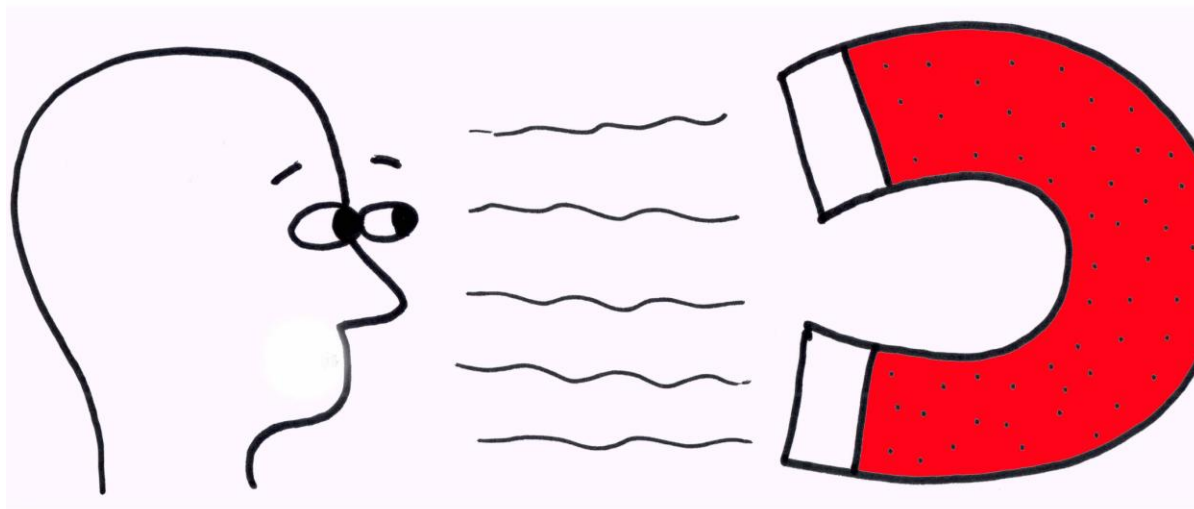


MARK HANCOCK

What is it?

- You can hold it.
- It can wander.
- You can attract it.
- You can turn it.
- You can pay it.
- You can focus it.
- It can be divided.
- It begins with the letters “Att...”





Motivational Strategies

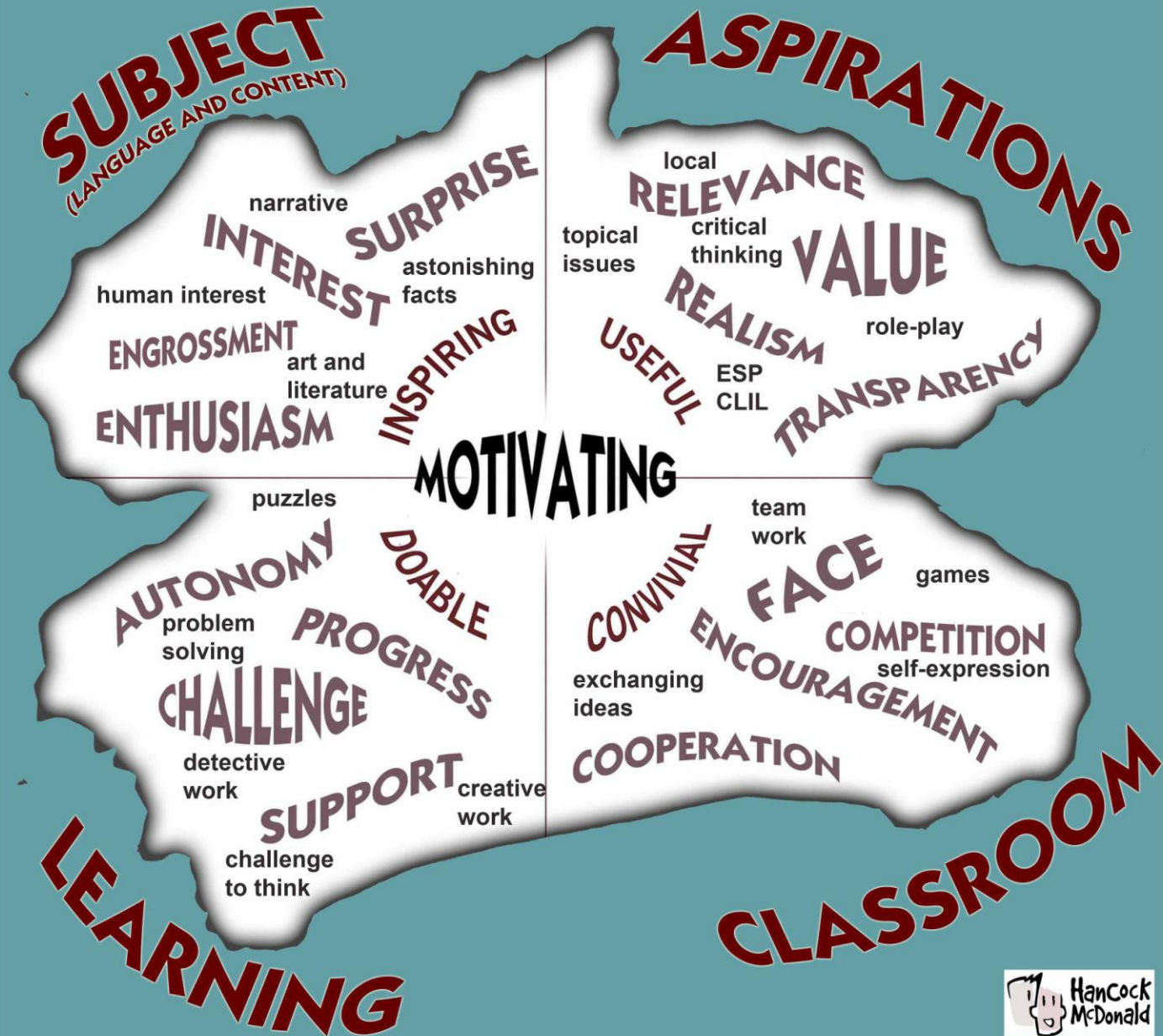
Identify the strategy which does not belong in this set! Locate the strategies on the map.

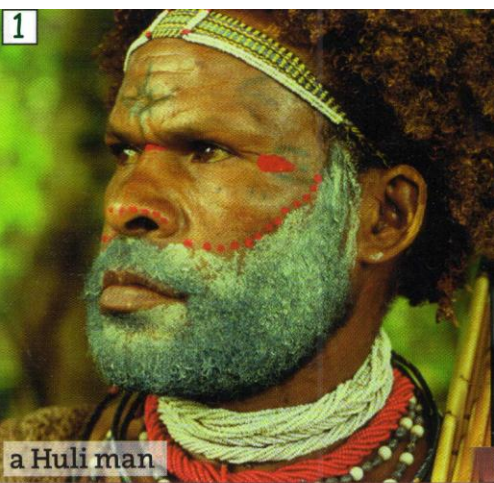
teacher	strategy
A na	I make task content attractive by adapting it to the students' natural interests or by including novel, intriguing, exotic, humorous, competitive or fantasy elements.
B en	I encourage learners to select specific, short-term goals for themselves.
C arla	I reiterate the role that English plays in the world, highlighting its potential usefulness both for themselves and their community.
D avid	I relate the subject matter to the everyday experiences and backgrounds of the students.
E mma	I encourage risk-taking and have mistakes accepted as a natural part of learning
F rank	I motivate them by telling them that this is in the exam, and reminding them of the dire consequences of failing the exam.
G loria	I make sure they know exactly what success in the task involves, and make sure they receive sufficient preparation and assistance.

Henry	I design tests that focus on what learners can rather than cannot do, and also include improvement options.
Isabel	I teach students learning strategies to facilitate the intake of new material.
Javier	I avoid face-threatening acts such as humiliating criticism or putting students in the spotlight unexpectedly.
Karen	I encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability.
Luis	I include activities that lead to the successful completion of whole-group tasks or involve small-group competition games.

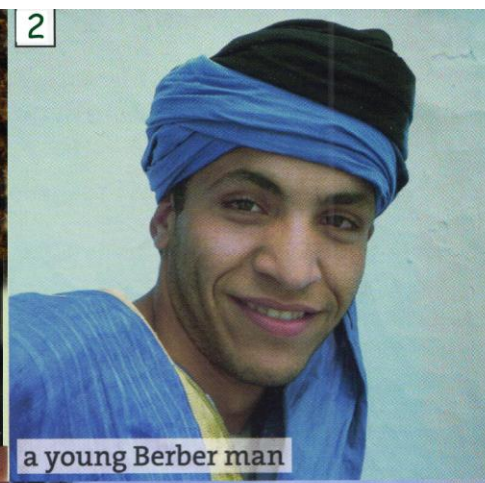
All but one of the above are selected and adapted from Zoltán Dörnyei (2001)
Motivational Strategies in the Language Classroom CUP Cambridge

MOTIVATION ISLAND

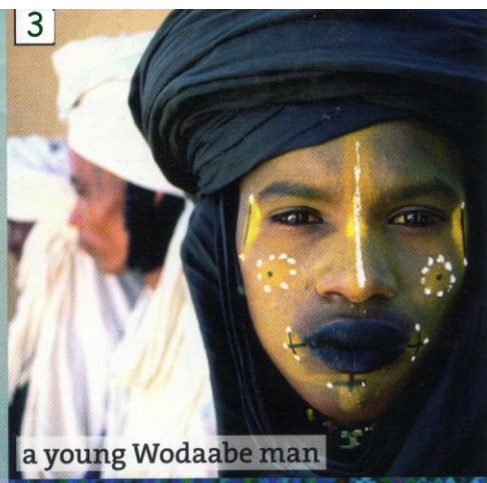




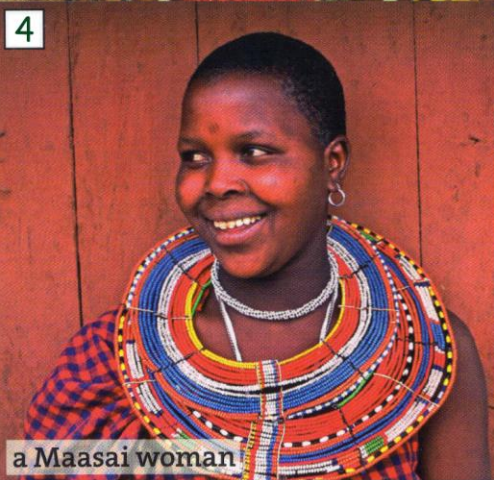
1
a Huli man



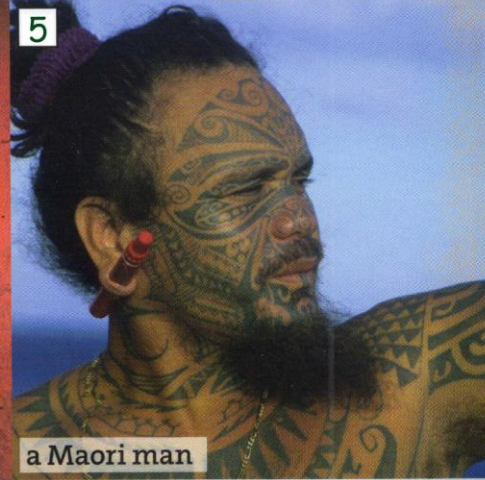
2
a young Berber man



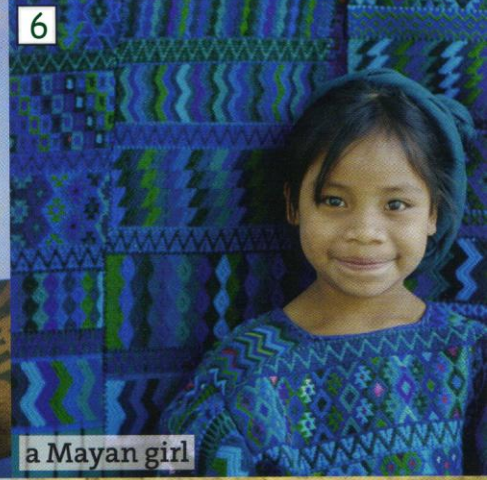
3
a young Wodaabe man



4
a Maasai woman



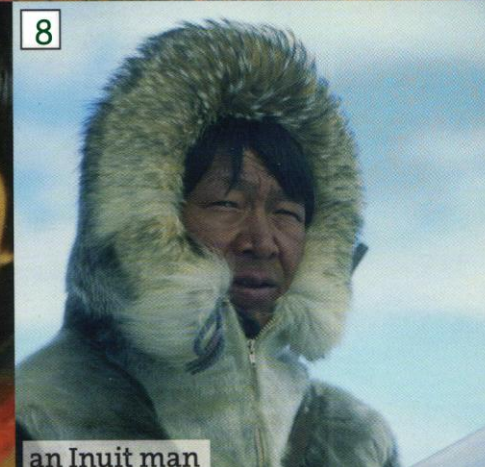
5
a Maori man



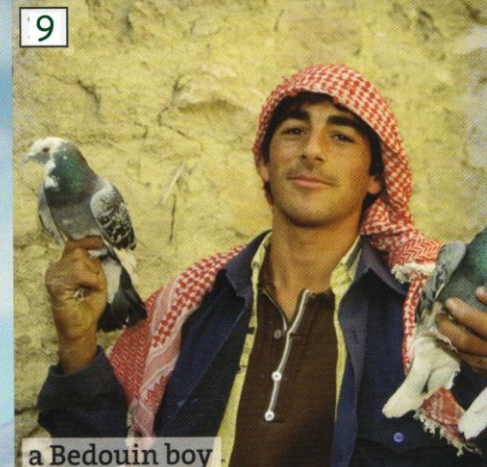
6
a Mayan girl



7
a Yanomami girl



8
an Inuit man



9
a Bedouin boy

kangaroo

When the first explorers reached Australia, they were amazed to see some strange animals jumping around. They found a native of the land and asked him the name of the animal. Of course, this person didn't speak English, and the explorers had to try to communicate with their hands. They noted that the native repeated these three syllables: *kan ga* and *roo*, and concluded that the animal was called *kangaroo*. Some time later, a linguist discovered that the three syllables in fact mean "I don't understand".

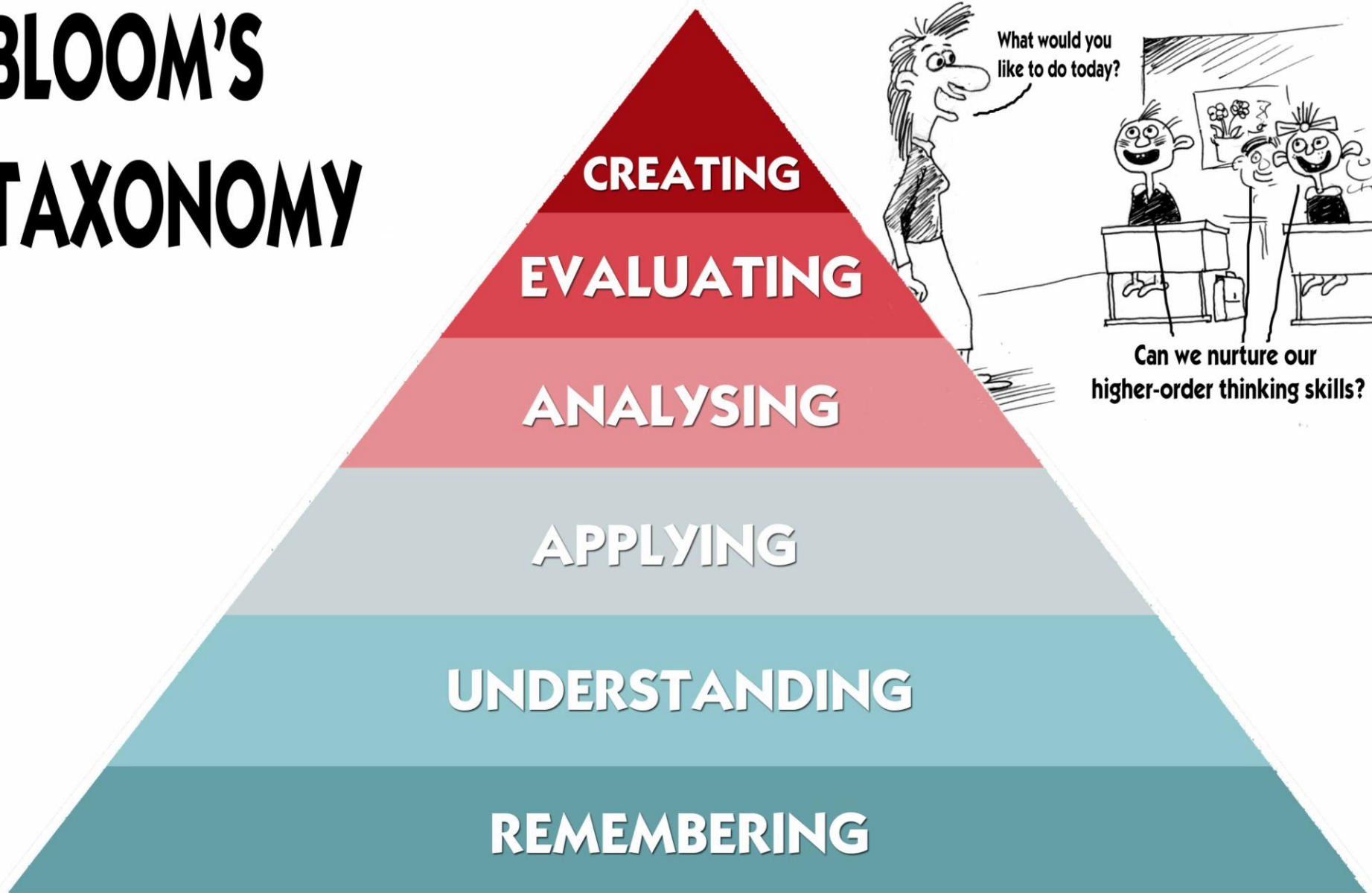


A fairy tale

Once upon a time, there was a girl called Cindy. She had two horrible sisters and they hated her. One day, a letter arrived to invite the three girls to a party. Cindy was happy, but her sisters said she must stay at home. They went to the party without her. Poor Cindy! She was sitting in the kitchen crying when suddenly Auntie Mary came in and said “You CAN go to the party!”. Auntie Mary had a beautiful party dress and green shoes and she gave them to Cindy to wear to the party. “But you MUST be home before midnight!” said Auntie Mary as Cindy was leaving, “I need my dress and shoes for tomorrow”.

At the party there was a good-looking pop-star called Prince. All the girls wanted to dance with him, but he only wanted to dance with Cindy! Then, at five to twelve she remembered Auntie Mary’s words. She ran out for a taxi, but as she was leaving, her shoe fell off. Prince found the green shoe, and he put an advert in the newspaper. It said “Prince will marry the owner of the green shoe”. So Prince married Auntie Mary and they lived happily ever after.

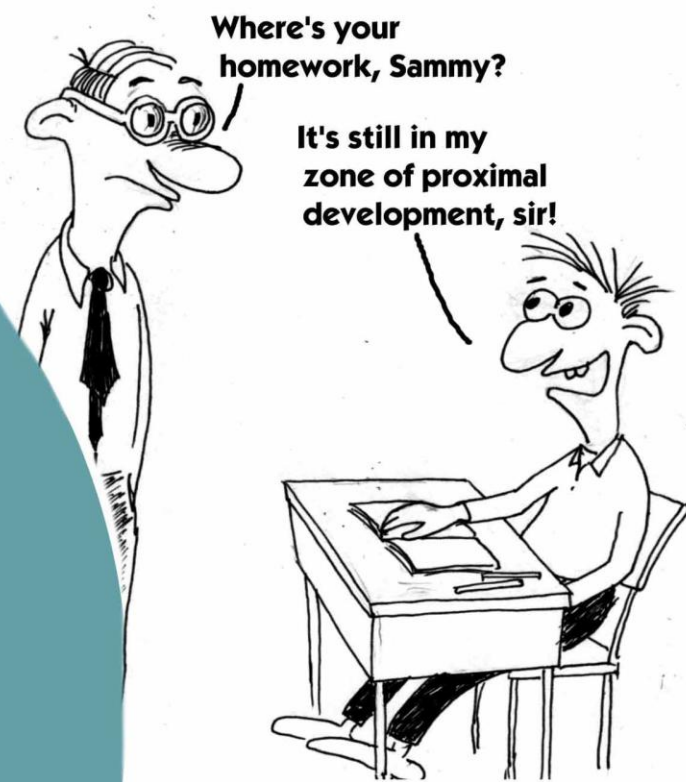
BLOOM'S TAXONOMY



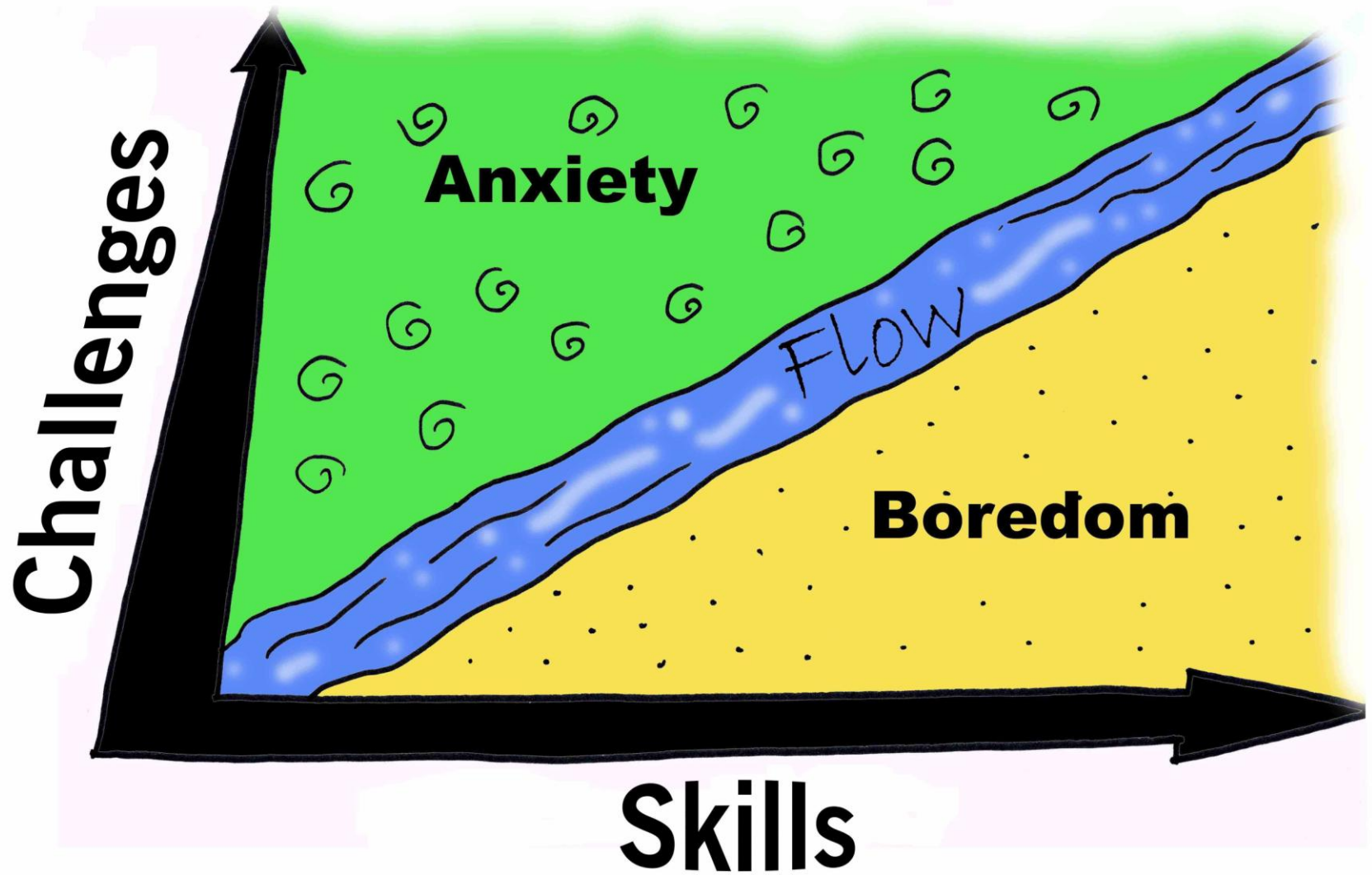
can't do

could do with help

can
do



**Zone of
Proximal
Development
(Vygotsky)**



(Csikszentmihalyi)

Hi Dad

I'm having a great holiday here in England. The weather is hot and there is snow in the streets. English food is great, lots of wonderful pizzas, curry, sushi and other things. I am at a very expensive hotel because I haven't got a lot of money. The room hasn't got any windows, but the view is wonderful.

Yesterday it was rainy so I went to the beach. I went by train but it was slow because of the traffic. All the people were on the beach in the sun. The sea was ice-cold, so I went for a swim. Then I went on a boat trip to the top of the mountain.

Last night I went to a museum to see a film. It was a lovely romantic film about aliens killing people. Then I went to a cinema for dinner. I went alone, with a group of friends. Finally, we went to a nightclub for a quiet game of cards. Then I went back to the hotel and went to sleep under the stars.

This morning, it was very foggy so I went to see Big Ben. Now I'm sitting on a motorbike, writing an email to you. I'm writing it slowly because I know you don't read very fast. If you don't get this email, don't worry. See you soon

Best wishes

Uncle Ben

Grammar Poem

Use only these words:

Walter to Wendy
want(ed) didn't
with walk(ed)
and away
watch(ed)

Grammar Poem

Walter watched Wendy.

Walter wanted Wendy.

Walter wanted to walk with Wendy.

Walter wanted to watch Wendy walk.

Walter and Wendy walked.

Wendy didn't want Walter.

Wendy didn't want to walk with Walter.

Wendy walked away.

Walter watched Wendy walk away.

How nosy are you?

1 You're taking a stroll when you notice a crowd of paparazzi around a limousine. What do you do?

- a. Carry on walking.
- b. Ask one of the crowd who's in the limo.
- c. Push to the front of the crowd to have a look.

2 You're on a train and you find an official government file marked 'Top Secret' on the seat next to you. What do you do?

- a. Take a look inside, maybe even take a few photos with my mobile.
- b. Nothing, just leave it there - it's none of my business.
- c. Hand it in to the authorities.

3 You want to make a call from the office, but when you pick up the phone, someone else is on the line. They haven't heard you. What do you do?

- a. Make a noise to let them know you're there.
- b. Have a listen - it might be interesting!
- c. Put the phone down quietly.

Five-line Poem

- Line 1: A noun, for example: the river; homework; the lion; winter; ...
- Line 2: two adjectives to describe the noun, for example: quiet, stormy, beautiful, ugly, lonely, boring, hot, cold, hungry...
- Line 3: A question about the noun, for example: What...? When...? Where...? Does...? Will...? Did...?
- Line 4: An answer, in one or two words.
- Line 5: The noun again



Sunday
Boring, quiet!
What can I do?
Sleep !
Sunday



4-in-line

1. There is ...
2. There are ...
3. There isn't ...
4. There aren't ...
5. Is there ..?
6. Are there ..?

SOME CHEESE.	ANY BANANAS.	ANY SUGAR.	SOME EGGS.
SOME CARROTS.	ANY MILK?	SOME SALAD.	ANY BISCUITS.
ANY POTATOES?	ANY BREAD?	NO MILK.	ANY ONIONS?
TWO TOMATOES.	ANY COFFEE?	ANY MUSHROOMS.	ANY RICE.

Motivate

They want to learn the language

They really have the need

Attracting their **attention**

Will help them to succeed

Articles to **interest**

Stories to **amuse**

Topics to **engage**

And lots of room to **choose**

Arouse their **curiosity**

Make them want to know

Challenge plants a seed

And **success** makes it grow



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