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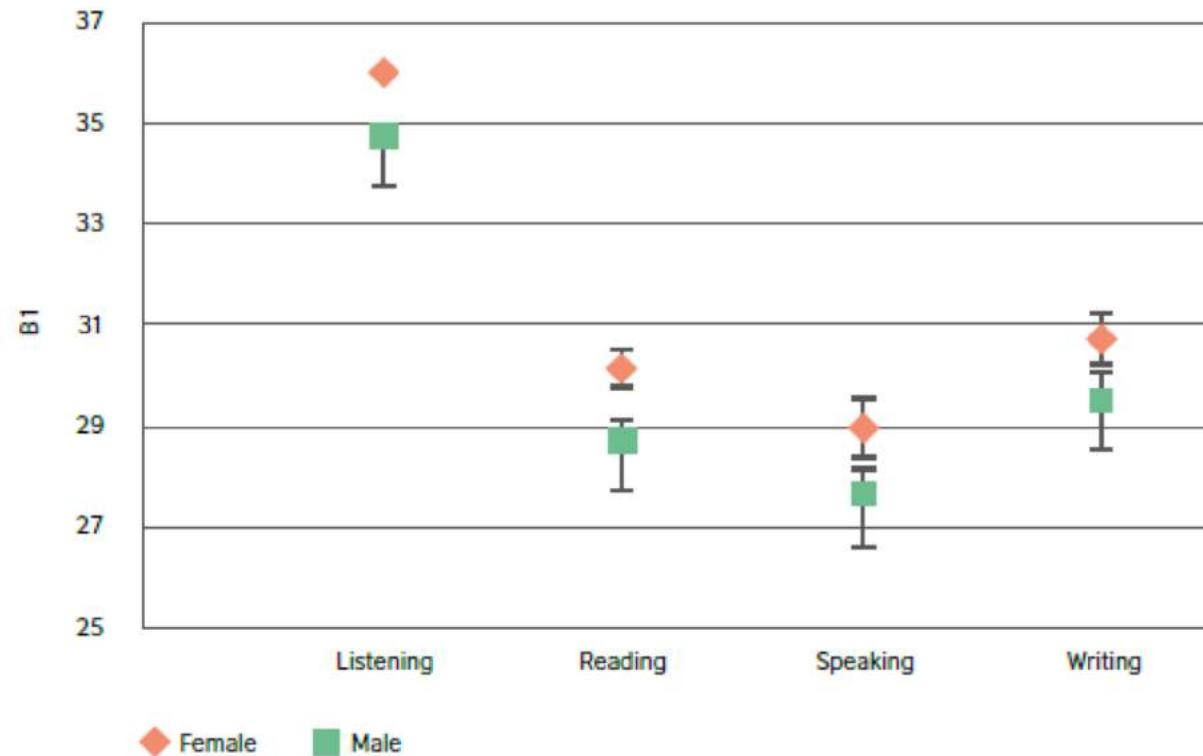
To Speak, or not to Speak!

Dave Spencer

14th March 2019 - 4.30 p.m.

Study of 15 to 16-year-old students' performance by skills

Figure 8: Comparative mean CEFR performance of females and males by skills and overall achievement



Source: 'English Impact' – Shepherd and Ainsworth, British Council Madrid 2017

Aargh!

Why won't my secondary students speak to me (in English)????



Agree or disagree?

1.

It can be embarrassing for teenage students to speak to their friends in English.

I agree	I disagree	It depends



1.

It can be embarrassing for teenage students to speak to their friends in English.

TIP!

**Be aware of the effect of the GREAT speakers
in your class!**

2.

You can motivate students by getting them to realise that one day they may well need to speak English to travel or for work.

I agree	I disagree	It depends

3.

We need to have a special seating arrangement in the classroom to do speaking activities.

I agree	I disagree	It depends

Teacher

St.

Teacher

St.1  St.2

St.11 St.12

St.3  St.4

St.13 St.14

St.5 St.6

St.15 St.16

St.7 St.8

St.17 St.18

St.9 St.10

St.19 St.20

Teacher

St.1

St.3

St.2

St.4

St.11

St.13

St.12

St.14

St.5

St.6

St.15

St.16

St.7

St.8

St.17

St.18

St.9

St.10

St.19

St.20

Teacher

St.1

St.2

St.1

St.2

St.3

St.4

St.3

St.4

St.5

St.6

St.5

St.6

St.7

St.8

St.7

St.8

St.9

St.10

St.9

St.10

Teacher

St.1

St.1

St.6

St.6

St.2

St.2

St.7

St.7

St.3

St.3

St.8

St.8

St.4

St.4

St.9

St.9

St.5

St.5

St.10

St.10

TIP!

**Keep things interesting by changing partners
from time to time.**

TIP!

Always try to have a short feedback section after pairwork activities.

TIP!

'Tell me something interesting you found out about your partner.'

4.

Less correction and more praise can encourage teenagers to speak more.

I agree	I disagree	It depends

**'The greatest mistake
(if oral ability is the aim)
is for the learner not to speak at all.'**

from the introduction to *Games for language learning*
Wright, Betteridge and Buckby

TIP!

Try to control your
'pathological grammar obsessive' side!

Teacher: How are you today, Ivan?

Teacher: How are you today, Ivan?

Ivan: Very bad. Yesterday my father have an accident.

Teacher: How are you today, Ivan?

Ivan: Very bad. Yesterday my father have an accident.

Teacher: No, Ivan! That's terrible!

Teacher: How are you today, Ivan?

Ivan: Very bad. Yesterday my father have an accident.

Teacher: No, Ivan! That's terrible!
It should be 'My father HAD an accident.'

Teacher: How are you today, Ivan?

Ivan: Very bad. Yesterday my father have an accident.

Teacher: No, Ivan! That's terrible!
It should be 'My father HAD an accident.'
Past simple for a single, completed action
with a specific time reference.

5.

We should force students to speak in English at all times.

I agree	I disagree	It depends

6.

The problem with many speaking exercises is that students often don't know what to say, not even in their own language.

I agree	I disagree	It depends



Developing speaking

Negotiating

- 1 **SPEAKING** Work with a partner. Look at the photos of places where you can eat. How often do you eat in these places? What do you think of each of them?



- 2 **LISTENING** 24 Listen to two students doing a speaking exam. What question does the teacher ask them? What is their final answer to the question?

- 3a 24 Listen again. Make notes about what the students say about each place in 1.

Notepad

- 1 Fast-food restaurant: Many people go there. Not very good for a special event.
 2 School canteen:
 3 Outdoor picnic area:
 4 Exclusive restaurant:
 5 Classmate's house:

- 3b **SPEAKING** Work with a partner. Compare your notes. Do you agree with the opinions and final decision? Why/Why not?

- 4 Write the headings (A–C) below in the correct place in the Speaking bank.

- A Asking other people's opinions
 B Responding to other people's opinions
 C Giving your opinion

SPEAKING BANK

Useful expressions for negotiating

- 1
- Personally, ...
 - I think that ...
 - In my opinion, ...
 - I don't think (that) ...
 - The way I see it, ...
- 2
- Yes, I agree.
 - Good idea.
 - Yes, you're right.
 - Yes, but ...
 - OK.
- 3
- What do you think about ...?
 - What about ...?
 - Why don't we ...?

EXAM SUCCESS

You are going to do an oral activity similar to the one in 2. In this type of activity (called 'negotiating') you usually work with another student. Who should speak more – you or your partner?

► EXAM SUCCESS page 144

PRACTICE MAKES PERFECT

- 5 **SPEAKING** Work with a partner. Look at the instructions and diagram on page 148. Give and justify your opinions and come to a decision using expressions from the Speaking bank.

What do you think about having a school concert?

I think it depends on the type of music.

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Negotiating

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- 2 _____
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 - Good idea.
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 - Yes, but ...
 - OK.

Students doing a speaking exam. Who asks the teacher a question? What is the question?

What is about what the students say about each place in 1.

Many people go there. Not a special event.

What do you think about having a school concert?

PRACTICE MAKES PERFECT

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EXAM SUCCESS

You are going to do an oral activity similar

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EXAM SUCCESS

You are going to do an oral activity similar to the one in 2. In this type of activity (called 'negotiating') you usually work with another student. Who should speak more –

CESS page 144

PRACTICE MAKES PERFECT

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What do you think about having a school concert?

I think it depends on the type of music.

Developing speaking

Negotiating

1 SPEAKING Work with a partner. In pairs, think of five places where you can eat. How do you think of them?



2 LISTENING 24 Listen to the exam. What questions do they ask about their final answer?

3a 24 Listen again and say about each place.

Notepad

1 Fast-food
very good

2 School cafeteria

3 Outdoor restaurant

4 Exclusive restaurant:

5 Classmate's house:

Communication activities

Unit 4

DEVELOPING SPEAKING

Exercise 5, p52

Imagine that your school wants to organise a special event for the end of the school year. Which of these five ideas do you think is the best way to celebrate and why?



SCHOOL CONCERT

END OF YEAR CELEBRATION



DAY OUT IN THE COUNTRY



SPECIAL MEAL



SPORTS DAY



THEATRE SHOW

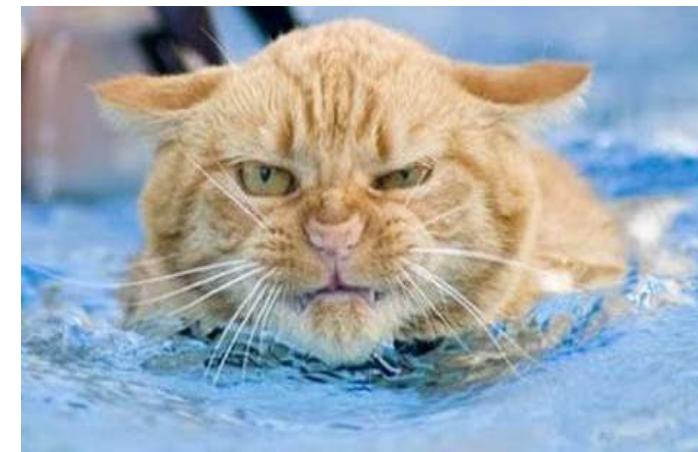
Activity similar
activity
work with
peak more –

SS page 144

5 Classmate's house:

I think it depends on
the type of music.

The alternative to a structured approach:
'Throw them in at the deep end!'



7.

It is a good idea to motivate students to speak by giving tasks that...

- a) are game-like
- b) are competitive
- c) have a specific goal

I agree	I disagree	It depends

Activity 1

Top Secret

**Write down five words beginning with the letter G.
But don't let anybody see your words!**

Write down five words beginning with the letter G.

Now define your words. Can your partner identify all five?

Activity 2

Pair Crossword

Gateway

2nd Edition

Give me a clue

Complete the clues for your words. Then listen to your partner's clues and complete the crossword.

A



Down

- 1 It's the place _____.
- 2 He's the actor _____.
- 3 It's the place _____.
- 5 It's the language _____.
- 6 He's the man _____.
- 8 It's the city _____.

Complete the clues for your words. Then listen to your partner's clues and complete the crossword.

B



Across

- 2 It's the language _____.
- 4 It's the body part _____.
- 7 It's the place _____.
- 9 It's the language _____.
- 10 She's the woman _____.
- 11 It's the place _____.

Gateway

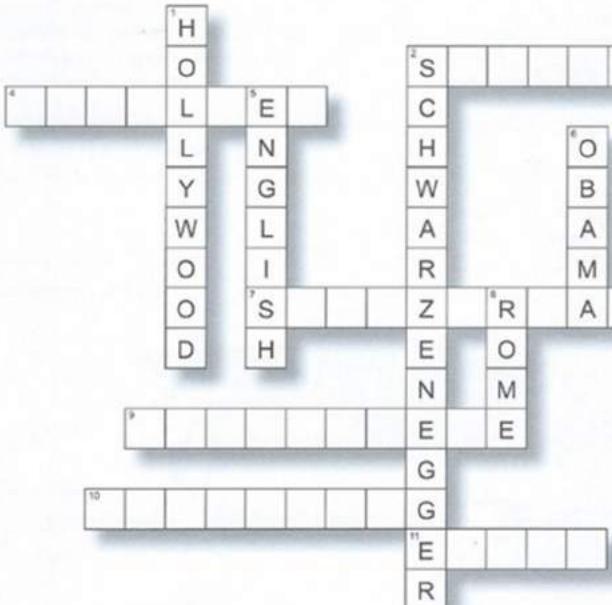
Give me a clue

Complete the clues for your words. Then listen to your partner's clues and complete the crossword.

A

Complete the clues for your words. Then listen to your partner's clues and complete the crossword.

A



Down

- 1 It's the place _____
_____.

2 He's the actor _____
_____.

3 It's the place _____
_____.

5 It's the language _____
_____.

6 He's the man _____
_____.

8 It's the city _____

Down

- 1 It's the place _____

2 He's the actor _____

3 It's the place _____

5 It's the language _____

6 He's the man _____

8 It's the city _____

complete the crossword

Across

- D

2 It's the language _____

4 It's the body part _____

7 It's the place _____

9 It's the language _____

10 She's the woman _____

11 It's the place _____

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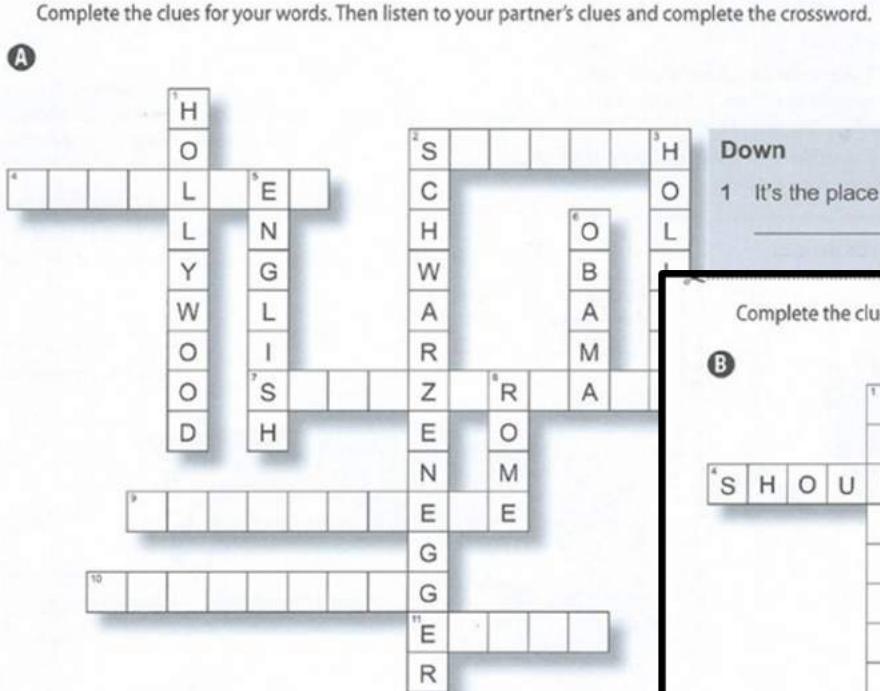
Gateway

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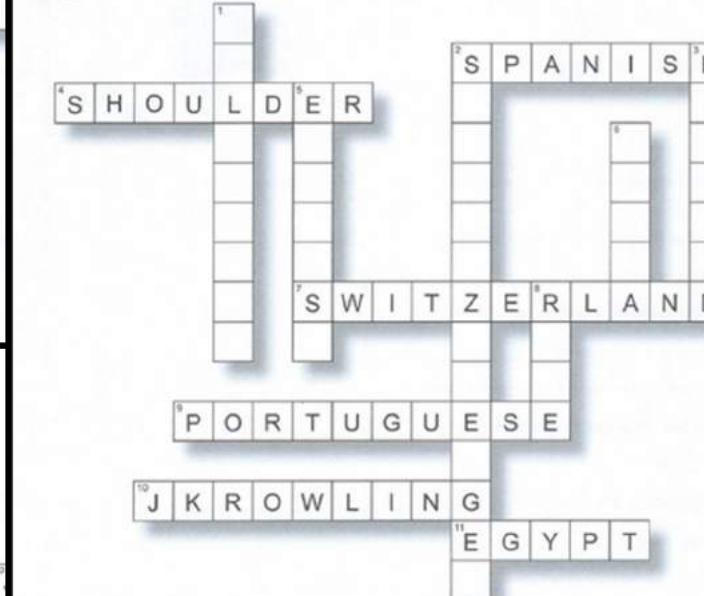


Down

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B



Across

2 It's the language _____.

4 It's the body part _____.

7 It's the place _____.

9 It's the language _____.

10 She's the woman _____.

11 It's the place _____.

Activity 3

You're pulling my leg!

In my last summer holidays...

- 1) I had a brilliant time helping my daughter to assemble her first piece of IKEA furniture.
- 2) (well, just before the holidays)
I went to Kyiv to watch the final of the Champions League.
- 3) my son graduated from University a year after he finished his degree.
- 4) I went on board a clipper (yacht) at the Liverpool docks.
- 5) I saw the Chinese Terracotta Warriors.



Grammar communication B2+ Unit 1

True or false?



1 Complete the sentences about yourself. Write six sentences which are true and six which are false, but which could be true.

1 I've never
2 At midnight last night, I was
3 As a child, I would often
4 I'll often
5 I was once going but I didn't in the end.
6 I've twice.
7 I once
8 I've been recently.
9 I'd never until recently.
10 I've for about five years.
11 As a child, I was always
12 I used to

2 Work in pairs. Read your sentences to each other and guess which are true and which are false. The winner is the person with more correct guesses.

Gateway
2nd Edition

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1 of 1

TIP!

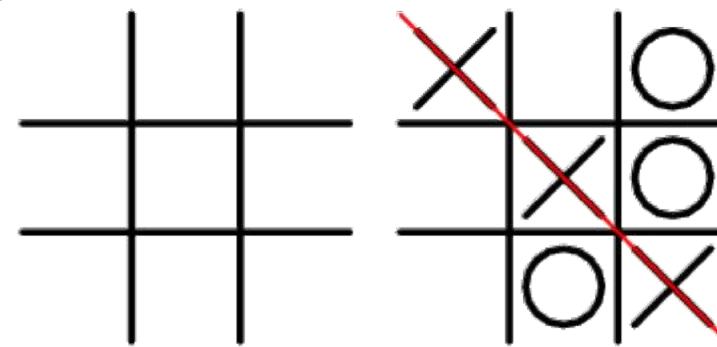
Create an atmosphere of trust by sharing information about yourself.

TIP!

If you ask students about something personal that you yourself would not like to talk about, think again!

Activity 4

Two-Minute Tic-Tac-Toe



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Sport	Cinema	Music
Holidays	Learning English	Family
Home	The weekend	My future

Gateway

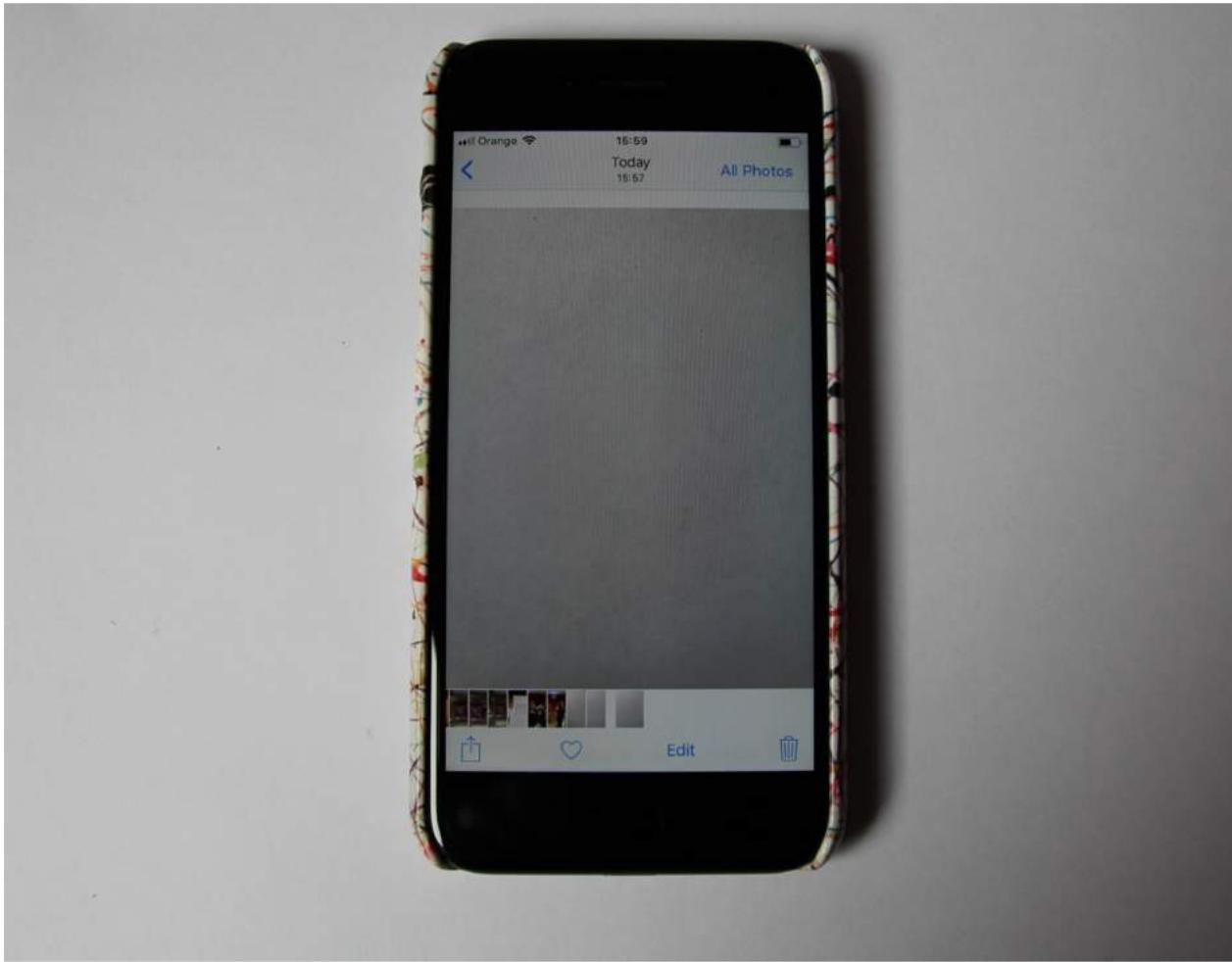
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Activity 5

Smartpictures

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Activity 6

Fast pictures





TIP!

Two last ‘quick tricks’

‘Sorry?’



'Sorry?'

The gentle approach

Student: Oye, Dave, ¿cómo se dice paraguas en inglés?

Student: Oye, Dave, ¿cómo se dice paraguas en inglés?

Me: Sorry?

Student: Oye, Dave, ¿cómo se dice paraguas en inglés?

Me: **Sorry?**

Student: Que ¿cómo se dice paraguas en inglés?

Student: Oye, Dave, ¿cómo se dice paraguas en inglés?

Me: **Sorry?**

Student: Que ¿cómo se dice paraguas en inglés?

Me: **Sorry?**

Student: Oye, Dave, ¿cómo se dice paraguas en inglés?

Me: **Sorry?**

Student: Que ¿cómo se dice paraguas en inglés?

Me: **Sorry?**

Student: Ah, okay! How do you say ‘paraguas’ in English?



The 'X' Factor



The 'X' Factor

The less gentle approach

GRUPO

Evaluación

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GRUPO

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fsie



Thank you!

Keep in touch at

www.facebook.com/macmillangateway



Posts

Gateway
Published by Dave Spencer [?]- 7 January at 17:30 -

Happy New Year, everyone! I thought that in my first post of the year I'd share the news that some of you may already have heard. I'm very proud to be giving one of the plenary talks at the IATEFL pre-conference event organised by the Young Learners and Teenagers Special Interest Group. The event takes place in Liverpool on 1st April. More information following soon but needless to say, I'm very excited about the event. It's a very pleasing coincidence that it's in the city where I was born and grew up!

<https://conference.iatefl.org/pce>

I-Conference Event
April 2019

big bridges and finding common ground in

Janet Enever
Early Years & Primary
Dave Spencer
Lower & Upper Secondary

Joan Kang Shin
Luciana Fernandez
Shelagh Rixon
Amanda Davies

Bruno Andrade
Dirk Lagerwaard
Leticia Mori
Simon P

Virginia Parker

Teaching for tomorrow Today

A smaller image showing a man with grey hair, wearing a blue denim jacket over a teal shirt, standing outdoors near a body of water with buildings in the background.