Contents

Using the board

		Telling and pace	4	
139	Intr	roduction	5	2661
146		Low-tech resources gninoitseuO		
[2]	The	Checking learning and understanding erstuding moorasals s	7	2747
154	81	Different classroom layouts		2807
157	2	Setting up the room for specific activities	6.	2811
163	13	Avoiding chaos when rearranging the room amagement and of the control of the cont	10	2 14
	4	Effective seating arrangements especially and a segment of the seating arrangements		17
	5	Varying teacher positions notions and motions griffing and motions	12	20
	6	Using a limited space	13	23
176	7	Sharing classrooms gmidsingV	14	26
	8	Improving the classroom environment		28
179	9	Design and purchasing decisions notions and purchasing decisions	Fac	33
2	The	e teacher around the state of t	odW.	36
179	1	Encouraging students to speak flavored and a students to speak	-1	36
183	2	Establishing and maintaining rapport moltostering and maintaining rapport		40
185	3	Reducing unnecessary teacher talk grinning		44
188	4	Should students put up their hardwood bare qu amulov att gain and	4	48
192	5	Training students to listen to each officents and animal Training students to listen to each officents and the students and the students are students and the students are students and the students are students as a student students are students as a students are students as a student student student students are students as a student student student students are students as a student student student student students are students as a student studen	5	50
196	6	Varying the quantity of your control was to not abiliar antibload fit.		52
	7	Gestures and facial expressions		56
66 L	8	The teacher's language	Pair	66
	9	Using intuition equops and groups		71
	10	Keeping pair work and group work interesearcher		74
		Encouraging quieter learners to speak in pairs or groups		
3	The	Monitoring pair and group work elearners		76
	1	Encouraging students to use English seman gaingrand	11	76
219	2	Helping the group to work together magistrag-quong guitasollA		82
223	3	Justifying pair and group work to students assessing		88
	4	Large classes		96
	5	Individuals	The	100
	6	A learner-centred approach was mooreast and brown distributions and approach was mooreast and approach approach and approach and approach and approach approach and approach approach approach and approach and approach approach approach and approach approach approach and approach approach approach approach and approach		108

Key teacher interventions

Asserting authority

77		
	y teacher interventions	
1	Being supportive	
2	Asserting authority	
3	Giving instructions	
4	Telling	
5	Eliciting	
6	Questioning	
7	Checking learning and understanding mooreasis	9411
8	Being catalytic smoyal mooraasia merelliq	
9	Structuring and signposting	
10	Giving encouragement, feedback and praise	
11	Giving difficult messages	
12	Permitting emotion	
13	Being unhelpful	9
14	Vanishing g	
1101	Improving the classroom environmentplans.www.suit sidt no noitemed	
Fac	Design and purchasing decisions continued in the purchasing decisions	
Wh	iole-class work	The
1	Encouraging students to speak	1
2	Researching interaction Today and all and an annual desired	2
3	Reducing unnecessary teacher talk	
4	Should students put up their hands?	
5	Training students to listen to each other	
6	Withholding validation of student answers	
Pai	rs and groups	
7	Making pairs and groups	6
8	Keeping pair work and group work interesting	
9	Encouraging quieter learners to speak in pairs or groups	
10	Monitoring pair and group work	The
11	Encouraging students to use English	1
12	Allocating group-participant roles	2
13	Justifying pair and group work to students	
		4
The	Individuals brown bloom by the state of the	
14	Interaction beyond the classroom walls	9
	And the second of the second o	
	ablishing and maintaining appropriate behaviour	
1	Setting the stage for positive behaviour	
2	Dealing with small disruptions	
3	Serious discipline issues	

7	Les	sons III anks and acknowledge mere worshall renor	246
	1	Starting lessons	246
	2	Using the board	251
	3	The coursebook	258
	4	Time and pace	262
	5	Handouts	266
	6	Low-tech resources	270
	7	Working with computers	274
	8	Post-task	280
	9	Closing lessons	284
	10	Closing courses	292
		dea for arialy sing what a practitioner can do in ferms of inferventions com	
	Cla	ssroom management booklist	298
	Ind		
		are graveful for the permissions gravited. While every effort has been made	
		liways been possible to identify the sources of all the material used. Britoni Agir holders it any dinasions are brought to our holder we will be hardy	
		by everyone relates to the class are orough to the class we will be happy	
		you are a part of.	
		Wilsen for the extracts on pp.15, 201, taken from	Ken
		who always keeps the students in whole-class mode and never makes use	OL
		estate of Theodore Rocthed for theseast on paid training from Straw forthy tid	
		so ka afi headore Roethkey 16972 neghished by Barableilayn or organisa	