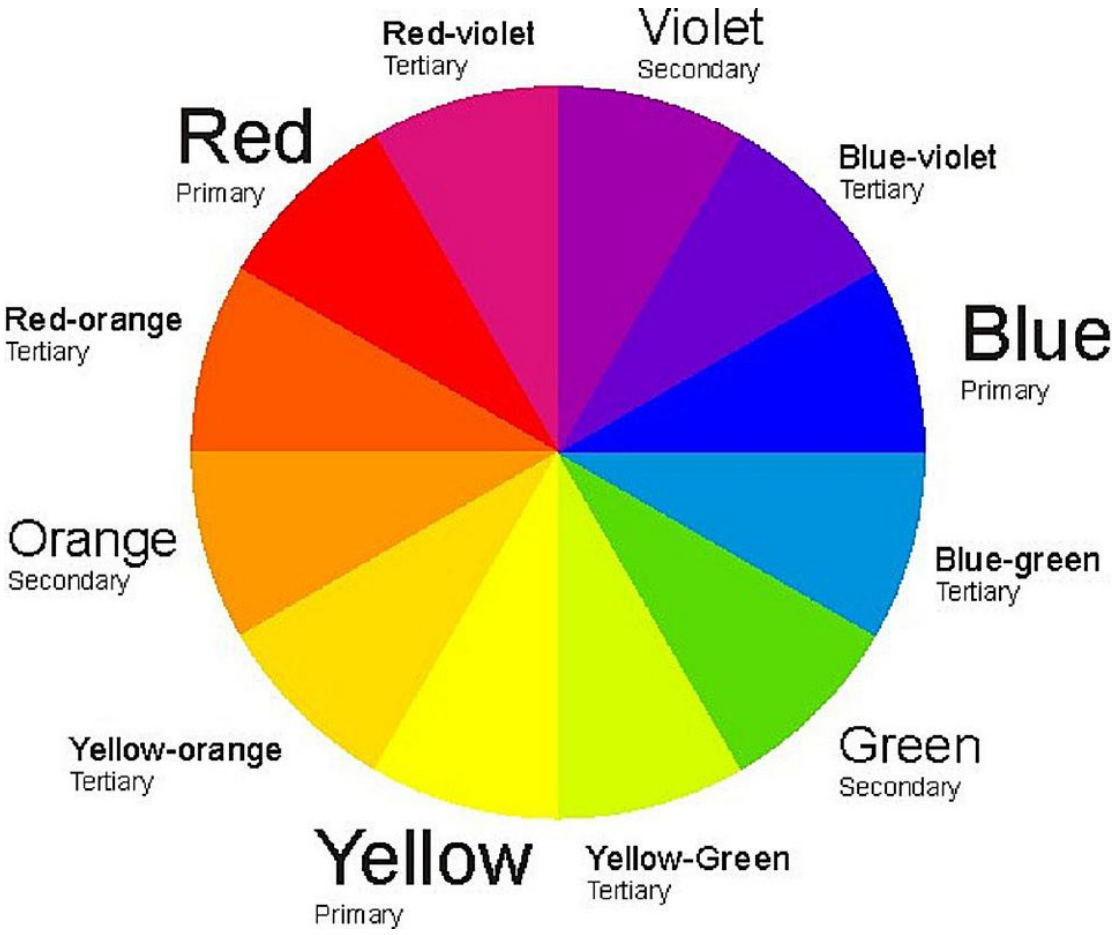
The 44 phonemes of Received Pronunciation based on the popular Adrian Underhill layout

adapted by EnglishClub.com

Figure 1 Phonemic Chart by Underhill

Figure 2 Slide 1

Figure 3 Slide 2


Red-violet
Tertiary
Violet
Secondary
Red
Primary
Blue-violet
Tertiary
Red-orange
Tertiary
Blue
Primary
Orange
Secondary
Blue-green
Tertiary
Yellow-orange
Tertiary
Green
Secondary
Yellow
Primary
Yellow-Green
Tertiary

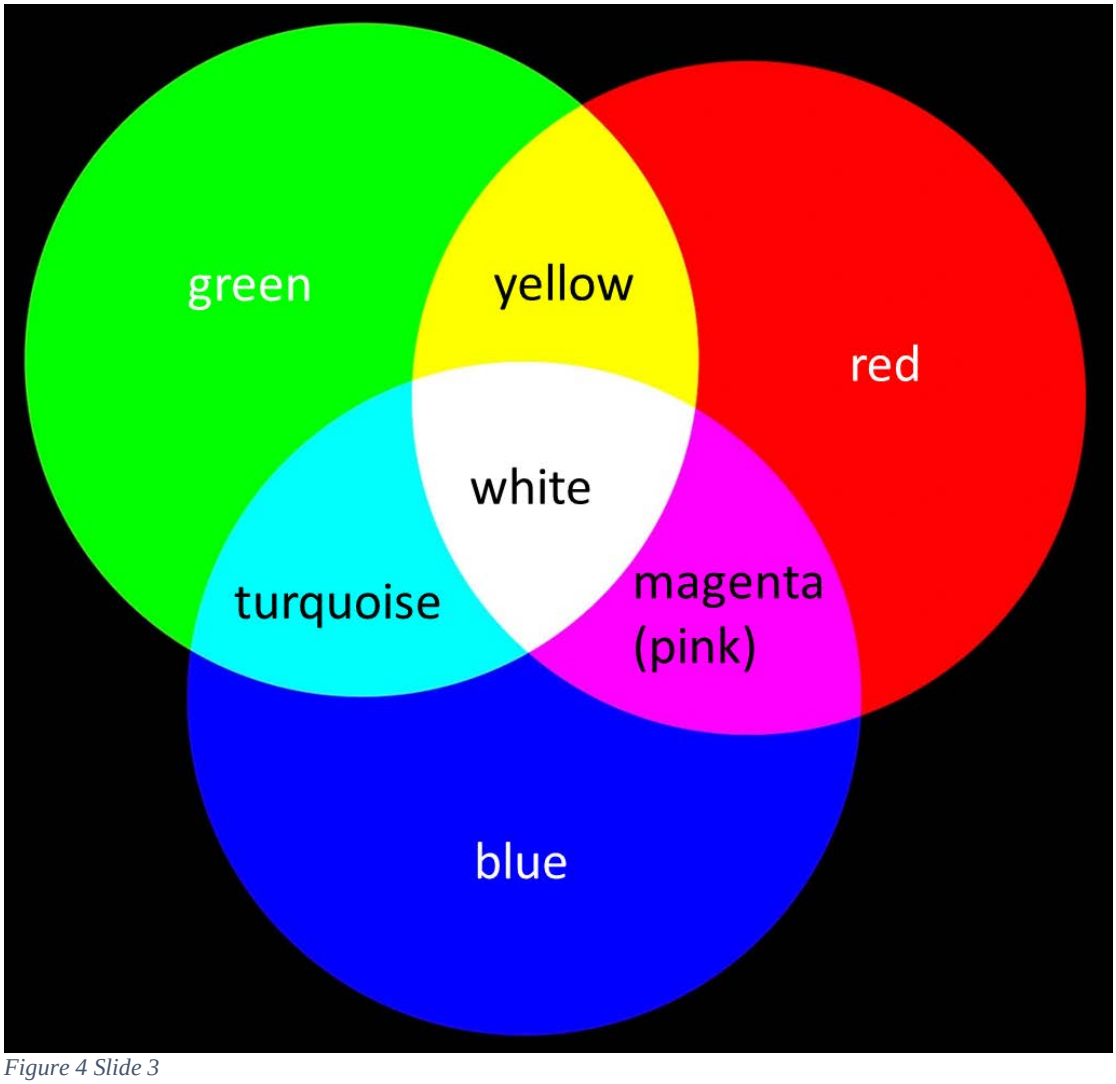


Figure 4 Slide 3

	Primary	Secondary	Tertiary	Accent
Pink theme	Magenta Pink	Violet	Plum	Purple
Green theme	Dark Green	Dark Teal	Blue	Kermit Green
Red theme	Brick	Orange	Imperial Blue	Tangerine
Blue theme	Blue	Imperial Blue	Dark Teal	Pool Blue
Teal / Blue / Plum theme	Dark Teal	Blue	Plum	Seaglass
Violet / Blue / Navy theme	Violet	Blue	Navy	Pool Blue
Orange / Green / Imperial Blue theme	Orange	Dark Green	Imperial Blue	Pool Blue
Brick / Navy / Teal theme	Brick	Navy	Dark Teal	Tangerine

Figure 5 Slide 4

Figure 6 Slide 5

Figure 7 Slide 6

Figure 8 Slide 7

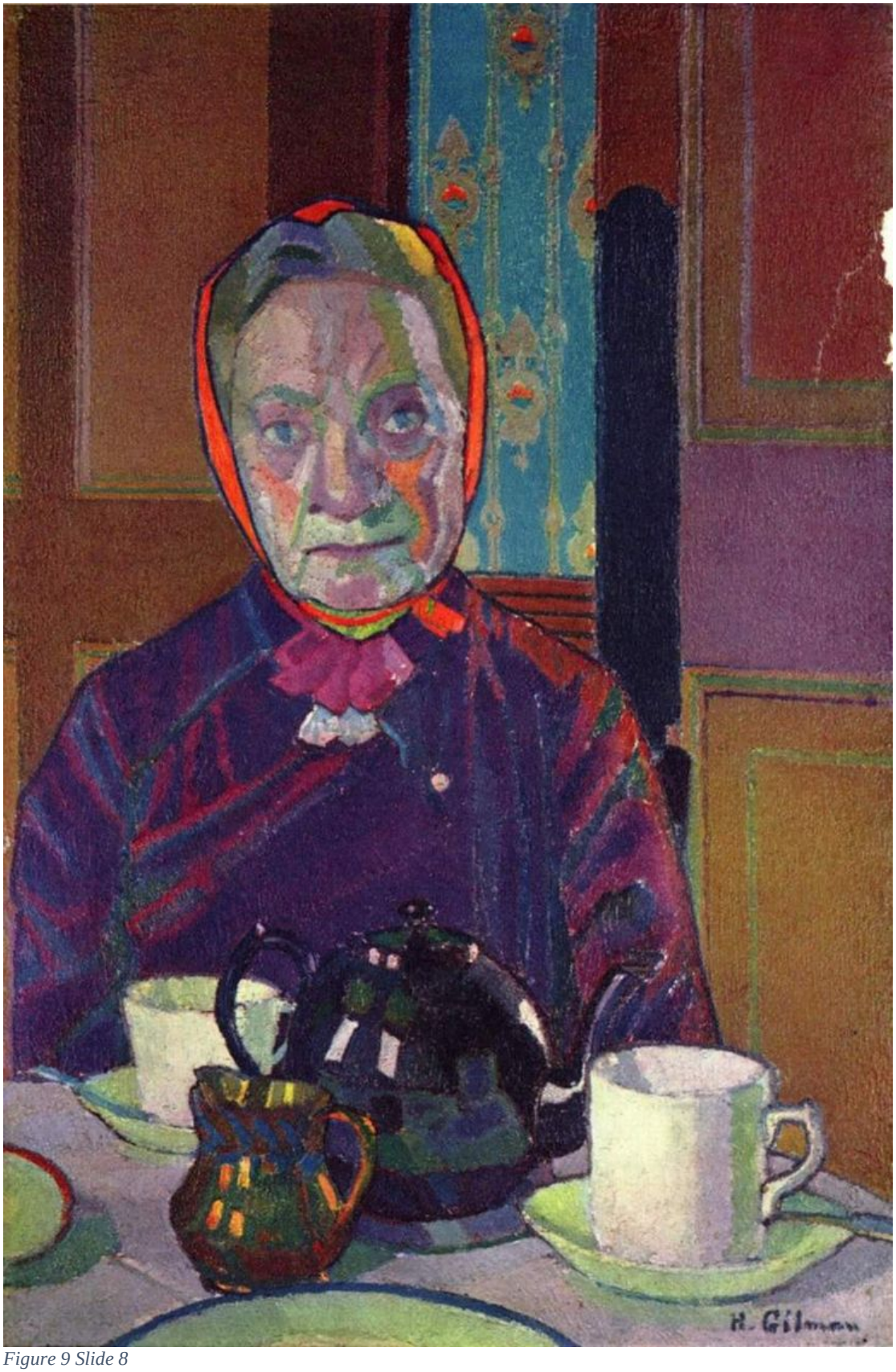


Figure 9 Slide 8

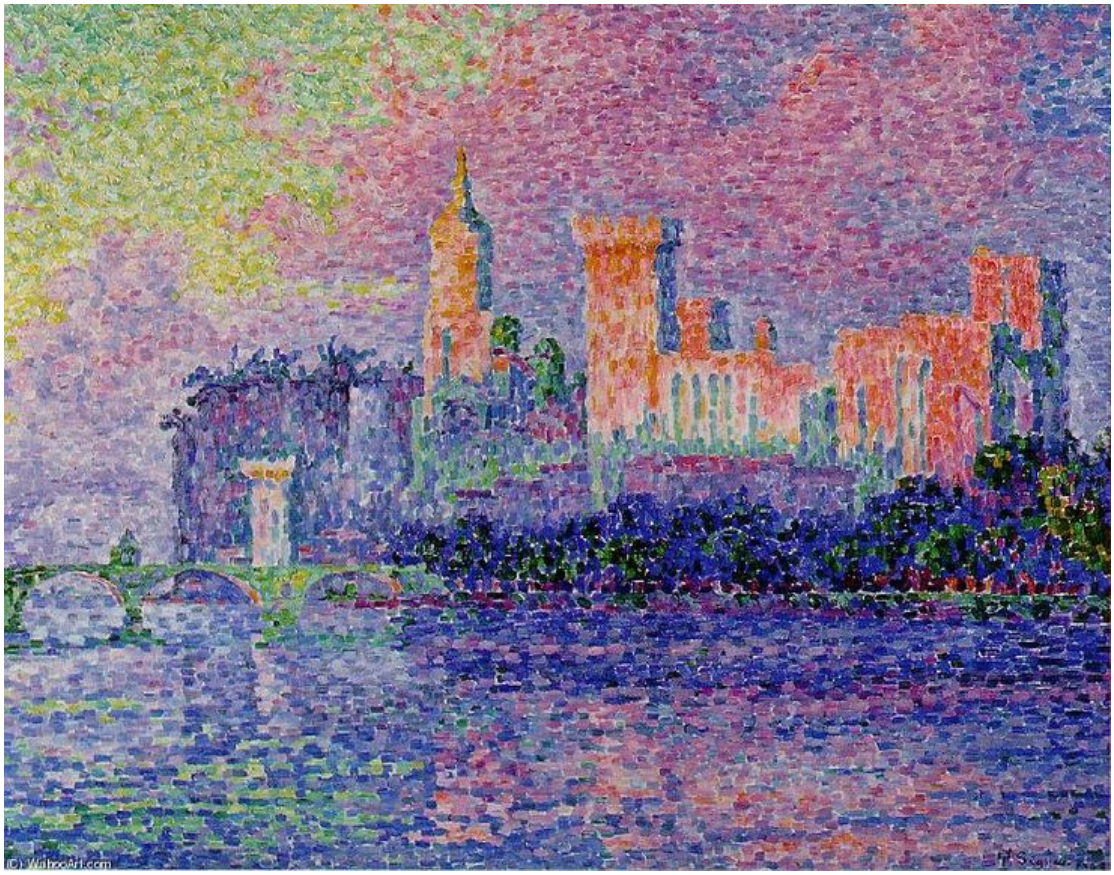


Figure 10 Slide 9

Figure 11 Slide 10

Pronunciation Word List

fu·ture *noun*
BrE /ˈfjuːtʃə(r)/ ; NAmE /ˈfjuːtʃər/

(together)

col·our (*especially US English* **color**) *noun*
BrE /ˈkʌlə(r)/ ; NAmE /ˈkʌlər/

(neighbour)

ap·pear·ance *noun*
BrE /əˈpɪərəns/ ; NAmE /əˈpɪrəns/

his·tor·ic·al *adjective*
BrE /hɪˈstɒrɪkl/ ; NAmE /hɪˈstɔːrɪkl/ , /hɪˈstɑːrɪkl/

Words to note!!!

Pigment
glossy,
matt,
flat,
oil painting,
egg tempera,
base color,
shadows,
highlights,
blend,
apply,
fade,
dry,
glaze, and
layers

☒ Basic ❑ Intermediate ❑ Advanced

Lesson Plan

Micro Lesson Video Link: https://youtu.be/wq6IdAxZgB8

Business/Materials	Lesson Objectives
Adults 18+ Basic **Abba** **"Money, Money, Money"** https://www.youtube.com/watch?v=ETxmCCsMoD0 **Fiddler on the roof** **"If I were a rich man"** https://www.youtube.com/watch?v=RBHZFYpQ6nc Handout 1 (visual input) Handout 2 (exercises) Handout 3 ("Money" *Oxford Collocations Dictionary for Students of English*, 2nd edition) Handout 4 ("Money" *Oxford Advanced Learner's Dictionary*, 9th edition)	• Learners will be exposed to various English accents, by listing to songs, and by completing fill in the blanks exercises. • Learners will show understanding of meanings, uses, and collocations of the word "money", by presenting to class, and discussing with their partners their thoughts.

Warm-up and Objective Discussion (5 min.)
Give learners Handout 1 (visual input). Introduce them to the topic "Money". Ask them for related vocabulary, and write responses to the board. Ask them if they know any songs about money, and tell them they are going to listen two of them. Explain objectives and the importance of synonyms and collocations.

Instruct, Model and Assessment 1 (25 min.)	❑ R	❑ W	❑ L	❑ S
Give students Handout 2 (exercises), and listen to the songs (twice). Discuss the answers.				

Guided Practice (15 min.)	❑ R	❑ W	❑ L	❑ S

Put the students into groups. Each group should have a scribe, who writes the group's summary, a spokesperson, who will present the group's summary at the end of the activity, and a controller, who makes sure every student in the group participates. Any additional members of the group have the role of contributor, which contributes to the group's discussion about the interpretation of the chart. Of course, the scribe, spokesperson and controller should also contribute to the discussion as needed.

Give each group Handout 3 ("Money" *Oxford Collocations Dictionary for Students of English*, 2nd edition) and Handout 4 ("Money" *Oxford Advanced Learner's Dictionary*, 9th edition). Have students go through the material quickly.

Tell each group to make a presentation to the class of the pros and cons of being rich. Give the students 10 minutes to work together. Then, have each group share their presentation with the class. Each group should take no more than 2 minutes to share their presentation.

While the groups are working, circulate around the room answering questions and perhaps jump-starting the conversation.

Independent Practice (10 min.)	❑ R	❑ W	❑ L	❑ S

Write on the board "money" idioms from Handout 4, as many as the number of the learners, and ask them to create an impromptu short story (just a few sentences) using an idiom each. Cross out each idiom used. Ideally, each learner has 1 min.

Assessment 2 (5 min.)	❑ R	❑ W	❑ L	❑ S

Ask learners to use the browser on their smartphones and go to the Poll Everywhere site (www.pollev.com). Enter the code that grants students access to the poll. "If I were a rich person, I …. Complete the sentence, providing true information". View everyone's submissions in real time on the computer screen. Discuss the various "submissions" in class.

Figure 1 Image source: http://www.fsfla.org/svn/fsfla/site/blogs/lxo/pres/demonopolios/moneytree.png

Figure 2 Image source: http://www.boomingencore.com/wp-content/uploads/2016/02/Savings-Piggy-Bank-238x238.jpg

Abba

“Money, Money, Money” (1976)

https://youtu.be/ETxmCCsMoD0

I work all night, I work all day, to pay
the _____ I have to pay
Ain't it sad
And still there never seems to be a
single penny left for me
That's too bad
In my dreams I have a plan
If I got me a _____ man
I wouldn't have to work at all, I'd fool
around and have a ball

Money, money, money
Must be funny
In the rich man's world
Money, money, money
Always _____
In the rich man's world
Aha aha
All the things I could do
If I had a little money
It's a rich man's world
It's a rich man's world

A man like that is hard to find but I
can't get him off my _____
Ain't it sad
And if he happens to be free I bet he
wouldn't fancy me
That's too bad
So I must _____, I'll have to go
To Las Vegas or Monaco
And win a _____ in a game, my life
will never be the same

Money, money, money
Must be funny
In the rich man's world
Money, money, money
Always sunny
In the rich man's world
Aha aha
All the things I could do
If I had a little money
It's a rich man's _____

Money, money, money
Must be funny
In the rich man's world
Money, money, money
Always sunny
In the rich man's world
Aha aha
All the _____ I could do
If I had a little money
It's a rich man's world
It's a rich man's world

Fiddler on the roof

“If I were a rich man” (1971)

https://youtu.be/RBHZFYpQ6nc

"Dear God, you made many, many ____ people.
I realize, of course, that it's no shame to be poor.
But it's no great honor either!
So, what would have been so terrible if I had a small fortune?"
If I were a rich man,
Ya ha deedle deedle, bubba bubba deedle deedle dum.
All day long I'd biddy biddy bum.
If I were a wealthy man.
I wouldn't have to work _____.
Ya ha deedle deedle, bubba bubba deedle deedle dum.
If I were a biddy biddy rich,
Yidle-diddle-didle-didle man.
I'd build a big tall house with rooms by the dozen,
Right in the middle of the town.
A fine tin roof with real wooden floors below.
There would be one long staircase just going up,
And one even longer coming down,
And one more leading nowhere, just for _____.
I'd fill my yard with chicks and turkeys and geese and ducks
For the town to see and hear.
And each loud "cheep" and "swaqwk" and "honk" and "quack"
Would land like a trumpet on the ear,
As if to say "Here lives a wealthy man."
If I were a rich man,
Ya ha deedle deedle, bubba bubba deedle deedle dum.
All day long I'd biddy biddy bum.
If I were a wealthy man.
I wouldn't have to work hard.
Ya ha deedle deedle, bubba bubba deedle deedle dum.
If I were a biddy biddy rich,
Yidle-diddle-didle-didle man.
I see my wife, my Golde, looking like a rich man's wife
With a proper double-chin.
Supervising _____ to her heart's delight.
I see her putting on airs and strutting like a peacock.
Oy, what a happy mood she's in.
Screaming at the _____, day and night.
The most important men in town would come to fawn on me!
They would ask me to advise them,
Like a Solomon the Wise.
"If you please, Reb Tevye..."
"Pardon me, Reb Tevye..."
Posing problems that would cross a rabbi's eyes!

And it won't make one bit of difference if I answer right or wrong.
When you're rich, they think you really know!
If I were rich, I'd have the _____ that I lack
To sit in the synagogue and pray.
And maybe have a seat by the Eastern wall.
And I'd discuss the holy books with the learned men, several hours every day.
That would be the sweetest thing of all.
If I were a rich man,
Ya ha deedle deedle, bubba bubba deedle deedle dum.
All day long I'd biddy biddy bum.
If I were a wealthy man.
I wouldn't have to work hard.
Ya ha deedle deedle, bubba bubba deedle deedle dum.
If I were a biddy biddy rich,
Yidle-diddle-didle-didle man.

Answer Key

money *noun*

ADJECTIVE

- **big**
  There is big ~ in golf for the top players.
- **easy**
  He started stealing as a way of making easy ~.
- **bonus**, **extra**
  Whenever I have a little extra ~, I buy clothes.
- **hard-earned**
- **federal** (*AmE*), **government**, **public**, **taxpayers'**
  Is this a good way to spend taxpayers' ~?
- **private**
- **corporate**
- **pin**, **pocket** (*esp. BrE*), **spending**
  Did your parents give you pocket ~ when you were little?
  I don't know how much spending ~ to take on honeymoon.
- **gas** (*AmE*), **lunch**, **petrol** (*BrE*), **rent**
  She gave him $5 lunch ~.
  He spent their rent ~ on beer.
- **bail**
- **prize**
- **grant**, **scholarship**
- **sponsorship**
- **borrowed**, **stolen**
- **dirty**
- **bribe**, **ransom**
  They demanded $1 million in ransom ~.
- **hush**, **protection**
  The company paid hush ~ to the victims to keep them quiet.
- **soft** (*AmE*)
  He contributed $180 000 in soft ~ (= unregulated political donations)*to the party committee.*
- **pension**, **retirement**
- **seed**
- **oil**
  The new airport terminal was built with oil ~.
- **paper**
  The collection box was full of coins and paper ~.
- **counterfeit**, **fake** (*esp. AmE*)
- **Monopoly**, **play** (*esp. AmE*)

... OF MONEY

- **amount**, **sum**
  the large sums of ~ we handle in this store

VERB + MONEY

- **have**
  I don't have any ~ left.
- **coin**, **print**
- **count**, **count out**
- **borrow**, **bring in**, **collect**, **earn**, **get**, **make**, **raise**, **receive**
  He hoped the plan would bring in quite a bit of ~.
  Some people were in the street collecting ~ for charity.
  How much ~ did he earn last year?
  I'll have to get some more ~ from somewhere.
- **bank**, **deposit**, **pay in**, **pay into the bank**, **put in the bank**, **put into the bank**

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The stallholders bank their ~ at the end of the day.
I need to pay this ~ in today.
I pay my ~ into the bank as soon as I get paid.

- **draw out**, **get out**, **take out**, **withdraw**
- **divert**, **move**, **transfer**
  The ~ was transferred into an offshore bank account.
- **pay out**, **shell out**, **spend**
  I spent all the ~ on clothes.
- **fritter away**, **lose**, **squander**, **throw away**, **waste**
  She lost a lot of ~ at the casino.
  He squandered his ~ on gambling.
- **run out of**
  We ran out of ~ and had to come home early.
- **be careful with**, **hoard**, **save**, **set aside**, **stash away**
  an old miser who hoarded his ~
  We're trying to set some ~ aside for a new car.
  She stashed the ~ away in the bank.
- **invest**, **tie up**
  They sensibly invested their prize ~ rather than spending it.
  All their ~ was tied up in long-term investments.
- **pour**, **pump**, **put**, **sink**
  Investors were pouring ~ into Internet start-ups.
  He sank most of his ~ into his struggling business.
- **contribute**, **donate**, **give sb**, **lend sb**, **loan sb** (*esp. AmE*), **pay (sb)**, **provide (sb with)**, **put up**
  Half the ~ raised was donated to charity.
  He managed to persuade his friend to put up the ~ for the venture.
- **give (sb) back**, **pay (sb) back**, **refund (sb)**, **repay (sb)**
  I'll pay the ~ back next week, I promise.
  The manager was unwilling to refund my ~.
- **owe (sb)**
  They owe lots of people ~.
- **pool**, **share**
  The friends pooled their ~ to buy tickets.
- **accept**, **take**
  I don't think they'll accept Mexican ~ on the plane.
  The stores were very happy to take his ~.
- **cost**
  These cars cost a lot of ~.
  All these improvements will cost ~.
- **be worth**
  That painting is worth a lot of ~.
- **change**, **exchange**
  We changed our ~ into dollars at the airport.
- **allocate**, **earmark**
  The quality of public health care depends on the amount of ~ allocated to it.
  This ~ has been earmarked for public projects.
- **channel**, **direct**, **funnel** (*AmE*)
  Some of this ~ was funneled to secret CIA programs.
- **embezzle**, **extort**, **siphon off**, **steal**
  Government officials were siphoning off ~ for personal gain.
- **launder**
  He was charged with laundering ~.

MONEY + VERB

- **come from sth**

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Money for the extension to the gallery came from the sale of old exhibits.

- **go (on sth), go to**
  I don't know where all the ~ goes!
  All his ~ went on women.
  Most of the ~ went to pay for food.
- **come in, flow in, pour in, pour into sth**
  She had two children to support and no ~ coming in.
- **buy sth**
  the best car that ~ can buy

MONEY + NOUN

- **management**
- **manager**
  You could consider hiring a professional ~ manager.
- **problems**
- **laundering**
- **launderer**
- **market**
  He made a fortune dealing on the ~ markets.
- **supply**
  The solution to inflation lies in the control of the ~ supply.
- **box** (*esp. BrE*)
- **order** (*AmE*)

PREPOSITION

- **for ~**
  He'll do anything for ~!
- **~ for**
  Where's the ~ for the milk?

PHRASES

- **bet ~ on sth, put ~ on sth**
  He's going to leave. I'd bet ~ on it.
  He stopped to put ~ on a horse.
- **get ~ off sth**
  You might get some ~ off the price if it's an old model.
- **get your money's worth**
  The boat trip lasts three hours, so you certainly get your money's worth.
- **on the ~**
  His prediction was right on the ~.
- **put ~ in sb's pocket**
  The Senate recognized the need to put more ~ in the pockets of dairy farmers.
- **the smart ~ is on sth, the smart ~ says sth**
  The smart ~ is on Brazil to win.
- **take ~ off sth**
  He felt sorry for her and took some ~ off her bill.
- **throw ~ at sth**
  They tend to throw ~ at problems without trying to work out the best solution.
- **throw your ~ around**
  He thinks he can make friends by throwing his ~ around.
- **value for ~**
  The hotel gives value for ~.

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money *noun*

BrE /ˈmʌni/ ; NAmE /ˈmʌni/

1 [uncountable] what you earn by working or selling things, and use to buy things

- *to **borrow/save/spend/earn money***
- *How much money is there in my account?*
- *The money is much better in my new job.*
- *If the item is not satisfactory, you will get your money back.*
- *We'll need to raise more money* (= collect or borrow it) *next year.*
- *Can you lend me some money until tomorrow?*
- *Be careful with that—it **cost a lot of money**.*

- WORDFINDER

credit, **debt**, **deposit**, **interest**, **lend**, **loan**, **money**, **mortgage**, **overdraft**, **risk**

- COLLOCATIONS

Finance

Income

- **earn** money/cash/(*informal*) a fortune
- **make** money/a fortune/(*informal*) a killing on the stock market
- **acquire/inherit/amass** wealth/a fortune
- **build up** funds/savings
- **get/receive/leave (somebody)** an inheritance/a legacy
- **live on** a low wage/a fixed income/a pension
- **get/receive/draw/collect** a pension
- **depend/be dependent on** (*British English*) benefits/(*North American English*) welfare/social security

Expenditure

- **spend** money/your savings/(*informal*) a fortune on…
- **invest/put** your savings in…
- **throw away/waste/** (*informal*) **shell out** money on…
- **lose** your money/inheritance/pension

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- **use up/** (*informal*) **wipe out** all your savings
- **pay (in)** cash
- **use/pay by** a credit/debit card
- **pay by/make out a/write somebody a/accept a** (*British English*) cheque/(*US English*) check
- **change/exchange** money/currency (*British English*) traveller's cheques/(*US English*) traveler's checks
- **give/pay/leave (somebody)** a deposit

Banks

- **have/hold/open/close/freeze** a bank account/an account
- **credit/debit/pay something into/take money out of** your account
- **deposit** money/funds in your account
- **withdraw** money/cash/£30 from an ATM, etc.
- (*formal*) **make** a deposit/withdrawal
- **find/go to/use** (*especially North American English*) an ATM/(*British English*) a cash machine/dispenser
- **be** in credit/in debit/in the black/in the red/overdrawn

Personal finance

- **manage/handle/plan/run/** (*especially British English*) **sort out** your finances
- **plan/manage/work out/stick to** a budget
- **offer/extend** credit (to somebody)
- **arrange/take out** a loan/an overdraft
- **pay back/repay** money/a loan/a debt
- **pay for something in** (*especially British English*) instalments/(*usually North American English*) installments

Financial difficulties

- **get into** debt/financial difficulties
- **be short of/** (*informal*) **be strapped for** cash
- **run out of/owe** money
- **face/get/** (*informal*) **be landed with** a bill for £…
- **can't afford** the cost of…/payments/rent
- **fall behind with/** (*especially North American English*) **fall behind on** the mortgage/repayments/rent
- **incur/run up/accumulate** debts

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- **tackle/reduce/settle** your debts

- WORDFINDER

afford, **bank**, **bankrupt**, **capital**, **economy**, **expense**, **finance**, **invest**, **money**, **profit**

- CULTURE

money

The US **dollar** is made up of 100 cents. The Department of the Treasury prints **bills** (= paper money) in various **denominations** (= values): $1, $2, $5, $10, $20, $50 and $100. US bills are all the same size, whatever their value, and measure about 2×6 inches/6.5×15.5 centimetres. All are green and are sometimes called **greenbacks**. On the front, each has a picture of a famous American. The **dollar bill**, for instance, shows George Washington, the first US president. An informal name for dollars is **bucks**, because in the early period of US history people traded the skins of bucks (= deer) and prices would sometimes be given as a number of buckskins. Buck refers to the dollar itself, and not to the bill. So although you can say 'He earns 500 bucks a week', you have to say ‘If I give you four quarters could you give me a dollar bill?’The Treasury also makes US coins: **pennies** which are worth .01 of a dollar, **nickels** (05), **dimes** (10) and **quarters** (25). There are also **half dollars** (50) and **silver dollars** but these are not often seen. Pennies have a dark brown colour; all the other coins have a silver appearance.When you write an amount in figures the **dollar sign ($)** goes to the left of the amount and a decimal point () is placed between the dollars and the **cents**. If the amount is less than one dollar, the **cent sign (¢)** is put after the numbers. So you write $5, $5.62 and 62¢.Britain's currency is the **pound sterling**, written as **£** before a figure. A pound consists of 100 **pence**, written as **p** with figures. Pound coins are round and gold-coloured. They have the Queen's head on one side and one of four designs, English, Scottish, Welsh or Northern Irish, on the other. The £2 coin is silver-coloured with a gold edge. Coins of lower value are the silver-coloured 50p, 20p, 10p and 5p **pieces**, and the copper-coloured 2p and 1p pieces. All are round, except for the 50p and 20p pieces which have seven curved sides. Coins are made at the Royal Mint. Paper **notes** (not bills), which have the Queen's head on one side and a famous person on the other, are worth £5, £10, £20 or £50.A pound is informally called a **quid**, a £5 note is a **fiver**, a £10 note is a **tenner**. Scottish **banknotes** have their own designs. They can be used anywhere in Britain, though shops can legally refuse to accept them. To prevent people **forging** (= making their own) paper money, designs are complicated and difficult to copy. To check that a note is genuine, a shop assistant may hold it up to the light to see if it has a narrow silver thread running through it.The **decimal system** now in use in Britain replaced the old **pounds, shilling** and **pence**, or LSD system in 1971. Formerly there were 12 pence or **pennies** in a **shilling**, and 20 shillings in a pound. The old coins included the **farthing** (= a quarter of a penny) and the **half-crown** (= two shillings and sixpence). There were notes for 10 shillings, £1 and £5.Gold **guinea** coins were used in the 18th century and were worth 21 shillings. Until 1971 prices were often set in guineas instead of

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pounds for luxury items, such as antiques and jewellery, for the fees of doctors, lawyers, etc., and at auctions, though the guinea coin had long since gone **out of circulation**. Some racehorses are still auctioned in guineas.On 1 January 1999 the euro system was introduced in 11 countries of the European Union. Britain chose not to be part of this first group and no date was fixed for Britain to start using the euro. However, many British businesses have euro bank accounts so as to be able to pay for goods and be paid in euros and a few shops in Britain accept payment in euros.

2 [uncountable] coins or paper notes

- *I counted the money carefully.*
- *Where can I change my money into dollars?*

- SYNONYMS

money

cash • change

These are all words for money in the form of coins or paper notes.

money money in the form of coins or paper notes: *I counted the money carefully.* • *Where can I change my money into dollars?* • ***paper money***(= money that is made of paper, not coins)

cash money in the form of coins or paper notes: *How much cash do you have on you?* • *Payments can be made by cheque or* ***in cash****.*

money or cash?

If it is important to contrast money in the form of coins and notes and money in other forms, use **cash**: *How much money/cash do you have on you?* • ~~*Payments can be made by cheque or in money.*~~ • ~~*Customers are offered a discount if they pay money.*~~

change the money that you get back when you have paid for something giving more money than the amount it costs; coins rather than paper money: *The ticket machine doesn't give change.* • *I don't have any* ***small change***(= coins of low value)*.*

Patterns

- to **draw out/get out/take out/withdraw** money/cash
- **ready** money/cash (= money that you have available to spend immediately)

→ SEE ALSO **funny money**, **paper money**, **ready money**

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3 [uncountable] a person's wealth including their property

- *He lost all his money.*
- *The family made their money in the 18th century.*

4 **moneys**, **monies** [plural] (*law* or *old use*) sums of money

- *a statement of all monies paid into your account*

You will find other compounds ending in **money** at their place in the alphabet.

- WORD ORIGIN

Middle English: from Old French *moneie*, from Latin *moneta* 'mint, money', originally a title of the goddess Juno, in whose temple in Rome money was minted.

- EXTRA EXAMPLES

- *All his money went on women.*
- *All their money was tied up in long-term investments.*
- *All these improvements will cost money.*
- *Did your parents give you pocket money when you were little?*
- *Government officials were siphoning off money for personal gain.*
- *Half the money raised was donated to charity.*
- *He contributed $180 000 in soft money= unregulated political donationsto the party committee.*
- *He felt sorry for her and took some money off her bill.*
- *He hoped the plan would bring in quite a bit of money.*
- *He made a fortune dealing on the money markets.*
- *He managed to persuade his friend to put up the money for the venture.*
- *He sank most of his money into his struggling business.*
- *He spent their rent money on beer.*
- *He squandered his money on gambling and drink.*
- *He started stealing as a way of making easy money.*
- *He stopped at the betting shop to put money on a horse.*
- *He thinks he can make friends by throwing his money around.*
- *He was charged with laundering money.*
- *He'll do anything for money!*

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- *He’s going to leave. I’d bet money on it.*
- *His prediction was right on the money.*
- *How much money did he earn last year?*
- *I don’t have any money left.*
- *I don’t know how much spending money to take on holiday.*
- *I don’t know where all the money goes!*
- *I don’t think they’ll accept French money on the plane.*
- *I need to pay this money in today.*
- *I pay my money into the bank as soon as I get paid.*
- *I spent all the money on clothes.*
- *I’ll have to get some more money from somewhere.*
- *I’ll pay the money back next week, I promise.*
- *Investors were pouring money into Internet start-ups.*
- *Is this a good way to spend taxpayers’ money?*
- *Money for the extension to the gallery came from the sale of old exhibits.*
- *Most of the money went to pay for food.*
- *Most of the money went to pay for the food and drink.*
- *She gave him $5 lunch money.*
- *She had two children to support and no money coming in.*
- *She lost a lot of money at the casino.*
- *She stashed the money away in the bank.*
- *Some of this money was funneled to secret CIA programs.*
- *Some people were in the street collecting money for charity.*
- *That painting is worth a lot of money.*
- *The Senate recognized the need to put more money in the pockets of dairy farmers.*
- *The boat trip lasts three hours, so you certainly get your money’s worth.*
- *The bookmaker was quite happy to take his money.*
- *The collection box was full of coins and paper money.*
- *The company paid hush money to the victims to keep them quiet.*
- *The friends pooled their money to buy tickets.*
- *The hotel gives value for money.*
- *The manager was unwilling to refund my money.*
- *The money was transferred into an offshore bank account.*

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- *The new airport terminal was built with oil money.*
- *The quality of public health care depends on the amount of money allocated to it.*
- *The smart money is on Brazil to win.*
- *The solution to inflation lies in the control of the money supply.*
- *The stallholders bank their money at the end of the day.*
- *The stores were very happy to take his money.*
- *There is big money in golf for the top players.*
- *These cars cost a lot of money.*
- *They demanded $1 million in ransom money.*
- *They owe lots of people money.*
- *They sensibly invested their prize money rather than spending it.*
- *They tend to throw money at problems without trying to work out the best solution.*
- *This money has been earmarked for public projects.*
- *We changed our money into dollars at the airport.*
- *We ran out of money and had to come home early.*
- *We're trying to set some money aside for a new car.*
- *Whenever I have a little extra money, I buy clothes.*
- *Where's the money for the milk?*
- *You could consider hiring a professional money manager.*
- *You might get some money off the price if it's an old model.*
- *an old miser who hoarded his money*
- *the best car that money can buy*
- *the large sums of money we handle in this store*
- *He hoped the project would make money.*
- *He lost all his money in the 1929 stock market crash.*
- *He returned the new TV to the store and got his money back.*
- *It has often been said that money is the root of all evil.*
- *The money is great in my new job.*

Idioms

be ˈcoining it (in), **be ˌcoining ˈmoney**

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be ˈcoining it (in), be ˌcoining ˈmoney

(*British English*, *informal*) to earn a lot of money quickly or easily

→ SYNONYM **rake in**

be in the ˈmoney

(*informal*) to have a lot of money to spend

be ˈrolling in money/it

(*informal*) to have a lot of money

the best that money can ˈbuy

the very best

- *We make sure our clients get the best that money can buy.*

careful with money

not spending money on unimportant things

- *His mother had always been careful with money.*

ˌeasy ˈmoney

money that you get without having to work very hard for it

expense, money, etc. is no ˈobject

used to say that you are willing to spend a lot of money

- *He always travels first class—expense is no object.*

a ˌfool and his ˌmoney are soon ˈparted

(*saying*) a person who is not sensible usually spends money too quickly or carelessly, or is cheated by others

for ˈmy money

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(*informal*) in my opinion

- *For my money, he's one of the greatest comedians of all time.*

get your ˈmoney's worth

to get enough value or enjoyment out of something, considering the amount of money, time, etc. that you are spending on it

- *Let's spend all day there and really get our money's worth.*

give somebody a (good) run for their ˈmoney

to make somebody try very hard, using all their skill and effort, in order to beat you in a game or competition

good ˈmoney

a lot of money; money that you earn with hard work

- *Thousands of people paid good money to watch the band perform.*
- *Don't waste good money on that!*

have money to ˈburn

to have so much money that you do not have to be careful with it

it/money doesn't grow on ˈtrees

(*saying*) used to tell somebody not to use something or spend money carelessly because you do not have a lot of it

a licence to print ˈmoney

(*disapproving*) used to describe a business which makes a lot of money with little effort

ˈmade of money

(*informal*) very rich

- *I'm not made of money, you know!*

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make ˈmoney

to earn a lot of money; to make a profit

- *The movie should make money.*
- *There's money to be made from tourism.*

make/lose money ˌhand over ˈfist

to make/lose money very fast and in large quantities

marry ˈmoney

to marry a rich person

money for ˈjam/old ˈrope

(*British English*, *informal*) money that is earned very easily, for something that needs little effort

- *The job only took about an hour—it was money for old rope.*

money is no ˈobject

money is not something that needs to be considered, because there is plenty of it available

- *She travels around the world as if money is no object.*

money ˈtalks

(*saying*) people who have a lot of money have more power and influence than others

not for love or/nor ˈmoney

if you say you cannot do something **for love nor money**, you mean it is completely impossible to do it

- *We couldn't find a taxi for love nor money.*

on the ˈmoney

correct; accurate

- *His prediction was **right on the money**.*

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- *His prediction was **right on the money**.*

pay good ˈmoney for something

used to emphasize that something cost(s) a lot of money, especially if the money is wasted

- *I paid good money for this jacket, and now look at it—it's ruined!*

ˈpots of money

(*British English*, *informal*) a very large amount of money

put ˈmoney into something

to invest money in a business or a particular project

- *We would welcome interest from anyone prepared to put money into the club.*

put your ˈmoney on somebody/something

1 to bet that a particular horse, dog, etc. will win a race

2 to feel very sure that something is true or that somebody will succeed

- *He'll be there tonight. I'd put money on it.*

put your money where your ˈmouth is

(*informal*) to support what you say by doing something practical; to show by your actions that you really mean something

see the colour of somebody's ˈmoney

(*informal*) to make sure that somebody has enough money to pay for something

- *You need to see the colour of his money before you sell him the car.*

throw good money after ˈbad

(*disapproving*) to spend more money on something, when you have wasted a lot on it already

throw your ˈmoney about/around

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(*informal*) to spend money in a careless and obvious way

throw ˈmoney at something

(*disapproving*) to try to deal with a problem or improve a situation by spending money on it, when it would be better to deal with it in other ways

- *It is inappropriate simply to throw money at these problems.*

time is ˈmoney

(*saying*) time is valuable, and should not be wasted

you pays your ˌmoney and you takes your ˈchoice

(*informal*, *especially British English*) used for saying that there is very little difference between two or more things that you can choose

Oxford Advanced Learner's Dictionary 9th edition © Oxford University Press, 2015

❑ Basic ☒ Intermediate ❑ Advanced

Lesson Plan

Micro Lesson Video Link: https://youtu.be/vIroTJJTP1Q

Business/Materials	Lesson Objectives
Adults 18+ Intermediate 1. Slides a. https://english.lingolia.com/en/grammar/sentences/indirect-speech b. http://www.tinyteflteacher.co.uk/learning-english/grammar/pictures/reportedconversation.png c. https://www.tes.com/lessons/OHnpalMIuDGfNw/reported-speech 2. Indirect Speech Song (cloze passage and answers) [Deep Blue Something, "Breakfast at Tiffany's", https://www.youtube.com/watch?v=1ClCpfeIELw] 3. Indirect Speech Flashcards 4. PowerPoint Indirect Speech 5. Indirect Speech Worksheet 6. Indirect Speech Quiz	• Learners will identify Indirect Speech structures, practicing with Flashcards. • Learners will understand the use of Indirect Speech, by paying attention to a PowerPoint presentation, and by responding to a Worksheet. • Learners will transfer Direct Speech sentences into Indirect Speech in a related Quiz.

Warm-up and Objective Discussion
1. Discuss Slides 2. Ask students the difference between ""I love you, he said" and "He said that he loved her". Tell students that they will learn rules about the Indirect Speech. Tell them that it is quite common to start an Indirect Speech sentence with "She / He said to" 3. Inform them they will listen to a song, and discuss with them: a. how to form the Indirect Speech, b. why the Indirect Speech is used, c. different verb forms for the Indirect Speech.

Instruct and Model	□ R	□ W	□ L	□ S

1. Play the chosen song" Listen the song twice. Students fill out the cloze passage during the first rehearsal, and teacher helps students fill out missing words during the second rehearsal.
2. Have students notice the following elements about the song:
    a. Direct sentences starting with "And I said,…" and Indirect Speech sentences starting with "You say that…", for instance.
    b. Indirect Speech is used when
        i. we report / transfer the words of another person (in a statement, a question or a command)

Guided Practice	□ R	□ W	□ L	□ S

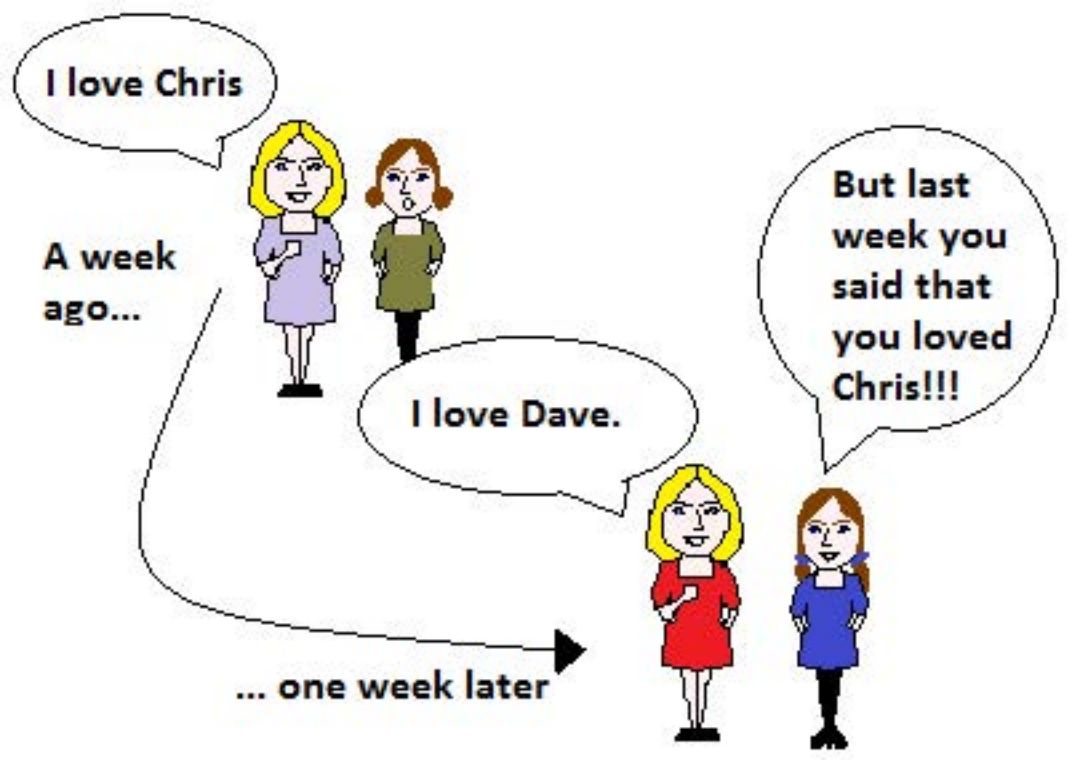
1. Use Indirect Speech flashcards to further help students understand Indirect Speech forms for each verb tense
2. Have learners, in pairs or groups, create their own Indirect Speech sentences by thinking of sentences someone told them earlier that day

Independent Practice	□ R	□ W	□ L	□ S

1. Give Indirect Speech PowerPoint Presentation, as additional study
2. Have students practice converting Direct to Indirect Speech using the worksheet "Indirect Speech Worksheet"
3. Quiz students orally on the different purposes for the Indirect Speech

Assessment	□ R	□ W	□ L	□ S

1. Give the Indirect Speech Quiz (assesses direct to indirect, and reasons for the Indirect Speech)
2. Ask learners to upload their responses to the blog of the class, so their peers may comment on them.


I love Chris
A week ago...
I love Dave.
... one week later
But last week you said that you loved Chris!!!

Tense change

As a rule when you report something someone has said you go back a tense:
(The tense on the left changes to the tense on the right):

Direct speech		Indirect speech
Present simple She said, "It's cold."	›	**Past simple** She said it was cold.
Present continuous She said, "I'm teaching English online."	›	**Past continuous** She said she was teaching English online.
Present perfect simple She said, "I've been on the web since 1999."	›	**Past perfect simple** She said she had been on the web since 1999.
Present perfect continuous She said, "I've been teaching English for seven years."	›	**Past perfect continuous** She said she had been teaching English for seven years.
Past simple She said, "I taught online yesterday."	›	**Past perfect** She said she had taught online yesterday.
Past continuous She said, "I was teaching earlier."	›	**Past perfect continuous** She said she had been teaching earlier.
Past perfect She said, "The lesson had already started when he arrived."	›	**Past perfect** NO CHANGE - She said the lesson had already started when he arrived.
Past perfect continuous She said, "I'd already been teaching for five minutes."	›	**Past perfect continuous** NO CHANGE - She said she'd already been teaching for five minutes.

Direct and indirect speech Song (cloze passage)

Deep Blue Something

“Breakfast at Tiffany's”

https://www.youtube.com/watch?v=1ClCpfeIELw

Songwriters: Todd David Pipes
Breakfast at Tiffany's lyrics © Warner/Chappell Music, Inc

You'll say we've got nothing in common
No common ground to start from
And we're falling apart
You (1)_____ the world has come between us
Our lives have come between us
Still I know you just don't care

And I (2)_____, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I (3)_____, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

I see you, the only one who (4)_____ me
But now your eyes see through me
I guess I was wrong
So what now? It's plain to see we're over
And I (5)_____ when things are over
When so much is left undone

And I said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

You say that we (6)_____ nothing in common
No common ground to start from
And we're falling apart
You say the world has (7)_____ between us
Our lives (8)_____ come between us
Still I know you just don't care

And I said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

Ooh, and I said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

And I said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

Answer key

You'll say we've got nothing in common
No common ground to start from
And we're falling apart
You (1) say the world has come between us
Our lives have come between us
Still I know you just don't care

And I (2) said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I (3) recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

I see you, the only one who (4) knew me
But now your eyes see through me
I guess I was wrong
So what now? It's plain to see we're over
And I (5) hate when things are over
When so much is left undone

And I said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

You say that we (6)'ve got nothing in common
No common ground to start from
And we're falling apart
You say the world has (7) come between us
Our lives (8) have come between us
Still I know you just don't care

And I said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

Ooh, and I said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

And I said, "What about Breakfast at Tiffany's?"
She said, "I think I remember the film
And as I recall, I think we both kinda liked it"
And I said, "Well, that's the one thing we've got"

Direct – Indirect speech Flashcards

(to be used after introducing the *Direct – Indirect speech Song*)

Directions: The left side of each card contains a sentence in direct speech (with its indirect equivalent to the right). I do two different types of activities, depending on the skill level of the students.

Activity 1: Matching. You can jumble up the cards and have students work in groups to locate the pairs. This works best if questions are on different colored paper from the answers.

Activity 2: Pair Work. Print out the sheet and fold the paper in half. Student A reads one of the questions and B tries to respond.

See flashcards on the following page.

Direct speech	Indirect speech
John plays violin.	John said (that) he played violin.
John is playing violin.	John said (that) he was playing violin.
John played violin.	John said (that) he had played violin.
John has played violin.	John said (that) he had played violin.
John was playing violin.	John said (that) he had been playing violin.
John had been playing violin.	John said (that) he had been playing violin.
John had played violin.	John said (that) he had played violin.
John will play violin.	John said (that) he would play violin.
John can play violin.	John said (that) he could play violin.
John must play violin.	John said (that) he had to play violin.
John should play violin.	John said (that) he should play violin.
John may play violin.	John said (that) he may/might play violin.
John might play violin.	John said (that) he might play violin.
John ought to practice.	John said (that) he ought to practice.
Sofia, would you go to the game with me?	John asked if she would go to the game with him.
Do you like violin?	John asked if Sofia liked violin?
Please don’t be late!	John told Sofia not to be late.
Could you sit with me, please?	John asked Sofia to sit with him.
Hurry up, Sofia!	John told Sofia to hurry up.
Don’t be late, Sofia!	John told Sofia not to be late.

Direct – Indirect Speech Worksheet

Directions: Change the sentences below from Direct to Indirect Speech.

1. He asked the teacher: “Could you explain number four, please?”

2. She asked the guy on the café: “Where do you live?”

3. He said to his mother: “We went to the cinema and then to a Chinese restaurant.”

4. He asked the waiter: “What are you doing tomorrow afternoon?”

5. He asked a local: “Could you tell me where the post office is?”

6. She told me: “Come here!”

7. She complained to her girlfriend: “I've never been to Wales.”

8. He asked her: “Have you ever seen *The Lord of the Rings*?”

9. She stated: “I don't like mushrooms.”

10. She shouted to her boyfriend: “Don't be silly!”

INDIRECT SPEECH

English Grammar Today:

An A–Z of Spoken and Written Grammar

Ronald Carter, Michael McCarthy, Geraldine Mark, and Anne O'Keeffe

https://dictionary.cambridge.org/grammar/british-grammar/reported-speech/reported-speech-indirect-speech

What is indirect speech?

Indirect speech focuses more on the content of what someone said rather than their exact words. In indirect speech, the structure of the reported clause depends on whether the speaker is reporting a statement, a question or a command.

Indirect speech: reporting statements

Indirect reports of statements consist of a reporting clause and a *that*-clause. We often omit *that*, especially in informal situations:

'I'm tired,' I said.	*I told them (**that**) **I was tired**.*

Indirect speech: reporting questions

Indirect reports of yes-no questions and questions with or consist of a reporting clause and a reported clause introduced by if or whether. *If* is more common than *whether*. The reported clause is in statement form (subject + verb), not question form:

- She asked if I was Scottish. (original yes-no question: 'Are you Scottish?')
- The waiter asked whether we wanted a table near the window. (original yes-no question: 'Do you want a table near the window?)
- He asked me if I had come by train or by bus. (original alternative question: 'Did you come by train or by bus?')

Indirect reports of **wh-questions** consist of a reporting clause, and a reported clause beginning with a wh-word (who, what, when, where, why, how). We don't use a question mark:

- He asked me what I wanted. Not: He asked me what I wanted?

The reported clause is in statement form (subject + verb), not question form:

- She wanted to know who we had invited to the party.

In indirect questions with **who, whom** and **what**, the wh-word may be the subject or the object of the reported clause:

- I asked them who came to meet them at the airport. (who is the subject of came; original question: ‘Who came to meet you at the airport?’)
- He wondered what the repairs would cost. (what is the object of cost; original question: ‘What will the repairs cost?’)

The reported clause is in statement form (subject + verb), not question form:

- *She asked us **what we were doing**.* (original question: *‘What are you doing?’*)

We also use statement word order (subject + verb) with **when, where, why** and **how**:

- I asked her when it had happened (original question: ‘When did it happen?’).
- I asked her where the bus station was. (original question: ‘Where is the bus station?’)
- The teacher asked them how they wanted to do the activity. (original question: ‘How do you want to do the activity?’)

Indirect speech: reporting commands

Indirect reports of commands consist of a reporting clause, and a reported clause beginning with a to-infinitive:

- The General ordered the troops to advance. (original command: ‘Advance!’)
- The chairperson told him to sit down and to stop interrupting. (original command: ‘Sit down and stop interrupting!’)

We also use a to-infinitive clause in indirect reports with other verbs that mean wanting or getting people to do something, for example, advise, encourage, warn:

- They advised me to wait till the following day. (original statement: ‘You should wait till the following day.’)
- The guard warned us not to enter the area. (original statement: ‘You must not enter the area.’)

Backshift !

Backshift' refers to the changes we make to the **original verbs** in indirect speech because time has passed between the moment of speaking and the time of the report.

present simple → past simple
present continuous → past continuous
present perfect simple → past perfect simple
present perfect continuous → past perfect continuous
past simple → past perfect simple
past continuous → past perfect continuous
future (will) → future-in-the-past (would)
past perfect ↔ past perfect (no change)

Some, but not all, modal verbs ‘shift back’ in time and change in indirect speech.

- will → would
- shall usually → would (in reported questions, shall → should)
- can → could
- may (possibility) → might / may (permission) → could
- must (obligation) usually → had to / must (speculation) → no change

- could, should, would, might, need → no change

No backshift

We don't need to change the tense in indirect speech if what a person said is still true or relevant or has not happened yet. This often happens when someone talks about the future, or when someone uses the present simple, present continuous or present perfect in their original words:

- He told me his brother works for an Italian company. (It is still true that his brother works for an Italian company.)
- She said she's getting married next year. (For the speakers, the time at the moment of speaking is 'this year'.)
- He said he's finished painting the door. (He probably said it just a short time ago.)
- She promised she'll help us. (The promise applies to the future.)

Indirect speech: changes to pronouns

Changes to personal pronouns in indirect reports depend on whether the person reporting the speech and the person(s) who said the original words are the same or different.

Indirect speech: changes to adverbs and demonstratives

We often change demonstratives (*this, that*) and adverbs of time and place (*now, here, today*, etc.) because indirect speech happens at a later time than the original speech, and perhaps in a different place.

this	→	*that*
these	→	*those*
now	→	*then*
yesterday	→	*the day before*
tomorrow	→	*the next/following day*
two weeks ago	→	*two weeks before*
here	→	*there*

Indirect speech: typical errors

The word order in indirect reports of *wh-questions* is the same as statement word order (subject + verb), not question word order:

- She always asks me where I am going.
- Not: She always asks me where am I going.

We don't use a question mark when reporting questions:

- I asked him what he was doing.
- Not: I asked him what he was doing?

Let’s Practice Now!

Direct – Indirect Speech Quiz

Name: _____

Directions: Change from Active to Passive, or Passive to Active

1. My mum asked her friend: “Would you mind waiting a moment please?”

2. He asked the guy on the gym: “How often do you play tennis?”

3. My dad wondered: “How was your holiday?”

4. A colleague of mine told me: “I would have visited the hospital, if I had known you were sick.”

5. The guard in the gallery yelled at a little girl: “Don't touch!”

6. He told his girlfriend: “I should have studied harder for the exam.”

7. A backpacker asked me: “Would you mind telling me how to get to the art gallery, please?”

8. Sofia told me: “Please don't forget my book.”

9. His mother told me: “Please buy some bread on your way home.”

10. My mother-in-law asked me: “Could you give me the glass on the table, please?”

❑ Basic ❑ Intermediate ❑ Advanced

Lesson Plan

Micro Lesson Video Link: https://youtu.be/tosQiBlb7SM

Business/Materials	Lesson Objectives
Adults 18+ Intermediate • "My Fair Lady Pronunciation" video clip (4:47), https://youtu.be/MJr9SSJKkII • "I love Lucy English Pronunciation" video clip (2:19), https://youtu.be/uZV40f0cXF4 • "ough" modelling • "ough" Pronunciation Chart by Debbie Hepplewhite, https://phonicsinternational.com/espo/unit11_pdfs/1191964022-11-21851.pdf • "Why does the ending -ough have six pronunciations? " The Long Answer by sumelic, https://english.stackexchange.com/questions/31991/why-does-the-ending-ough-have-six-pronunciations • "The Speaking Test, Unit 1", *IELTS Preparation and Practice Listening and Speaking, Third Edition*, Oxford University Press. • Phonemic Chart by Underhill • "Worksheet 2 - Spelling-to-Sound" Longman Pronunciation Dictionary	• Learners will identify the different areas of pronunciation examined in an IELTS exam (sounds, word and sentence stress, intonation and rhythm). • Learners will be able to understand the importance of pronunciation, by practicing, identifying, and producing sounds (phonemes).

Warm-up and Objective Discussion
Watch both video clips, and then discuss the importance of accent in English. Tell learners the different areas examined in an IELTS Speaking test (vocabulary, grammatical structures, pronunciation, fluency and cohesion) and focus on the Pronunciation part. (Read from textbook page 72)

Instruct and Model	❑ R	❑ W	❑ L	❑ S

Read page 73 from textbook.

Model pronunciation from “ough 1” file. Read “Why does the ending -ough have six pronunciations? ” The Long Answer by sumelic,

Guided Practice	❑ R	❑ W	❑ L	❑ S

Ask students to visit the Perception of Spoken English (POSE) Test at http://posetest.com in order to check their understanding of sounds.
(Make sure you save or print each student’s results for future reference, and individual practice and guidance.)

Independent Practice	❑ R	❑ W	❑ L	❑ S

Give learners “ough” Pronunciation Chart by Debbie Hepplewhite, p. 2 (British accent) or p. 3 (North American accent) *Choose between /or/ (ɔː) in British and /aw/ in North American English, depending on audience’s interest. (You may want to use the phonemic transcription of *Oxford Advanced Learner's Dictionary*, 9th edition, Oxford University Press, 2015)
Ask them to read, pronounce the words, and practice the sounds. Ask learners to provide a peer-review to their partners.

Assessment	❑ R	❑ W	❑ L	❑ S

Give students Phonemic Chart by Underhill, and ask them to complete “Worksheet 2 - Spelling-to-Sound” from *Longman Pronunciation Dictionary*.

ough

/ou/ (/aʊ/)	/or/ (/ɔː/)
bough	bought
/u/ (/ə/)	**/oo/ (/uː/)**
borough	through
/oa/ (əʊ/)	**/o/ + /f/ (/ʌ/)**
though	tough
/u/ + /f/ (/ɒf/)	**/u/ + /p/ (/ʌp/)**
cough	hiccough (hiccup)

English Language & Usage Stack Exchange is a question and answer site for linguists, etymologists, and serious English language enthusiasts. Join them; it only takes a minute:

Sign up

Here's how it works:

Anybody can ask a question

Anybody can answer

The best answers are voted up and rise to the top

Why does the ending -ough have six pronunciations?

There are *cough, tough, bough, through,* and *though* (and "hiccough", if you're not from the U.S.); each of which has a different pronunciation for the ending "-ough". Why is this?

Edit for clarification: I'm trying to figure out why *cough* is spelled with an "-ough", if it's pronounced with an "-off". And then *tough,* pronounced "tuff". Why is that not spelled "tuff"? *Bough, through,* and *though* should be spelled "bow", "thrue" (or "thru"), and "thoe". Where did "-ough" come from? And then *hiccough*. Since that derives from *cough,* it should be pronounced "hickoff", but it isn't.

pronunciation pronunciation-vs-spelling

edited Mar 29 at 18:52
sumelic
31.3k 5 84 156

asked Jun 28 '11 at 23:44
Daniel
45.1k 54 208 339

2 There are actually (at least) six: Though the tough cough and hiccough plough him through... – MT_Head Jun 28 '11 at 23:47

7 Why should these be consistent (as opposed to the rest of English spelling)? – GEdgar Jun 28 '11 at 23:52

3 According to Wikipedia, there are at least six pronunciations in North American English and ten in British English. This same article says that almost every combination originally had the same pronunciation, but then the words evolved. Bet one of our linguists will have a good story about this one. – Kit Z. Fox ♦ Jun 29 '11 at 0:33

1 Related: english.stackexchange.com/questions/5254/… – Theta30 Jul 3 '11 at 1:38

2 @mikhailcazi: I believe 'hiccough' *was* originally a hypercorrection for 'hiccup', but if enough people use, spell, or pronounce a word wrongly, the use, spelling or pronunciation changes. – TimLymington Aug 15 '13 at 17:55

3 Answers

Short answer: English spelling does not display a one-to-one correspondence with pronunciation, and certainly not with modern pronunciation. You shouldn't expect it to.

Medium answer: These words are spelled with the same letter combination but pronounced with different sounds due to a combination of different etymologies, and different sound changes. Some of them started out with different pronunciations and stayed different; some of them started out with the same pronunciations and diverged over time.

Long answer: Some words have spellings in modern English that never corresponded to their pronunciations and were only established by **analogy** with other words with a similar meaning. This seems to be the case for the following two words spelled with "ough":

- *hiccough*: the word is not actually derived from *cough*. But people started spelling it with *-ough* because they thought it seemed similar to *cough*. The more regular spelling with "up" is still commonly used.
- *furlough*, which comes from Dutch *verlof*; I have no idea why it changed pronunciation and spelling.

There are many other words that exhibit this phenomenon: *island* (never pronounced with an s), *scissors* (with extraneous *s*; it comes from the root *cis-* as in *incision* but was mistakenly thought to come from the root *sciss-* as in *scission*), *foreign* (never pronounced with *g*; it was apparently respelled by analogy with words like *sovereign*), *ptarmigan* (never pronounced with *p*).

However, most words spelled with *gh* did originally have a corresponding consonant sound in this position: a velar fricative /x/ (which can still be seen in related words in some other Germanic languages, as Roger Mue's answer shows). The spelling *gh* was one of the usual ways of representing this sound in Middle English. The words are pronounced differently now because they underwent **sound changes**. In all languages, words change in pronunciation over time. In some words, the sound /x/ changed to /f/ (see this question to learn why: Why did /x/ change to /f/ in English?), while in others it was dropped, but caused the previous vowel to become a diphthong. The sound change turning /x/ to /f/ only applied sporadically,

so the sounds in some words shifted one way while in others they shifted a different way. The vowels also changed in various ways, sometimes irregularly.

To try to see if there were any regular patterns, I divided the words into several "classes" based on how they are pronounced.

Example words for different pronunciations of "ough"

I'll use the abbreviation "OE" to stand for "Old English" and "ME" to stand for Middle English. Be aware that the historical forms I list are not comprehensive. The forms are taken from the Oxford English Dictionary (OED), New Oxford American Dictionary, and Wiktionary. The words on the left have an arrow < pointing to them to show that they descend from the words on the right. Words preceded by an asterisk are hypothetical/reconstructed rather than attested forms.

1. ough = /ɔː/ "aw" sound as in *jaw*:
   - thought < OE þōht
   - sought < OE sōhte
   - bought < OE bohte
   - nought < OE nowuht
   - wrought < OE wroht
   - ought < OE āhtan
   - fought < OE feaht/fuhte/fohten
   - daughter (variants *dofter, dafter*) < OE dohtor

   Very nearly, "ough" is pronounced /ɔː/ in all words and only words spelled with "ought". (I know "daughter" isn't even spelled with *ough* today, but it has a similar history and the same pronunciation.) It's unclear to me why the pronunciation developed this way in these words, but it seems quite regular. The one exception I've been able to find, *drought,* can be explained if we look at the history: it comes from Old English *drūgað,* which, unlike all of the other *ought* words, had the long "ū" vowel. The long "ū" sound of Old English came to be spelled "ou/ow" in the Middle English period by historical accident; this caused it to be spelled the same way as some other unrelated sounds, such as the "ow" sound in words like *crow*. (More on that here: Why does “ow” have two different sounds?).
2. *ough* = /aʊ/ "ow" sound as in *cow*:
   - bough < OE bōg/bōh
   - plough/plow < OE *plōg/plōh
   - enow < OE genōg/genōh
   - slough (n) < OE slōg/slōh (—also has /uː/)
   - sough (v/n) < OE swōgan (v), ME *swōh, swōȝ (n) (—also has /ʌf/, maybe had /ɒf/)

   The words listed above all had long "ō" in Old English. Normally, this developed to an "oo" sound (as in *goose*), but it seems to have followed a different path in these words. It seems that it joined with long "ū" in Middle English, and then developed to the diphthong that is currently present (Eilert Ekwall, ed. 1907, *Dr John Jones's Practical Phonography (1701)*). (One possible exception is *slough,* which is often pronounced as *sloo*/*slew*.)

   I think we could compare this to the development of some Old English /e/ or /ea/ followed by /g/ or /x/ to late Middle English long "ī," as in the words "eye" < OE *ēage* and "die." (And interestingly, this change also seems to have been sporadic: compare the pronunciations of "eight" and "height.")

   Another possibly significant fact is that all of the above words had variants with *g* instead of *h* in inflected forms, such as the plurals; and in fact the now-archaic *enow* was used as the plural form of *enough*. I found that several authors say for this reason that these forms actually derive from Old English forms with *g* rather than with [x] (Wyld 1907). Old English single /g/ was vocalized between vowels, so if the etymology from these forms is accurate, the overall development would have been something like [oːg] (Old English) > [oːw] > [uː] > [aʊ]. This is distinct however from what seems to be the usual development of Old English [oːw] (as in "flōwan" > modern "flow," with [oʊ] not [aʊ]).
   - drought; discussed in the explanation of the "ought" words above, in 1.
3. *ough* = /oʊ/ "oe" sound as in *toe*:
   - thorough < ME *þorwe* among other forms < OE þurh
   - borough < ME *burwe* among other forms < OE burg/burh

   The significant fact here is that **"ough" is in an unstressed syllable in both of these words where it is pronounced as /oʊ/.** I would guess these developed similarly to words like *furrow* (from ME *forwe* among other forms < OE furh), *arrow* (from OE earh/arwe), and *sparrow* (from OE spearwa). That is, the final *h* or *g* was replaced with the semivowel *w*, which subsequently developed into an *oaw* sound. For some speakers, the current pronunciation has developed further to a schwa sound /ə/.

- dough < OE dāh

  This word had long "ā" in Old English. Normally, this developed to an "o/oa/oe" sound in Modern English (as in *cold, stone* or *toe*) and this seems to have occurred here as well, as least for the standard pronunciation. One dialectal pronunciation is discussed further down.

- though < Old Norse *þōh

  This is another word that shows several phonetic variants in different dialects, which perhaps is to be expected as it seems to have a complicated etymology. The Oxford English Dictionary gives the following explanation:

  > Old Norse **þóh* (intermediate to *þauh* and *þó*), [was] shortened in Ormin to *þŏhh,* with subseq. stress-lengthening to *þōuȝ, though, thō*. The Norse form gradually gained over [the Old English forms], which disappeared from literature before 1500. [Other] forms show the same development of *f* < *ȝ, gh* /x/, as in *laugh, cough, tough*; *thof* was occasional in literature as late as 1750, and is still prevalent in many varieties from Yorkshire and Lancashire to Hampshire and Devon: see Wright *Eng. Dial. Gram.* In Scotl. and north of Engl. *though* is pronounced /θɔː/; the Hampshire and West Somerset *thof* also is /θɔf/, not /ðɔf/.

4. *ough* = /ɒf/ "off" sound:
   - cough < OE *cohhian
   - trough < OE trog/troh

     These two words have the normal “short o” vowel. This makes sense because they both had a short "o" in old English, although it was pronounced differently from how it is now (it was literally a shorter version of the long ō sound). However, there are not enough *ough* words with this pronunciation in Modern English to say if the development was "regular" or not. They also show the change of [x] > /f/.

   - sough (n) < OE swōgan (v), ME *swōh, swōȝ (n) (obsolete variant pronunciation): the OED entry for the noun *sough* says "The pronunciation /sɒf/ is given by Smart (1836) and Ogilvie (1850)." But it is usually pronounced with /aʊ/ or /ʌf/. This word is ultimately from Old English *swōgan,* with a long vowel, so the development to /sɒf/ could indicate the activity of some kind of shortening sound change in this context. However, the pronunciation might have been altered by analogy rather than by a sound change.
5. *ough* = /ʌf/ "uff" sound:
   - duff (variant pronunciation listed by the OED for "dough") < OE dāh
   - enough < OE genōg/genōh
   - tough < OE tōh
   - rough < OE rūh
   - sough (v/n) < OE swōgan (v), ME *swōh, swōȝ (n) (—also has /aʊ/, maybe had /ɒf/)
   - slough (v) (uncertain origin)
   - chough (precise ancestor of this phonetic form unclear)

     This set appears to be the most heterogeneous. They all show the shift of the consonant [x] to /f/. In addition, it appears that the vowels in these words underwent two processes before this consonant: shortening and a change of vowel quality (perhaps not in that order). *Duff, enough* and *sough* all have alternative pronunciations descended from the same origin, which seems to indicate that there is no definite way to tell from a word's etymology that it will be pronounced with "uff."
6. *ough* = /uː/ "oo" sound:
   - through < OE þurh
   - slough (n) (some varieties)

     According to the OED, the vowel sound used for *ough* in *through* is the result of re-stressing a vowel that had become unstressed (the word originated as an unstressed version of *thorough*). There are other examples of this sort of thing in English: the re-stressed "ay" /eɪ/ is used as a strong form of the indefinite article "a," which originated as an unstressed version of the numeral "one"; the re-stressed "ov" /ɒv/ (in British Englis) or "uv" /ʌv/ (in American English) is used as the strong form of the preposition *of*, which originated as an unstressed version of the preposition *off*. "Slough" with /uː/ is weird and I don't know how to explain it. It might be due to dialectal variation.

There is also some variation between these pronunciations for several words.

Bibliography:

- Henry Cecil Wyld, 1907, *The Growth of English: An Elementary Account of the Present Form of Our Language, and its Development*, by Henry Cecil Wyld
- William Labov, "Regular Sound Change in English Dialect Geography," in *History of Englishes: New Methods and Interpretations in Historical Linguistics,* 1992, edited by Matti Rissanen, Ossi Ihalainen, Terttu Nevalainen, Irma Taavitsainen

edited Aug 23 at 19:56

answered Feb 15 '16 at 22:25

sumelic
31.3k 5 84 156

I think it's because old and middle English had a lot of cases and articles and so different word endings. As the language simplified a lot of these were lost leaving the words with a single simplified spelling but kept the original pronunciation.

Others were victims of the great vowel shift. So in Chaucer drought is pronounced something like drock-eh-ta but gradually simplified to the current pronunciation while keeping the original spelling.

edited Nov 12 '15 at 17:22

answered Jun 29 '11 at 3:25

mgb
21.2k 2 32 83

3 No, in Middle English *gh* was the essentially the consonant in Scottish *loch*, German *Bach*, Yiddish *chutzpah*. So it was pronounced *drokhte*. "Whan that Aprille with his shoures soote The droghte of Marche hath perced to the roote, And bathed every veyne in swich licour, Of which vertu engendred is the flour;" – Peter Shor May 24 '15 at 0:04

A comparison between English and German can at least give an idea why in English we have an almost uniform spelling but different pronunciations.

lachen - to laugh

keuchen - to cough

durch - through

zäh, Bavarian zach - tough

doch - though/although

English spelling shows the origin of words with the silent letters gh. But the different vowels before gh led to different pronunciations.

edited Feb 10 '16 at 2:50

answered Nov 12 '15 at 11:03

rogermue
11k 4 14 40

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protected by tchrist ♦ Nov 12 '15 at 13:08

Thank you for your interest in this question. Because it has attracted low-quality or spam answers that had to be removed, posting an answer now requires 10 reputation on this site (the association bonus does not count).

Would you like to answer one of these unanswered questions instead?

ough

/ou/	/u/	/oo/
bough	borough	through
plough	thorough	throughout
drought	thoroughly	see-through
Slough	Scarborough	throughway
/oa/	**/or/**	**/u/+/f/**
dough	ought	rough
though	bought	tough
although	nought	enough
doughnut	sought	slough
/o/+/f/	brought	roughen
cough	thought	toughen
coughed	thoughtful	roughage
coughing	wrought	**/u/+/p/**
trough	overwrought	hiccough

Practise sounding out, saying and writing these words to gain automatic recognition.

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ough

/ou/	/u/	/oo/
bough	borough	through
plough	thorough	throughout
drought	thoroughly	see-through
Slough	Scarborough	throughway

/oa/	/aw/	/u/+/f/
dough	ought	rough
though	bought	tough
although	nought	enough
doughnut	sought	slough

/o/+/f/	brought	roughen
cough	thought	toughen
coughed	thoughtful	roughage
coughing	wrought	/u/+/p/
trough	overwrought	hiccough

Practise sounding out, saying and writing these words to gain automatic recognition.

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ough

ought

bought

brought

thought

fought

sought

wrought

thoughtful

thoughtless

overwrought

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augh

caught

taught

naughty

daughter

fraught

haughty

haughtily

naughtily

distraught

granddaughter

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/or/

ought	caught
nought	taught
bought	fraught
fought	naughty
thought	daughter
brought	distraught

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-ck

socket

bottleneck

chopsticks

wickerwork

steeplejack

ramshackle

honeysuckle

blockbuster

weathercock

mockingbird

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ch

school

chaos

chemist

stomach

scheme

chorus

orchestra

mechanism

technology

chameleon

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qu

quiche

conquer

mosquito

etiquette

bouquet

marquetry

masquerade

croquette

mannequin

marquee

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que

queue

cheque

unique

plaque

antique

mosque

oblique

technique

brusquely

physique

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quar

quart

quarter

quarterly

quarters

quartz

quartet

quarter-hour

quarterback

quarterfinal

quartermaster

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Phonemic Chart

voiced

unvoiced

	monophthongs				diphthongs			
VOWELS	iː sheep	ɪ ship	ʊ good	uː shoot	ɪə here	eɪ wait		
	e bed	ə teacher	ɜː bird	ɔː door	ʊə tourist	ɔɪ boy	əʊ show	
	æ cat	ʌ up	ɑː far	ɒ on	eə hair	aɪ my	aʊ cow	
CONSONANTS	p pea	b boat	t tea	d dog	ʧ cheese	ʤ June	k car	g go
	f fly	v video	θ think	ð this	s see	z zoo	ʃ shall	ʒ television
	m man	n now	ŋ sing	h hat	l love	r red	w wet	j yes

The 44 phonemes of Received Pronunciation based on the popular Adrian Underhill layout

adapted by EnglishClub.com

Worksheet 2 - Spelling-to-Sound - Answer Key

Read the following words and sentences and choose the correct pronunciation for the letter that is underlined.

1. th<u>ough</u>

- aʊ
- u:
- ɒf
- **əʊ [CORRECT]**
- ʌf

2. tr<u>ai</u>n

- aɪ
- eə
- **eɪ [CORRECT]**
- ə
- ɪə

3. sp<u>ie</u>s

- `i
- **aɪ [CORRECT]**
- e
- i:
- ɪə

4. pric<u>es</u>

- ez
- s
- z
- ɪs
- **ɪz [CORRECT]**

5. c<u>ou</u>sin

- aʊ
- u:
- ɔ:
- əʊ
- **ʌ [CORRECT]**

6. admitt<u>ed</u>

- d
- ed
- t
- əd
- **ɪd [CORRECT]**

7. s<u>o</u>mebody

- u:
- ɒ
- əʊ
- ʊ
- **ʌ [CORRECT]**

8. sil<u>e</u>nce

- e
- **ə [CORRECT]**
- ɜ:
- ɪ
- ɪə

9. a<u>cc</u>entuate

- **Ks [CORRECT]**
- k
- s
- tʃ

10. hurr<u>ie</u>d

- aɪ
- e
- **i [CORRECT]**
- i:

- ʃ
- ɪə

11. m<u>o</u>vement

- **uː [CORRECT]**
- ʊ
- əʊ
- ɜː
- ʌ

12. b<u>u</u>tcher

- juː
- uː
- ɜː
- **ʊ [CORRECT]**
- ʌ

13. c<u>u</u>t

- juː
- jʊ
- jʊə
- uː
- **ʌ [CORRECT]**

14. stand<u>ard</u>

- æd
- *ɑ*ːd
- ɔː
- **əd [CORRECT]**
- ɪd

15. dr<u>au</u>ghtsman

- uː
- **ɑː [CORRECT]**
- ɔː
- əʊ
- ʊə

16. m<u>ai</u>ntenance

- aɪ
- eə
- **eɪ [CORRECT]**
- ɜː
- ɪə

17. en<u>ough</u>

- aʊ
- uː
- ɒf
- əʊ
- **ʌf [CORRECT]**

18. s<u>ur</u>gical

- juː
- jʊ
- uː
- **ɜː [CORRECT]**
- ʌ

19. s<u>oo</u>t

- uː
- ɔː
- ɔɪ
- **ʊ [CORRECT]**
- ʌ

20. occa<u>s</u>ional

- s
- tʃ
- z
- ʃ
- **ʒ [CORRECT]**

Worksheet 2 - Spelling-to-Sound

Read the following words and sentences and choose the correct pronunciation for the letter that is underlined.

1. th<u>ough</u>

- aʊ
- u:
- ɒf
- əʊ
- ʌf

2. tr<u>ai</u>n

- aɪ
- eə
- eɪ
- ə
- ɪə

3. sp<u>ie</u>s

- `i
- aɪ
- e
- i:
- ɪə

4. pric<u>es</u>

- ez
- s
- z
- ɪs
- ɪz

5. c<u>ou</u>sin

- aʊ
- u:
- ɔ:
- əʊ
- ʌ

6. admitt<u>ed</u>

- d
- ed
- t
- əd
- ɪd

7. s<u>o</u>mebody

- u:
- ɒ
- əʊ
- ʊ
- ʌ

8. sil<u>e</u>nce

- e
- ə
- ɜ:
- ɪ
- ɪə

9. a<u>cc</u>entuate

- Ks
- k
- s
- tʃ

10. hurr<u>ie</u>d

- aɪ
- e
- i
- i:

- ʃ
- ɪə

11. m<u>o</u>vement

- uː
- ʊ
- əʊ
- ɜː
- ʌ

12. b<u>u</u>tcher

- juː
- uː
- ɜː
- ʊ
- ʌ

13. c<u>u</u>t

- juː
- jʊ
- jʊə
- uː
- ʌ

14. stand<u>ard</u>

- æd
- ɑːd
- ɔː
- əd
- ɪd

15. dr<u>au</u>ghtsman

- uː
- ɑː
- ɔː
- əʊ
- ʊə

16. m<u>ai</u>ntenance

- aɪ
- eə
- eɪ
- ɜː
- ɪə

17. en<u>ough</u>

- aʊ
- uː
- ɒf
- əʊ
- ʌf

18. s<u>ur</u>gical

- juː
- jʊ
- uː
- ɜː
- ʌ

19. s<u>oo</u>t

- uː
- ɔː
- ɔɪ
- ʊ
- ʌ

20. occa<u>s</u>ional

- s
- tʃ
- z
- ʃ
- ʒ

❑ Basic ❑ Intermediate ❑ Advanced

Lesson Plan

Micro Lesson Video Link: https://youtu.be/Jwnzez-_Gqg

Business/Materials	Lesson Objectives
Basic Adult 18+ learners Slide – Infographic Handout	- Students will be able to identify the uses of present simple (affirmative), by searching the internet for relevant examples in present simple (affirmative). - Students will be able to give directions in present simple from language school to town's square, by presenting them to their class. - Students will be able to employ present simple, while writing about developments that take place in their countries (or cities /towns / villages)

Warm-up and Objective Discussion

Warm up activity

The activity is a Written Prompt on the Whiteboard (Questions).

The teacher should write in the white / blackboard the two questions below, ask the students using warm talk to respond, after teacher responds to the questions her/himself. The teacher writes in the white / blackboard the students' responses, underlining present simple structures.

- What do you search on the internet?
- What roads do you take to reach our school?

This activity stimulates prior (or even passive) knowledge of present simple by asking students to respond with personalized, real-life situation, answers. More, it introduces students to the study of present simple tense and connects these "new ideas" to assessment methods". Further, a friendly teaching environment is created with teacher sharing personal stories.

Objective discussion

Tell student that today they will learn about present simple (affirmative). Tell them about the uses – write only the uses in headlines in the whiteboard. State that two important examples of employing present simple in their everyday life is when asked to give directions and when you describe current affairs. In addition, tell students that these two examples will be the means of their assessment. Ask them if they can add other examples that employ / need present simple. Where or when do we use present simple? Could you give some more examples?

Instruct and Model	❑ R	❑ W	❑ L	❑ S

Instruct
Teacher, having INDUCTIVE reasoning (Model, Infer, Elaborate) in mind, starts writing in the blackboard sentences in groups. Each group could have up to 5 sentences (or as many as the blackboard can hold). Sentences are grouped corresponding to a present simple use.
Ask learners to guess a title for each group. This title will be indicating the specific use of present simple.
Teacher shares with learners the correct “titles” of these groups, followed by an explanation / elaboration in grammar terms.

Model
After creating the group-sentences (NOT their titles!), teacher shares with students both orally AND written in the blackboard more examples of present simple. The more the better. Examples should be relevant to learners' interests and culture; and to learning objectives.

Guided Practice	❑ R	❑ W	❑ L	❑ S

Guided Practice
Draw a simple map on the board, or print a local one from Google Maps and pin it. Ask students to give directions from point A to B. Help them by a question and answer session.

Less-Guided Practice

Put the students into groups. Each group should have a scribe, who writes the group’s summary, a spokesperson, who will present the group’s summary at the end of the activity, and a controller, who makes sure every student in the group participates. Any additional members of the group have the role of contributor, which contributes to the group’s discussion about the interpretation of the chart. Of course, the scribe, spokesperson and controller should also contribute to the discussion as needed.

Draw a second more complicated map on the board, or print a different local one from Google Maps. Give each group a different route to discuss.

Tell each group to be prepared to present the route – give directions – to the class. Give students 10 minutes to work together to give directions from point A to B. At the end of 10 minutes, have each group share their presentation with the class. Each group should take no more than 3 minutes to share their directions.

While the groups are working, circulate around the room answering questions and perhaps jump-starting the conversation (i.e. pointing out the related vocabulary).

Independent Practice	❑ R	❑ W	❑ L	❑ S

Have each student think of a current. And tell them to write their “news story” using present simple.

Tell students to handle the piece of writing to their partner. Have learners provide feedback on their partner’s presentation. Then bring the class back together and show them a model presentation (or one of yours!)

Discuss any problems the students have. Have the students go back and correct their “news story” based on the feedback they received and in class discussions.

Students will then submit their completed description at the end of the lesson.

Assessment	❑ R	❑ W	❑ L	❑ S

Dramatization
Students are asked to perform in couples and dramatize the “giving directions” objective. One student will be a local, while the second a foreigner, a native traveler, an old person, or any other person students can think of.

Written presentation / Essay
Learners should revise, edit and polish the rough draft of the writing produced in Independent Practice

PRESENT SIMPLE

PRESENT

ALWAYS TRUE
Two and two make four.

PERMANENT SITUATIONS
I live in London.

SHORT ACTIONS NOW
He takes the ball and scores a goal!

HABITS
She plays tennis every Tuesday.

Use with: twice a month, on Fridays, often, sometimes.

FUTURE

FUTURE TIMETABLES
Our train leaves at 11am.

Use with: this evening, at 10 o'clock, tomorrow.

FUTURE IN TIME CLAUSES
I won't go out until it stops raining.

Use with: until, when, as soon as, after, before.

Perfect English Grammar

SIMPLE PRESENT

We use the **simple present** **mostly** to talk about things that are **always true**, **habits** and **things that happen repeatedly**.

- **For (general) truths / statements that are true**
  Water freezes at zero degrees.
  The Earth revolves around the Sun.
  Dogs eat meat.
  Her mother is Peruvian.
  My grandmother lives in Liverpool.

- **For habits**
  He drinks tea at breakfast.
  I go to the gym almost every day
  She only eats fish.
  They watch television regularly.

- **For repeated actions or events**
  We catch the bus every morning.
  He works at the post office every day.
  It rains every afternoon in the hot season.
  They drive to the beach every summer.

- **For instructions or directions**
  Open the packet and pour the contents into hot water.
  You take the No.6 bus to 5th Avenue and then the No.10 to Brooklyn.
  You turn left to the Piccadilly Street.
  You drive until you see the red Stop sign.

SIMPLE PRESENT

HOW TO MAKE HE / SHE / IT FORMS

most verbs: + -s
work - works
know – knows
rain – rains
write - writes

verbs ending in -s, -sh, -ch, -x: + -es
pass – passes
wash – washes
teach – teaches
mix – mixes

exceptions:
go – goes
do – does
have – has

VERBS ENDING IN *-y*

vowel + *y*: *-ay, -ey, -oy, -uy* -s
say – says
play – plays
stay – stays

consonant + *y* (*-dy, -Iy, -py, -ry, etc*). *-ies*
study – studies
fly – flies
marry – marries
copy – copies
fry – fries

❑ Basic ❑ Intermediate ❑ Advanced

Lesson Plan

Micro Lesson Video Link: https://youtu.be/7DjBRfKOrOM

Business/Materials	Lesson Objectives
• Adult learners • Intermediate level • Photocopies of: "The Cambodian making airplanes from YouTube tutorials" published July 7, 2017 in *Al Jazeera News*, written by Ricardo Perez-Solero. http://www.aljazeera.com/indepth/features/2017/05/cambodian-making-airplanes-youtube-tutorials-170531081629338.html	• Language Skills To remind students of the Past Tense • Life Skills To improve students' reading skills in real life situation (material they may find on the net), To enhance students' knowledge of current affairs.

Warm-up and Objective Discussion (5 min.)

- **Warm-up (1 min.)**
  - Review of uses and formation of tenses already learnt.
- **Objective Discussion (4 min.)**
  - Question set 1: How many of us have used YouTube tutorials? In what circumstances? (Immersion)
  - Question set 2: By reading the title of the article, what do you think is about? Can you guess the story? Where is Cambodia? (Pre-reading activity: Prediction, Brainstorming, Activating previous knowledge)
  - Question set 3: Apart from the responses given earlier (see QS1); What can one, in general, learn by watching videos on YouTube? What are the potential of this media? (Pre-writing activity: Freewriting, for 1 minute)

Instruct and Model (15 min.)	❑ R	❑ W	❑ L	❑ S

- **Instruction (5 min.)**
  - How past tense is formed? When do we use the past tense?
- **Model (10 min)**
  - Teacher reading the article aloud; stressing on some past tense forms. (Make students notice)
  - Students should underline past tenses (Grammar noticing activity)

Guided Practice (10 min.)	❑ R	❑ W	❑ L	❑ S

- Students are encouraged to reread the story by themselves. Each paragraph for each student. (Reading, Trying to hear the Voice of the author)
- Question: Do you have any unknown words? Let's guess their meaning! (Intensive technique) (Reading)
- Setting writing activity schemata (giving guidelines). Topic: "What is the most likely tutorial you are going to watch on YouTube?" (Brainstorming, Creative Writing, Future authenticity – Extensive technique) (Pre-Writing)

Independent Practice (20 min.)	❑ R	❑ W	❑ L	❑ S

- Find the story line and the main ideas of the article (Extensive technique) (Reading)
- Summarize and present your findings (Extensive technique) (Reading)
- Making paragraphs blocks with the ideas discusses in the above Brainstorming section. (Pre-writing)
- Completing the writing activity (Writing)

Assessment (10 min)	❑ R	❑ W	❑ L	❑ S

(Post-reading)
Classic jigsaw (5 min.)
The article is consisted of 4 sections. Students are divided into four groups. Each section is assigned to each group. Each group needs to present a list of past tense verbs in use, write down their three forms (present-past-past particle), and explain the use of the past in each case. (Intensive technique)

(Post writing) (5 min.)
Each student presents into the classroom their own work, followed by peer-review (having been set in stage of guided practice)

❑ Basic ☒ Intermediate ❑ Advanced

Lesson Plan

Micro Lesson Video Link: https://youtu.be/YDRqmxCqD4s

Business/Materials	Lesson Objectives
Intermediate+ Adult 18+ learners Authentic video clips produced by the National Gallery, London. (https://youtu.be/DtAEhJn53ZQ) Slides and handouts	Students will be able to understand British accent, by hearing authentic material, imitating pronunciation, and intonation, paying attention to particular words, and by taking notes of various related vocabulary. Students will be able to use painting vocabulary (such as pigment, glossy, matt, flat, oil painting, egg tempera, base color, shadows, highlights, blend, apply, fade, dry, glaze, and layers) by describing, writing, and presenting a painting to class.

Warm-up and Objective Discussion

- Ask students what the National Gallery, London is, and what can one see there. (Show slide 1 and 2)
- Ask students what colors they know and write them in the blackboard. Tell them about the basic colors (Show Slide 3), and then discuss that through mixing different colors you can get Slide 4.
- Circle the colors Green and Purple (the colors of the listening).
- Explain the importance of knowing the right vocabulary to communicate relating to colors (describe or discuss a painting in a real-life visit to a museum or a gallery, for instance).
- Tell students that today they will learn related vocabulary, describe paintings and their painting technique.

Instruct and Model	❑ R	❑ W	❑ L	❑ S

- Watch the video (twice)
- Tell students to pay attention to accent and vocabulary
- Imitate the accent, by using compare - identify – produce rule
- Watch the video, again.
- Write into blackboard the vocabulary listened to note (pigment, glossy, matt, flat, oil painting, egg tempera, base color, shadows, highlights, blend, apply, fade, dry, glaze, and layers).

Guided Practice	❑ R	❑ W	❑ L	❑ S

Guided Practice
(imitation speaking activity)
Display slide 5.
Ask students to tell you what they see. Tell students to try to use British accent. Use the using compare - identify – produce rule. Show Phonemic Chart by Underhill. Bring up the related vocabulary, if not mentioned by students already.

Display slide 7.
Ask students to tell you what they see. T Tell students to try to use British accent. Use the using compare - identify – produce rule. Show Phonemic Chart by Underhill. Bring up the related vocabulary, if not mentioned by students already.

Less-Guided Practice

(interactive and intensive speaking activity)
Put the students into groups. Each group should have a scribe, who writes the group's summary, a spokesperson, who will present the group's summary at the end of the activity, and a controller, who makes sure every student in the group participates. Any additional members of the group have the role of contributor, which contributes to the group's discussion about the interpretation of the chart. Of course, the scribe, spokesperson and controller should also contribute to the discussion as needed.

Give each group Slides 6 and 8 (in a handout?).

Tell each group to be prepared to compare the two photos and present it to the class. Give the students 10 minutes to work together to describe and compare the photos. (preparation) At the end of 10 minutes, have each group share their presentation with the class. Each group should take no more than 3 minutes to share their description.

While the groups are working, circulate around the room answering questions and perhaps jump-starting the conversation (i.e. asking students what they see in the photos, pointing out the related vocabulary).

Independent Practice	❑ R	❑ W	❑ L	❑ S

(imitation and intensive speaking activity)

Give students Slides 9 and 10. Have the students describe the two photos. Tell students to try to use British accent. Have them write their description using new learnt vocabulary.

Have the students provide feedback on their partner's description (interactivity). Then bring the class back together and show them a model description (or your own!)

Discuss any problems the students have. Have the students go back and correct their description based on the feedback they received and in class discussions.

Students will then submit their completed description at the end of the lesson.

Assessment	❑ R	❑ W	❑ L	❑ S

(Homework)
Ask students to find a painting on the Internet, similar to the ones they looked at in class. Have students write a short essay describing that painting.

☒ Basic ❑ Intermediate ❑ Advanced

Lesson Plan

Micro Lesson Video Link: https://youtu.be/RSKWFSSEFbI

Business/Materials	Lesson Objectives
Basic Adults 18+ Slides and/or Handouts.	Learners will be able to employ 'used to' (or didn't use to) when talking about past habits and states, by writing a blog post in Blogger. Learners will be able to use indirect speech, by giving a class PowerPoint presentation.

Warm-up and Objective Discussion

Show pictures of, what it is generally called, bad and good habits (either in color photocopies - handouts or in slides).
Tell students to recognize and descried the what they see.
Write on the board the main theme of each photo.
Inform learners that today they will learn about "used to" and "indirect speech". More, they will employ their knowledge of Blogger and PowerPoint.

Instruct and Model	☒ R	☒ W	❑ L	☒ S

Activity 1
Tell learners the grammar theory of "used to".
Refer to your previous experiences using "used to" and languages prompt for the words in the blackboard or not.
Write your sentences on the board.

Activity 2
Introduce learners to "indirect speech".
Ask learners how the sentences you have just written will be transferred to indirect speech.
Write indirect below the direct speech sentences.

Guided Practice	☒ R	☒ W	❑ L	☒ S

Ask learners to brainstorm and write down past habits and states using "used to". Give learners 5 to 10 minute to think and write. Monitor the class during this time, answer any possible question.

After that time learners should share their sentences – thoughts with the rest of the class.

Ask students to comment on their next leaner's sentences using indirect speech.

Independent Practice	❑ R	☒ W	❑ L	❑ S

Ask learners to open Blogger and create a new blog post in Class' blog.
Tell students to use the sentences they created taking into consideration the peer comments they received, and create a cohesive and coherent text, entitled "Things I used (or didn't use) to do".
Monitor the class for any arising grammar, vocabulary or technology situation.

Assessment	☒ R	☒ W	❑ L	☒ S

Ask learners to choose, read, and comment online, the post of a fellow learner. Then, they should create a PowerPoint presentation and tell the rest of the class what that learner used to (or didn't use to) do, using indirect speech.

Tzortzakakis TESOL Part 1.4 Week 5
Teacher Tip

My favorite things

Level: Beginner to Advanced.

Purpose: This activity can be used as a warm-up – icebreaker activity. It can help students get to know each other, through sharing their, past or present, likes, dislikes, fears, hopes and dreams. It will give learners the chance to use language to communicate about their personalities.

Preparation and Materials: You will need either internet access or to download a video from YouTube. The video clip is the song "My favorite things" from the movie *The Sound of Music* (1965). https://youtu.be/0IagRZBvLtw. You will then need to find the lyrics, copy them into a WORD file and delete words according to the level of your learners. Then, print the file and hand it to learners.

Procedure: a) Ask students if I they have ever watched (or whether they know) the movie in question. (1-2 minutes)
b) Tell that you are going to watch this clip twice. You give them the handout, which they will need to fill out, however, stress the fact that their priority is just to listen and enjoy the song. (1 min.)
c) Watch this clip twice (4 minutes)
d) After watching the clip, proceed to the marking of the gaps. (5-6 minutes)
e) Tell students what your favorite things are. Modelling that way a response. (1-3 minutes)
f) Now, ask students to share with you and their peers what their favorite things are. (Time varies regarding the number of students and their level; approximately 1-2 minutes per student)

Variations: Remove words missing from the lyrics, and model the expected response according to the level of your learners.

Tzortzakakis TESOL Part 2.4
Teacher Tip 2

"What Does The Color You Choose Say About You?"

Level: Basic to Intermediate

Purpose:
This activity can help students get to know each other in a way that is a little different than the normal icebreaker game. It can get students to also understand and know themselves as well, and give them a chance to use language to communicate about their personalities making bonds within class, and learn about colors, as well.

Preparation and Materials:
Download image 1 for Slide (PPT) projection (see following page)
http://cdn.playbuzz.com/cdn/2a29c62e-9f27-4e00-86db-f1cb78d1d32f/61bc264e-d04c-4869-8be1-c54f6ee3f34a.png
Color 8 Slides with the colors Black, White, Red, Blue, Green, Yellow, Purple, Brown (one color per slide).
Print and bring to class for reference the excerpt below, "So what does the color mean?"

Procedure:

(1) As students enter the room, have them assemble in correct groups. (3 minutes)
(2) Students should discuss, in their small groups, what their favorite color is, why, what they might think each color means / represents or symbolizes. Tell them that they will need to report back to the class about a color representing their group, and their own favorite color, as well. (15-30 minutes) During this time have the PowerPoint presentation playing in the background.
(3) Students from each group will report on their group's favorite colors. The teacher will make a color-list following the students' prompts. (10 minutes)
(4) Have students read the text from this article regarding colors and personalities from *Psychology Today*. Explain any unknown words and dissolve any problem in understanding the meaning.
(5) Next, each person can speak about their own favorite color and their personalities – characteristics, and share a personal story regarding this color, ie. "This is the color of my beloved T-shirt", "It reminds of my love". As you go around the room doing this, you (and the students) will get to know a little bit more about the students.

Adapted from Karin M. Abell
Durham Technical Community College ESL Program
gnch@bellsouth.net

Adapted from Shane Dixon
Teach English Now!

WHAT
IS
YOUR
FAVOURITE
COLOUR?

So what does the color mean?

Black. People who choose black as their favorite color are often artistic and sensitive. While these people aren't introverts, they are careful with the details of their lives and do not share easily with others.

White. People who like white are often organized and logical and don't have a great deal of clutter in their lives.

Red. Those who love red live life to the fullest and are tenacious and determined in their endeavors.

Blue. If blue is your favorite color you love harmony, are reliable, sensitive and always make an effort to think of others. You like to keep things clean and tidy and feel that stability is the most important aspect in life.

Green. Those who love the color green are often affectionate, loyal and frank. Green lovers are also aware of what others think of them and consider their reputation very important.

Yellow. You enjoy learning and sharing your knowledge with others. Finding happinesscomes easy to you and others would compare you to sunshine.

Purple. You are artistic and unique. You have a great respect for people but at times can be arrogant.

Brown. You are a good friend and try your hardest to be reliable and dependable. Flashy objects are not something you desire; you just want a stable life.

From: Bernardo Tirado, PMP (June 06, 2011) "What Does The Color You Choose Say About You?" *Psychology Today*, https://www.psychologytoday.com/blog/digital-leaders/201106/what-does-the-color-you-choose-say-about-you (accessed December 09, 2017).

Instructor: Ioannis Tzortzakakis _____	**Course:** English for Adults A1	**Textbook:** • Michael Swan and Catherine Walter (2013) *Oxford English Grammar Course: Basic*, Oxford University Press, pp. 16-22. Extra material: • Michael Swan and Catherine Walter (2013) *Oxford English Grammar Course: Basic, Teacher's Notes*, Oxford University Press.

Weekly Objectives:

1. Learners will demonstrate comprehension of the present simple tense (Affirmative, Interrogative, Negative, Verb Conjugation & Spelling, Uses) by creating and performing a question and answer conversation with a partner, and by producing a piece of writing that is true to them.

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson Objective Present Simple: Affirmative Verb Conjugation & Spelling, and Uses **Warm up** Written Prompt on the Whiteboard, calling for personalized, real-life, answers and the use of present simple. **Objective discussion** Tell student that today they will learn about present simple (affirmative) and Verb Conjugation & Spelling and use of the same tense.	**Lesson Objective** Present Simple: Affirmative and Uses 2 **Warm up** Written Prompt on the Whiteboard, calling for personalized, real-life, answers and the use of present simple. **Objective discussion** Tell student that today they will learn more about present simple (affirmative) and use of the same tense. **Instruct** Teacher, having	**Lesson Objective** Present Simple: Interrogative & expressions of frequency **Warm up** Class survey: how often? As above: students ask 'How often do you …?' Before starting, run over common expressions of frequency. **Objective discussion** Tell student that today they will learn about present simple Interrogative & expressions of frequency. **Instruct**	**Lesson Objective** Present simple: Negative **Warm up** Class survey: likes and dislikes Ask students to response to questions 'Do you like …?' **Objective discussion** Tell student that today they will learn about present simple Negative. **Instruct** Teacher, having INDUCTIVE reasoning (Model, Infer, Elaborate) shares example sentences of Negative present	**Final Assessment** **Assessment 1** Dramatization Students are asked to perform in couples and dramatize the "giving directions" session. **Assessment 2** Biographies Expand Textbook Exercise 3 on page 22: get students to write as much as they can about themselves, using a lot of simple present affirmatives and negatives. Get students to include at least three things they love and

Instruct Teacher, having INDUCTIVE reasoning (Model, Infer, Elaborate) shares example sentences of present simple, asking learners which use is referred to. **Model** Teacher produces more examples that should be relevant to learners' interests and cultures. **Guided Practice** Draw a simple map on the board, or print a local one from Google Maps and pin it. Ask students to give directions from point A to B. Help them by a question and answer session. **Less-Guided Practice** Group activity to present a route – give directions. **Independent Practice** Have each student think of a current news. And tell them to write their "news story" using present simple. Students will then submit their completed description at the end of	INDUCTIVE reasoning (Model, Infer, Elaborate) shares example sentences of present simple, asking learners which use is referred to. **Model** Teacher produces more examples that should be relevant to learners' interests and cultures. **Guided Practice** Using present simple in Action. Help learners produce true or fictional statements. Guide them in a question and answer session. **Less-Guided Practice** Group activity to write / narrate a short story in present simple. **Independent Practice** Habitual activities Everyone writes or says a true sentence about themselves like those in Textbook: Exercise 2 on page 28. ('I …, but I'm not …ing now.') **Assessment Homework** Learners should revise, edit and polish the rough draft of the writing	Teacher, having INDUCTIVE reasoning (Model, Infer, Elaborate) shares example sentences of Interrogative present simple. **Model** Teacher produces more examples that should be relevant to learners' interests and cultures. **Guided Practice** Using present simple in Action. Help learners produce true or fictional statements and questions. Guide them in a question and answer session. **Less-Guided Practice** Group activity to write questions for a job interview. **Independent Practice** Ask learners to write as many questions as possible in order to interview a native English speaker. **Assessment Homework** Learners should revise, edit and polish the rough draft of the writing produced in Independent Practice**.**	simple. **Model** Teacher produces more examples that should be relevant to learners' interests and cultures. **Guided Practice** Students write down things that they (or you) are not. They read some of their ideas aloud. Guide them in a question and answer session. **Less-Guided Practice** Group activity to write a false story using simple present forms. Things they are / have / do not. **Independent Practice** Ask learners to write as many negatives as they cay while narrating a story. **Assessment Homework** Learners should revise, edit and polish the rough draft of the writing produced in Independent Practice	three things they hate. **Assessment 3** Guessing identities. Collect students' biographies produced in Assessment 2, and read them out to the class. The class have to guess who wrote each one, and peer-review them.

the lesson. **Assessment** Dramatization Students are asked to perform in couples and dramatize the “giving directions” objective. **Homework:** Learners should revise, edit and polish the rough draft of the writing produced in Independent Practice	produced in Independent Practice.			

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https://twitter.com/itzortzak
https://www.facebook.com/ioannis.tzortzakakis

Education

June 2017 – Dec 2017 **TESOL,** Arizona State University

June 2013 – **PhD candidate**
Aristotle University of Thessaloniki, School of Architecture, Faculty of Engineering
Thesis title: *Travelling in Greece of the 18th century. Narrations of texts and monuments*
Supervisors: Lia Yoka, Matoula Scaltsa, and Areti Adamopoulou

Oct 2010 – Oct 2012 **MA Museology**
Aristotle University of Thessaloniki & University of Western Macedonia
Dissertation title: *Federici cardinalis Borromaei archiepisc. Mediolani Musaeum: In research of the guide of the first exhibition of Ambrosian Art Gallery*
Supervisor: Lia Yoka

Oct 2006 – Feb 2010 **MA History of Art**
University of Crete
Dissertation title: *Depictions of martyrdoms in Italian painting*

in the end of the 16th century
Supervisor: Panagiotis Ioannou

Sep 2009 – Jul 2012 **BA (honours) Humanities**
The Open University, UK

Oct 2000 – Nov 2005 **BA History and Archaeology**
Aristotle University of Thessaloniki

Conference presentations

(2013) «Federici cardinalis Borromaei archiepisc. Mediolani Musaeum: In search of the catalogue - guide of the first exhibition of Ambrosian Art Gallery, Milan (poster session) », *Association of Art Historians, AAH2013, 39th Annual Conference,* University of Reading, UK, April 11-13, 2013.

Publications

(2017) Entries at the *Art Market Dictionary*, Berlin: Walter de Gruyter GmbH. (forthcoming)

(2016) *Anthology of Ancient Greek prose texts: Classical Attic prose: historiography, philosophy, rhetoric*, CreateSpace.

(2016) *Concordancing the Vite of Vasari - Towards a Vasarian Dictionary / A preliminary art history study in digital era*, CreateSpace.

(2015) Entries at the *The Encyclopedia of Diderot & d'Alembert Collaborative Translation Project*, Ann Arbor: Michigan Publishing, University of Michigan Library.

(2014) Entries at the *Allgemeines Künstlerlexikon (AKL), Die Bildenden Künstler aller Zeiten und Völker*, Band 84 Leibundgut – Linssen, Andreas Beyer, Bénédicte Savoy, Wolf Tegethoff (eds.), Berlin: Walter de Gruyter GmbH.

Talks, Lectures, Seminars

(2017) History of art: A journey to the periods and movements of art (8th High School of Heraklion, Crete, March 27-28, 2017)

(2014) Domenikos Theotokopoulos, Life and work (11th Secondary School of Heraklion, Crete, Apr 9, 2014).

(2014) El Greco: A presentation of interactive teaching art and history (11th Secondary School of Heraklion, Crete, Apr 30, 2014).

Employment

2016	**Archaeologist,** ΚΓ΄ Ephorate of Prehistoric and Classical Antiquities, Heraklion.
2015 – 2016	**Archaeologist,** ΚΓ΄ Ephorate of Prehistoric and Classical Antiquities, Heraklion.
2012	**Archaeologist**, ΚΕ΄ Ephorate of Prehistoric and Classical Antiquities, Chania.
	Archaeologist, ΚΘ΄ Ephorate of Prehistoric and Classical Antiquities, Florina.
2006 – present	**Freelance private Art History, English, Greek and Latin, face-to-face and online Tutor (**http://www.my-itutoring.com **and** http://filologos24.blogspot.com**)**

Awards

2014-2015	**A.G. Leventis Foundation** scholarship
2011	**Archaeology in Contemporary Europe** / Mobility Bursaries /The Saint-Denis archaeological unit / Saint-Denis, Paris / FR (ACE theme III and IV)

Languages

English:	(C2): Certificate of Proficiency in English (CPE), University of Cambridge. Greek State Certificate of Competence and State License to teach ESL.
Modern Greek:	Native speaker Greek State License to teach Ancient and Modern Greek.
French	(B1): Basic Knowledge
Italian:	(B1): Basic Knowledge
IT	Highly literate: European Computer Driving Licence (ECDL) Core

Certificate and European Computer Driving Licence (ECDL) Expert Certificate.

Continuing Professional Development

(selection)

1. (2017) Coursera Mentor Community and Training Course by Coursera Community Team on Coursera
2. (2017) Grow Greek Tourism Online (Learn Digital with Google) Online Marketing Fundamentals in Tourism (Internet Advertising Bureau Europe, Οργανισμός Διαδραστικής Επικοινωνίας)
3. (2017) Principles of Adult Education (250 hours) (ΚΔΒΜ Easy Education, ΕΟΠΠΕΠ 6603)
4. (2017) Learning to Teach Online by UNSW Australia (The University of New South Wales) on Coursera
5. (2016) Antiquities Trafficking and Art Crime (FutureLearn, University of Glasgow)
6. (2014) Art & Activity: Interactive Strategies for Engaging with Art (Cousera, MoMA)
7. (2014) Educating Adult Educators (The Greek Open University)
8. (2013) Art and Inquiry: Museum Teaching Strategies For Your Classroom (Cousera, MoMA)
9. (2013) Routes in Teaching the Greek Language to non-natives in Greece (Center of Greek Language, Thessaloniki)
10. (2011) Culture, Tourism and Regional Development (Greek Centre of Lifelong and Distance Learning (ΚΕ.ΔΒΜ.ΑΠ.)
11. (2011) Museum and digital culture (ΔΠΜΣ Μουσειολογία, ΑΠΘ)
12. (2010) Study Skills (Oxford University)
13. (2010) Art and Life in Ancient Egypt (The Open University and The British Museum)
14. (2010) Online course in Italian Palaeography and Archival Studies (The Medici Archive Project)

More information

I have fulfilled my military service obligations imposed by my country.
Driving licence (B2)