

How to teach using model

1. Giving students the complete model

- elicit it directly from them and put it on the board/an OHT
- dictation
- running dictation
- hand it out as a reading text ? comprehension questions
- matching letters to replies pinned to wall
- ordering sentences to make paragraphs (with linkers/reference words underlined?)
- ordering paragraphs to make a complete text (with linkers/reference words underlined?)

2. Making them work a little bit more

- gapfill model (linkers, etc)
- students substitute linkers with similar alternatives
- put the verbs in the correct tense
- ordering sentences/paragraphs but include some extra irrelevant ones
- deciding on linkers to connect the ordered sentences/paragraphs
- stroke sentences
- reference words (pronouns, this/that, etc) – teach sts to refer them back to what they represent. Later tippex them out and students replace them.
- error correction - students edit bad models, either with grammatical, lexical, punctuation, spelling errors, incorrect linkers or reference words, or models with repetition due to lack of reference, ellipsis, simple synonyms, etc.

- highlight/underline unknown linkers. Get sts to guess meaning and category (addition, contrast, etc from context)
- dictogloss techniques
- students compare good and bad models
- students compare model with original plan and correct/modify
- choosing best alternatives (similar sentences/paragraphs, perhaps differing in style/register/tone)
- give students a topic sentence and some alternative continuations. Then tell them they must develop the topic by, say, an explanation ? they choose the correct alternative, then tell them, say, that they should add an additional point, then an example and finally a concluding or summarising sentence. The other alternatives not chosen would also make a coherent paragraph developing from the topic sentence in a different way. Sts can then suggest linkers if necessary.

3. Making memorising it fun

- team games to reproduce model after dictogloss exercise or homework
- running to the board type games to write correct version of sentence, add correct linker, etc.
- Dear John/Jane' letters.
- Get student up to board to write, say, a short invitation. Student from other team then changes, for example, one exponent, or adds some news, or a greeting, or a piece of advice, etc. Each time a student comes up the letter is modified, but always using elements memorised in previous lessons.