

Key Word Dialogues

Teacher	working knowledge of students' MT
Class	monolingual
Level	beginner to elementary
Purpose	activating new vocabulary in context

- 1** Choose a situation, for example, enquiring about the cheapest times to travel by train.
- 2** Put the students into pairs and ask them to identify three key words that they don't know in English that are relevant to the situation. Ask them to write these on the board in MT.
- 3** As a class, get the students to try to translate all the words into English. Stand back and observe.
- 4** Explain that each pair is responsible for finding an English translation for any of the words that remain untranslated. At this point, help when necessary.
- 5** Tell the students to work in pairs and write a dialogue for the situation, incorporating at least five of the new words. As they do this, you can check the dialogues.
- 6** This could be followed up in a number of ways depending on space, time, and the size of the class.
 - Get each pair to read out their dialogue to the class.
 - Get each pair to dictate their dialogue to the class.
 - Tell pairs to mill around, reading their dialogues to other pairs.
 - Display the dialogues on the wall and get pairs to vote for the one they like best.

NOTE: This technique could also be used to lead into a dialogue in the coursebook.

You Do the Bits I Can't Do

Teacher	full knowledge of students' MT
Class	monolingual
Level	beginner to elementary
Purpose	to use MT to let students say exactly what they want

- 1** Put the students into groups of about five.
- 2** Ask each group to think of one or two sentences in MT on any topic, for example: 'what happened yesterday'.
- 3** Tell them to translate as much of the sentences into English as they can, leaving gaps for the unknown words.
- 4** Ask them to put their English words, with gaps for the missing words, on the board. For example:

Friday	work	tired
computer	telephone	facial
money		
- 5** Ask the students to give you their complete, original sentence in MT.
- 6** Translate these into English and fill in the gaps between their words on the board or reformulate the sentences into better ones. For example:

On **Friday** I was meant to **work**. I was fed up with my **computer**, so I **telephoned** a salon to book a **facial**. It cost a lot of **money**.
- 7** Tell the students to copy the completed English sentence.
- 8** Tell the students to choose one of the sentences on the board and modify it by changing any words that you did not write (i.e., the words in bold). They can do this in English or MT.

On **Monday** I was meant to **do my homework**. I was fed up with my **teacher** so I **telephoned** a **friend** to go out. We spent a lot of **money**.
- 9** Translate any unknown words and get the students to write out the sentences again in English