

# Speaking - a forgotten skill?

Milan, 24 April 2014



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# Speaking English

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- We spend a great deal of time teaching our students HOW to speak but...
- HOW MUCH time do our students actually SPEAK English in our classrooms?
- WHAT do they say? What speaking activities do they do?



# Why speaking?

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Preparing our students for tomorrow's world

Competences with focus on the last two in particular.

Examples of HOW we can use what we have already got to promote Speaking regularly in our English classes

# Preparing for tomorrow's world

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*The challenges posed by globalization such as*

diverse speech communities,  
unpredictability  
global 'communication culture'

*will require users to exhibit a high level of contextual awareness and the ability to adapt language use.*

(Jun Liu ***ELT tomorrow***, IATEFL Liverpool Conference 2013)



# Competences

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Competence =

‘what people **can** do rather than what they know’

*ability, aptitude, effectiveness and skill....  
(flexibility)*



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# Basic competences

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C1 Linguistic communication

C2 Mathematical competence

C3 Understanding and interacting with the physical world

C4 Digital competence

*Council of Europe*



# Basic competences

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C5 Socialization and citizenship

C6 Culture and Art

C7 Learning to Learn

C8 Using initiative and entrepreneurship

*Council of Europe*

# Focus on 2 competences

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Learning to Learn

THE LEARNING PYRAMID

Learning by doing

Using initiative and  
entrepreneurship

THE ENTERPRISING SELF

Life skills, learning tips



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# Learning by doing

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“What you DO teaches faster  
and has a lasting impression”

T.F. Hodge – *From within I rise*

# Learning by doing

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# Learning by doing

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# Learning by doing

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# Learning by doing

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- May need some practical reorganisation – groups, tables, chairs, face-to-face, back-to-back
- Movement – what if?
- Feedback – always?

# Speaking activities

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## How

T/S      S/S      small groups      big groups  
teams...

## What

task based training      experimentation  
exchange of information      opinions  
cultural aspects      acting      reacting....



# Our objective

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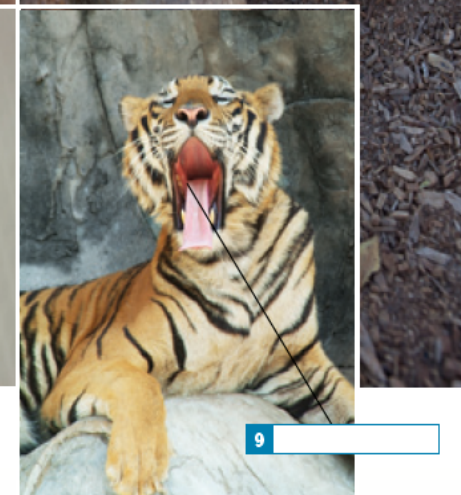
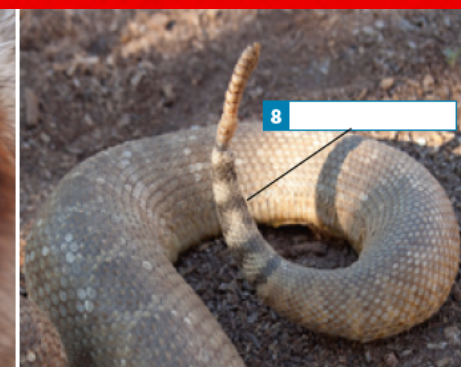
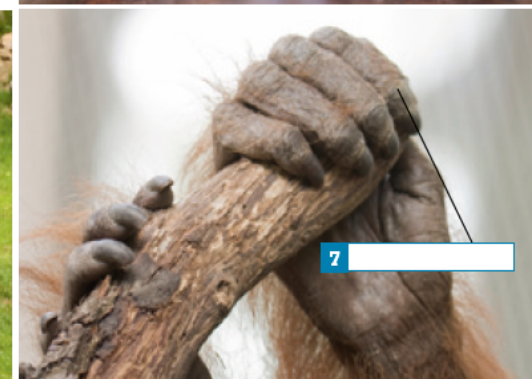
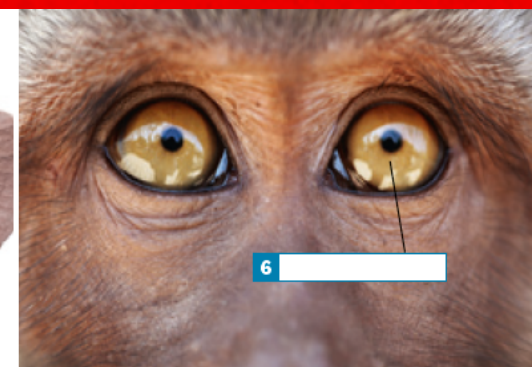
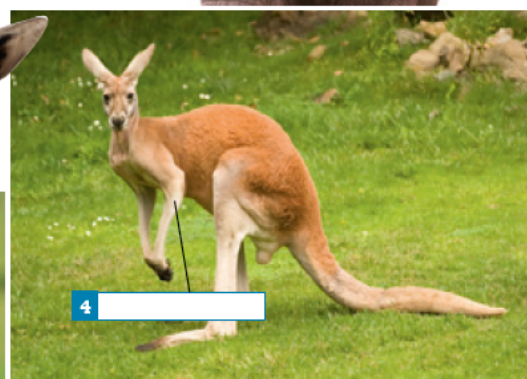
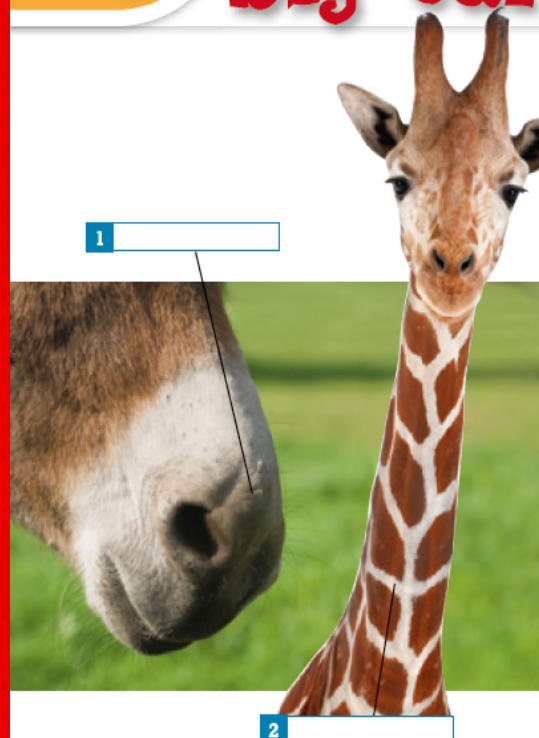
To give our students the chance to acquire

*“...a high level of **contextual** awareness and the ability to **adapt** language use”*



unit  
3

# It's got big ears



## Vocabulary 1

Parts of the body T K

1 Abbina alle immagini 1-9 le parole nel riquadro. Quali parole non corrispondono a una immagine?

arm ear eye face finger foot hair  
hand leg mouth neck nose tail  
thumb toe tooth

2 CD1.43 Ascolta, controlla e ripeti.

3 CD1.44 Completa la tabella con le parole dell'esercizio 1. Poi ascolta, controlla e ripeti.

Head	Body

## Presentation



1 CD1.45 Ascolta Ben, Emily e Alex. Quanti animali vengono menzionati?

Ben Let's play an animal guessing game.  
Emily OK.  
Ben It's orange and black and it's got a long neck.  
Alex Is it a tiger?  
Ben No, it isn't. A tiger hasn't got a long neck, silly.  
Emily Is it a giraffe?  
Ben Yes, it is.  
Emily My turn. It's grey and it's got big ears.  
Alex Easy! It's an elephant.  
Emily That's right!  
Alex My turn now. It's got two legs, it's got brown eyes and long hair.  
Ben Has it got two arms?  
Alex Yes, it has.  
Emily Ha ha, very funny! I'm not an animal!

2 CD1.45 Ascolta di nuovo e completa le frasi.

- 1 A tiger is orange and \_\_\_\_\_.
- 2 A tiger hasn't got a long \_\_\_\_\_.
- 3 An elephant has got big \_\_\_\_\_.
- 4 Emily has got two legs and two \_\_\_\_\_.
- 5 Emily isn't an \_\_\_\_\_.

### Everyday English

My turn. = Tocca a me.  
That's right! = Giusto!  
Very funny! = Divertente!





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**How many animals do you remember?**

## Vocabulary 2

### Adjectives of physical description T

1 **CD1.48** Abbina gli aggettivi nel riquadro alle illustrazioni. Poi ascolta, controlla e ripeti.

blue brown curly dark fair green long short (x2) straight tall ~~wavy~~

0 wavy	1	2	3
4	5	6	7
8	9	10	11

2 Abbina le descrizioni con le figure a-c accanto.

- She's got long, wavy hair. She's got green eyes and she's short.
- She's got straight, fair hair. Her eyes are blue and she's tall.
- She's got short, curly hair. His hair is dark and his eyes are brown.



3 Ora completa la tabella con gli aggettivi dell'esercizio 1.

Hair	Length	0 long	1	
	Style	2	3	4
	Colour	5	6	
Eyes	7	8	9	
Height	10	11		

### Language tip

#### Word order: adjectives

Quando usiamo un aggettivo assieme a un nome, l'aggettivo **precede** sempre il sostantivo.

short hair hair short

Inoltre in inglese l'aggettivo è sempre singolare.

brown eyes brown eyes

## Grammar 2

### have got: questions and short answers

Forma interrogativa	Risposte brevi
Have I got	Yes, I have. / No, I haven't.
Have you got	Yes, you have. No, you haven't.
Has he got	Yes, he has. No, he hasn't.
Has she got	Yes, she has. No, she hasn't.
Has it got	Yes, it has. / No, it hasn't.
Have we got	Yes, we have. No, we haven't.
Have you got	Yes, you have. No, you haven't.
Have they got	Yes, they have. No, they haven't.

### Work it out!

Osserva la tabella e scegli l'opzione corretta. Nelle risposte brevi si usa / non si usa got.

1 Completa le domande con **have** o **has**.

0 What have you got in your mouth?

- \_\_\_\_\_ he got dark hair?
- \_\_\_\_\_ they got pets?
- What \_\_\_\_\_ Julie got in that bag?
- What colour eyes \_\_\_\_\_ you got?
- What homework \_\_\_\_\_ we got?

2 Riordina le parole per formare le domande. Poi scrivi le risposte riferendoti al pappagallo.

0 it / big ears / Has / got ?  
Has it got big ears? No, it hasn't.

- got / it / two legs / Has ?
- arms / got / it / Has ?
- Has / a tail / got / it ?
- got / Has / it / teeth ?

3 **PAIRWORK** Scrivi delle domande con le parole date. Poi chiedi e rispondi con un compagno.

0 you / brothers or sisters ?

Have you got brothers or sisters?

- you / curly hair ?
- your best friend / brown eyes ?
- your teacher / car ?
- your uncles and aunts / children ?

4 **PAIRWORK** Scegli una persona della classe. Poi con un compagno chiedi e rispondi e cerca di indovinare chi è.

Is he tall?

No, he isn't.

Has he got curly hair?

Yes, he has.

Is it Alberto?

5 Che cosa indica l'apostrofo nelle frasi? Segna A se indica il verbo **be**, B se indica il possessivo o C se indica il verbo **have got**.

A B C

0 Jane's a nice girl.

☒ ☐ ☐

1 Jane's got a car.

☐ ☐ ☐

2 Jane's car is red.

☐ ☐ ☐

3 What's he got?

☐ ☐ ☐

4 He's fourteen.

☐ ☐ ☐

### Pronunciation

#### The sound /h/

a **CD1.49** Ascolta e ripeti.

hair have head horse who whose

b **CD1.50** Ascolta e ripeti le frasi.

- It's got a small head, big ears and long hair.
- We haven't got a horse.
- Whose is this?





## Speaking lab

### Looking after pets

#### Listen

- 1 Leggi le parole nel riquadro. Che cosa significano in italiano?

door food hutch water

- 2 Ben deve prendersi cura degli animali della sua vicina. Guarda la foto e trova gli oggetti dell'esercizio 1. Ci sono tutti?

- 3 CD1.46 Ascolta il dialogo e rispondi alla domanda.

What type of animal is the pet?

Hi Ben. Come and see the rabbit.

Hi Jane. OK, thanks.

Firstly, give it (1) \_\_\_\_\_ twice a day, please.

OK, twice a day.

Secondly, change its (2) \_\_\_\_\_ every day.

Alright. What next?

Then, clean the (3) \_\_\_\_\_ once a week.

Fine.

And finally, don't leave the (4) \_\_\_\_\_ open.

OK. Don't worry.

#### Practise

- 4 CD1.46 Ascolta di nuovo e completa il dialogo con le parole dell'esercizio 1.

- 5 CD1.46 Ascolta di nuovo, controlla e ripeti il dialogo.



- 6 Completa le frasi con le parole nel riquadro.

finally firstly secondly

- 1 \_\_\_\_\_, give it food twice a day.  
2 \_\_\_\_\_, change its water every day.  
3 \_\_\_\_\_, don't leave the door open.

#### Word tip

once a day = una volta al giorno  
twice a day = due volte al giorno  
three times a day = tre volte al giorno



### Functional language

#### Giving instructions

Firstly, give it food twice a day.  
Secondly, change its water every day.  
Then, clean the hutch once a week.  
Finally, don't leave the door open.

Workbook, p. 176

### Develop your competences

- 7 Costruisci un dialogo tra te e Ben.

#### Step 1

Leggi con attenzione queste frasi.

Change its water

Feed it once a day.

Clean the cage

once a week.



Hamster

#### Step 2

Ora completa il dialogo. Usa le informazioni che hai sopra e il riquadro Functional language della pagina accanto.

You Hi Ben. Come and \_\_\_\_\_.  
Ben Hi \_\_\_\_\_.  
You Firstly \_\_\_\_\_.  
Ben \_\_\_\_\_.  
You Secondly \_\_\_\_\_.  
Ben Alright \_\_\_\_\_?  
You Finally \_\_\_\_\_ a week.  
Ben OK. \_\_\_\_\_.

#### Step 3



Con un compagno ripetete il dialogo, poi scambiatevi i ruoli.

### Language tip

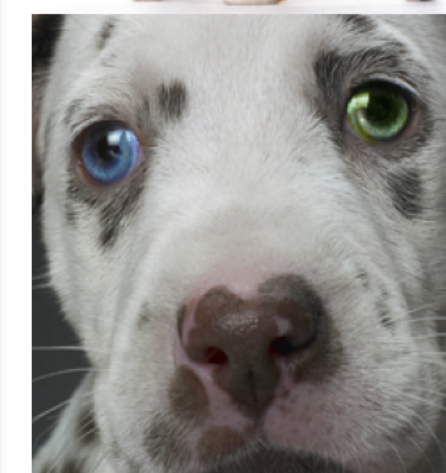
#### Imperatives

Gli imperativi si usano per dare istruzioni.  
Come into the garden.  
Give it food twice a day.  
Don't leave the door open.  
Let's play a guessing game.

## Listening lab

### Strange animals

- 8 CD1.47 Guarda le foto. Cosa hanno di insolito questi animali? Poi ascolta il programma radiofonico e controlla.



- 9 CD1.47 Ascolta di nuovo e scegli l'opzione corretta.

- 1 Manx cats are from Ireland / the UK.  
2 Manx cats have got long back legs / teeth.  
3 Its legs are similar to a dog / rabbit.  
4 This type of dog is called a Dalmatian / Alsatian.  
5 Dalmatian puppies haven't got spots / eyes.





# Making the most of your textbook

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- Using what you have got – Images and fun
- A simple vocabulary building exercise – self testing
- Special Speaking Labs – 100% focus on speaking
- A step-by-step approach – learner autonomy



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## Culture

### Pets in the UK



Pets are very popular in the UK. Over 50% of homes in the UK have got a pet. There are 6.5 million pet dogs in the UK. I've got a black Labrador called Sam. The UK has got about 200 breeds\* of dog, but the Labrador is the country's favourite. Sam's got a red collar with our phone number on it.



Cats are very popular pets with about 9 million in the UK. Many families have got two or three cats. We haven't. We've got one and she's called Boo. She isn't a special breed. Boo's got short fur\*. She's a tabby\*.



Reptiles aren't a traditional British pet, but they're popular today with 8 million pet reptiles and amphibians in British homes. I've got an iguana called Ziggy. He's green and he's got a very long tail.

breed = razza  
fur = pelo  
tabby = gatto tigrato

**1** **CD1.63** Leggi il testo e scegli l'opzione corretta.  
★ Poi ascolta e controlla.

- The UK's dog population is about 200 / 6.5 million.
- The Labrador is the number one / two breed of dog in the UK.
- It is / isn't common for British families to have two or three cats.
- Reptiles are / aren't a new type of pet in the UK.
- Reptiles are / aren't popular in the UK.

**2** **CLASS VOTE** Quanti di voi hanno un animale domestico? Qual è l'animale più diffuso?

**3** **CITIZENSHIP** Conosci le regole per poter tenere un animale domestico nel tuo paese o nel tuo condominio?

## Progress check

GLI ESERCIZI CONTRASSEGNA TI  
DA SONO INTERATTIVI.

### Parts of the body

**1** Completa le parole con le vocali mancanti.

★ Cosa significano queste parole in italiano?

- 1 \_y\_ 3 n\_s\_ 5 m\_\_th  
2 n\_ck 4 t\_\_l 6 \_\_rs

### Adjectives of physical description

**2** Guarda le foto e scegli l'opzione corretta.

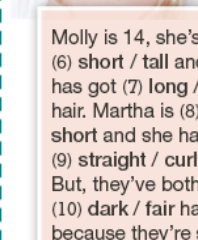
★ Mick has got (1) straight / wavy hair. His eyes are

- (2) blue / brown.



Mia has got (3) short / long hair. It's (4) straight / wavy and her eyes are

(5) green / blue.



Molly is 14, she's (6) short / tall and she has got (7) long / short hair. Martha is (8) tall / short and she has got (9) straight / curly hair. But, they've both got (10) dark / fair hair because they're sisters.



### have got: affirmative and negative

**3** Completa il testo con le forme corrette di **have got**.

Hi, I'm Nick, and I (1) \_\_\_\_\_ pets because my parents (2) \_\_\_\_\_ a farm. My sister Julie (3) \_\_\_\_\_ a pet rat. It's black and it (4) \_\_\_\_\_ a very long tail. It's horrible! My friend James (5) \_\_\_\_\_ any pets because he is allergic to them.

### Singular and plural nouns: spelling rules

**4** Completa la tabella.

Singular	Plural
family	(1)
(2)	children
mouse	(3)
(4)	men
nose	(5)
person	(6)

### Articles: a / an

**5** Scegli l'opzione corretta.

- ★ 1 a / an lion  
2 a / an elephant  
3 a / an giraffe

### have got: questions and short answers

**6** Scrivi domande con **have got**. Poi guarda le foto dell'esercizio 2 e scrivi risposte brevi.

- Mick / curly hair ?
- Mia / green eyes ?
- Molly and Martha / long hair ?
- Molly and Martha / blue eyes ?

### Cumulative grammar

**1** **2** **3** **4** **5** **6** **7** **8**

**7** Completa il dialogo. Usa le forme corrette di **be** e **have got**.

Emily (1) \_\_\_\_\_ you \_\_\_\_\_ a pet?  
Alex No, I (2) \_\_\_\_\_ but my grandad (3) \_\_\_\_\_ a Scottish terrier.  
Emily What is that? (4) \_\_\_\_\_ it a cat?  
Alex No, silly! It (5) \_\_\_\_\_ a dog.  
It (6) \_\_\_\_\_ dark hair and short ears.  
Emily Chameleons (7) \_\_\_\_\_ my favourite animals!  
Alex Chameleons? Why?  
Emily They (8) \_\_\_\_\_ great.  
Alex Chameleons (9) \_\_\_\_\_ (not) ears, you know.  
Emily Yes, but they (10) \_\_\_\_\_ really long tongues!





## REVISION B

### Vocabulary



START



1 A n \_\_\_\_\_ has got magazines and newspapers.



2 There are four fingers and a t \_\_\_\_\_ on this hand.



3 She's got long h \_\_\_\_\_.



5 He isn't t \_\_\_\_\_, he's short.



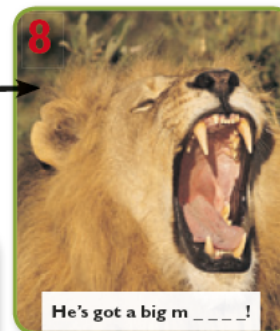
4 There's a sofa and a TV in the l \_\_\_\_\_.



7 Where's the b \_\_\_\_\_, please?



6 Are there any nice s \_\_\_\_\_ in your town?



8 He's got a big m \_\_\_\_\_!



9 Dinner is ready in the k \_\_\_\_\_.

FINISH

### Grammar

GLI ESERCIZI CONTRASSEGNA TI  
DA ✓ SONO INTERATTIVI

#### have got

1 Completa il brano con la forma corretta di *have got*.

I (1) \_\_\_\_\_ (not) any brothers or sisters but I (2) \_\_\_\_\_ seven cousins. My favourite cousin is Fran. She (3) \_\_\_\_\_ straight hair and big, blue eyes. We (4) \_\_\_\_\_ a lot of things in common: music and reading pop magazines. Fran (5) \_\_\_\_\_ (not) any brothers, but she (6) \_\_\_\_\_ a sister, Kath. Fran and Kath (7) \_\_\_\_\_ a dog. It's brown and it (8) \_\_\_\_\_ big ears and a long tail. Fran and Kath (9) \_\_\_\_\_ (not) any other pets.

#### Articles: a / an, the

2 Completa le frasi con *a*, *an* o *the*.

- 1 This is \_\_\_\_\_ excellent film.
- 2 What is \_\_\_\_\_ title of that book?
- 3 Katie is \_\_\_\_\_ good friend.
- 4 Autumn is \_\_\_\_\_ beautiful time of year.

#### Singular and plural nouns

3 Scrivi i plurali delle parole.

- |                 |                 |
|-----------------|-----------------|
| 1 tail _____    | 6 foot _____    |
| 2 puppy _____   | 7 bus _____     |
| 3 tooth _____   | 8 house _____   |
| 4 class _____   | 9 hutch _____   |
| 5 student _____ | 10 church _____ |

#### there is / there are, a / an, some, any

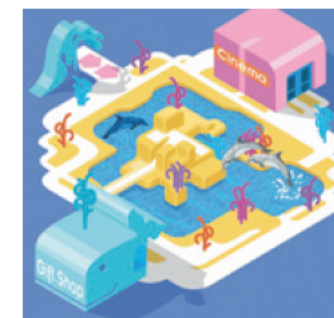
4 Completa le frasi con *a*, *an*, *some* o *any*.

- 1 There aren't \_\_\_\_\_ windows in the room.
- 2 There's \_\_\_\_\_ big balcony.
- 3 Are there \_\_\_\_\_ chairs?
- 4 There are \_\_\_\_\_ beautiful pictures.

3 - 4

5 Sul tuo quaderno scrivi delle frasi sul Marine Life Centre. Utilizza *there is / there are*, *a / an*, *some* e *any* e le parole nel riquadro.

chairs cinema dolphins people  
restaurant shop trees



#### Prepositions of place

6 Osserva la mappa e completa le frasi con le preposizioni corrette.



- 1 The chemist is \_\_\_\_\_ the sports shop.
- 2 The 113 bus stop is \_\_\_\_\_ the clothes shop.
- 3 There is a café \_\_\_\_\_ exit B.
- 4 There is a road \_\_\_\_\_ the sports shop and the café.
- 5 There are some people \_\_\_\_\_ the café.



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## REVISION B

### Sketch

1 **CD1.69** Ascolta e rispondi alle domande.

- 1 What is Greg's problem?
- 2 Why are plants and chocolates not a good idea?
- 3 What is Tina's idea?
- 4 Who is good at shopping?

2 **CD1.69** Leggi e ascolta la scena.  
★ Controlla le tue risposte.

3 **ROLE-PLAY** In gruppi di tre provate e poi rappresentate lo sketch.

- Scegliete un personaggio.
- Leggete e imparate la vostra parte.
- Recitate davanti alla classe.

### Don't panic!

**Tina** Hi Greg. Are you OK?

**Greg** No, I'm not. It's my mum's birthday tomorrow, and I haven't got her a present.

**Leo** Don't panic! There's still time. The shops are open.

**Greg** But the problem is that I haven't got any ideas.

**Tina** There are some beautiful plants at the florist. Plants are always popular with my mum.

**Greg** No, my mum's got plants.

**Leo** How about some chocolates?

**Tina** Good idea, Leo!

**Greg** No, it isn't. My mum's on a diet again.

**Leo** Oh right. No chocolates then.

**Tina** Wait a minute, I've got a great idea.

**Leo** What?

**Tina** Is your mum sporty, Greg?

**Greg** Yes, she is. Why?

**Tina** There's a sale on at the sports shop. They've got some great T-shirts and leggings.

**Greg** Fantastic idea! Come with me, Tina. You're good at shopping!



## Competences in progress

### PLACES IN OUR AREA

#### 1 Ideas

Think of interesting or fun places in your area.  
Have you got a favourite place in your town? Where is it?



#### 2 Group work

Choose a place together and write some notes:

- Where is it?
- When is it open?
- What is special about it?

#### 3 Write

Write a short text about the place, using your notes.

#### 4 Check

Read your text and check it for:

- spelling
- punctuation
- and, but and also.



#### 5 Visuals

Find photos or draw pictures of the place.

#### 6 Display

Make a poster. Include your texts, photos and pictures. Show your project to the class.





# Making the most of your textbook

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- Civiltà – not just reading but working with the information - commenting , comparing, sharing information and opinions
- Fun – always an important aspect even when testing what students remember
- Sketches to practise dialogues and projects to discuss together



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# Speaking

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- It is vital to use every occasion to get our students speaking.
- It can be **formal practice** – mini dialogues, pronunciation exercises, sentence or dialogue completion or it can be **informal practice** – using our textbooks differently, making our activities speaking focused.
- Training our students to be active, flexible and confident in any English speaking context.





# Some famous quotes about speaking

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- **Marcel Proust**

*“ We imagine always when we speak that it is our own ears, our own mind that are listening”*

- **Larry King, TV presenter USA**

*“ The first rule of my speaking is listen!”*

- **Willam Shakespeare - Henry V**

*“Men of few words are the best men”*



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