



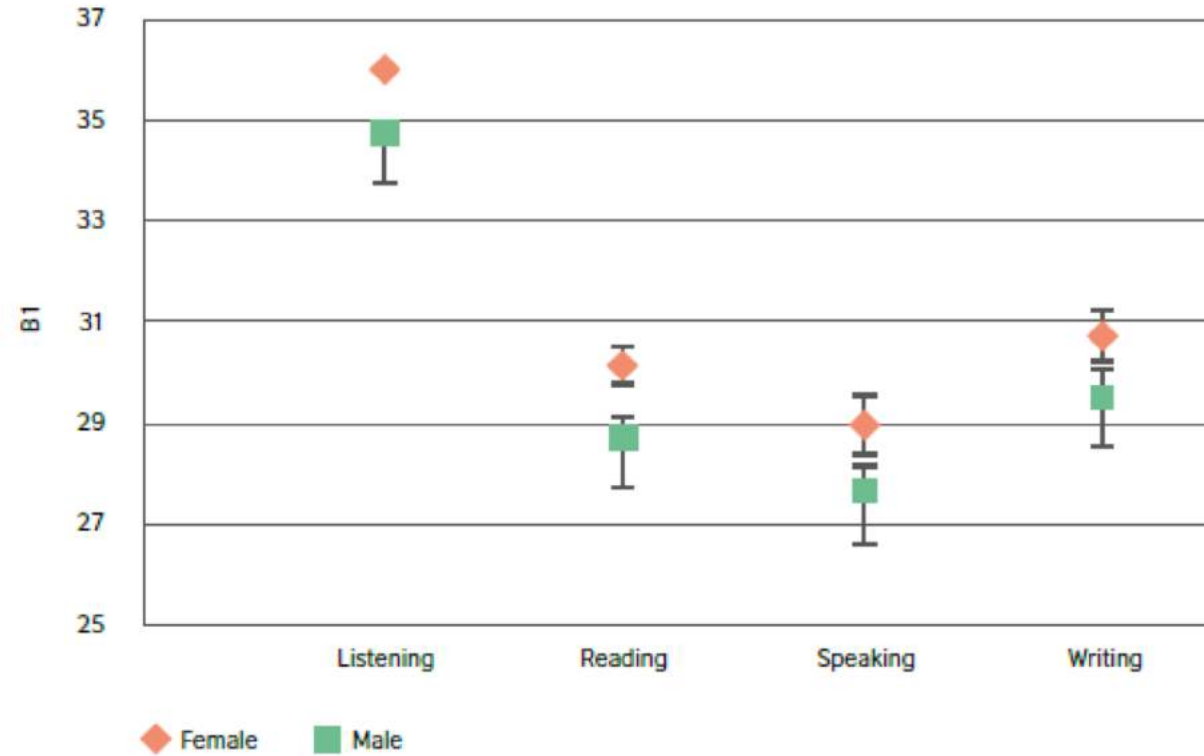
To Speak, or not to Speak!

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.

St.

St.

St.

St.

St.

St.

St.

St.

St.

St.

St.

Teacher

St.1 ↔ **St.2**

St.3 ↔ **St.4**

St.5 **St.6**

St.7 **St.8**

St.9 **St.10**

St.11

St.12

St.13

St.14

St.15

St.16

St.17

St.18

St.19

St.20

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.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) ...
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 - Yes, I agree.
 - Good idea.
 - Yes, you're right.
 - Yes, but ...
 - OK.
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 - 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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CESS page 144

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3b SPEAKING Work with a partner. Compare

Developing speaking

Negotiating

1 SPEAKING Work with a partner. Discuss places where you can eat. How do you like these places? What do you think of them?



2 LISTENING 24 Listen to the recording and answer the questions. Write your answers in the spaces provided.

3a 24 Listen again and say about each place.

Notepad

- 1 Fast-food restaurant: very good
- 2 School canteen: not good
- 3 Outdoor picnic area: good
- 4 Exclusive restaurant: not good
- 5 Classmate's house: good

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



DAY OUT IN THE COUNTRY

END OF YEAR CELEBRATION



SPECIAL MEAL



SPORTS DAY



THEATRE SHOW

ity similar
tivity
work with
eak more –

SS page 144

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

Give me a clue

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

A

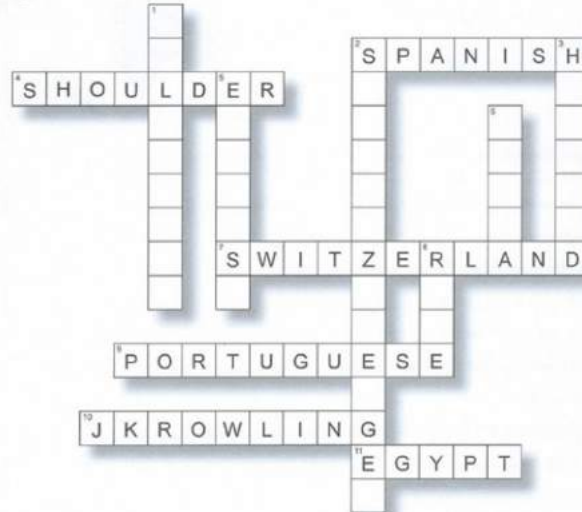


Down

- 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 _____

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 _____
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complete the crossword.

Across

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S W I T Z E R L A N D

P O R T U G U E S E

J K R O W L I N G

E G Y P T

Give me a clue

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

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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.



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.

TIP!

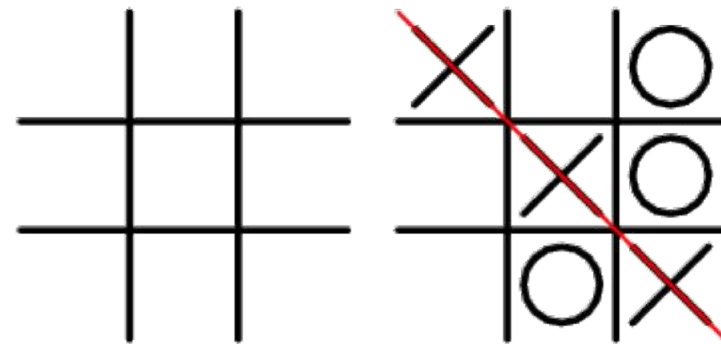
Create an atmosphere of trust by sharing information about yourself.

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



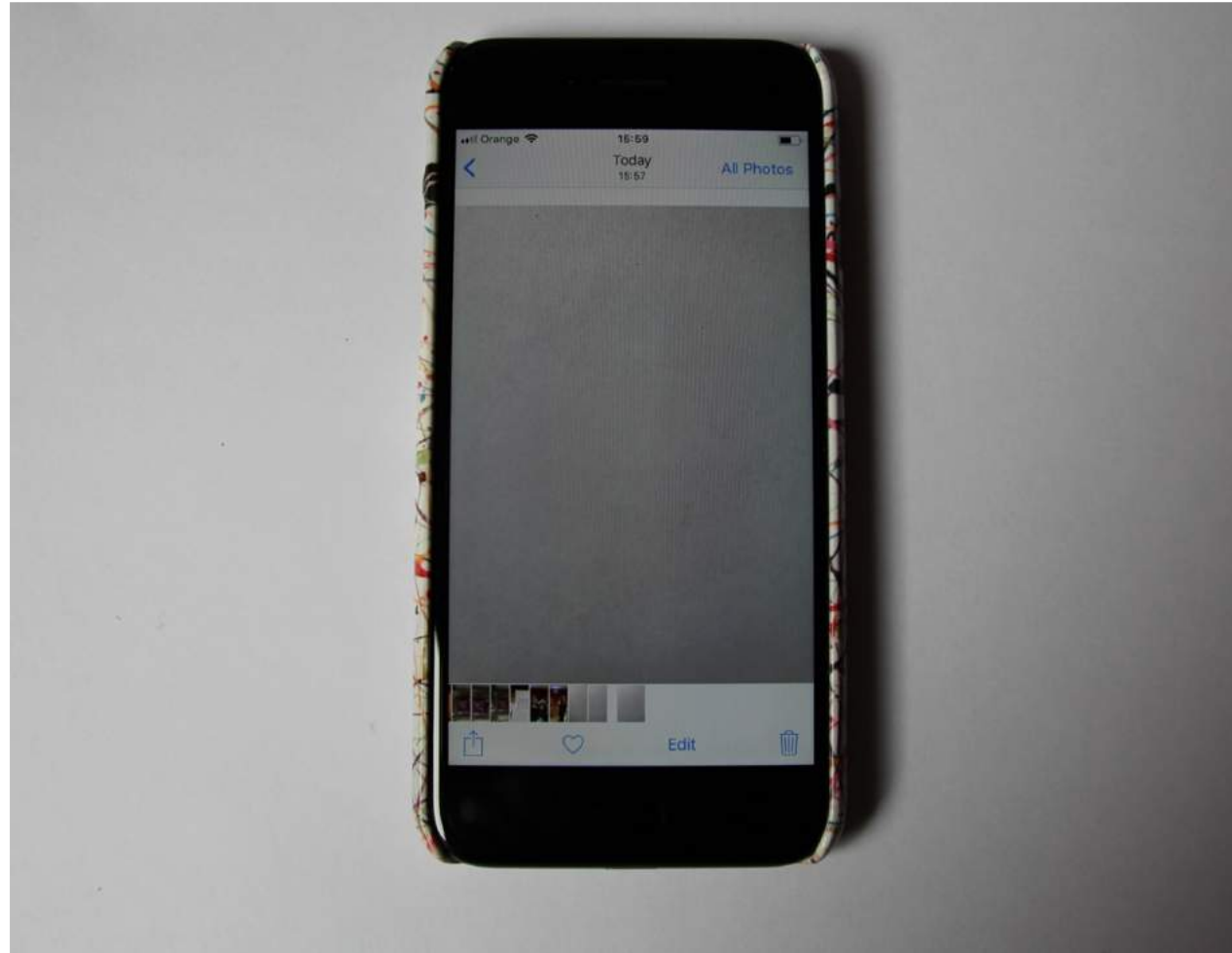
Sport	Cinema	Music
Holidays	Learning English	Family
Home	The weekend	My future

Activity 5

Smartpictures

Gateway

2nd Edition



macmillan education

Step 1:
Draw a basic rectangle on the board and tell the students that this is the screen of their mobile/smartphone

Step 2:
Ask them to copy the rectangle three times on a piece of paper

Step 3:
On each rectangle, ask the class to draw three interesting selfies, or photos, that they took during the holidays

Step 4:
Now put the students into pairs or small groups

Step 5:
Ask them all to exchange their drawings and ask and answer questions about what is happening in them

Tip 6:
Remind your students they needn't be shy about sharing their work. In fact, the worse the drawings are, the better because there will be more questions to ask!

Latest Teaching Tips from Dave
■ Dave Spencer
Sent: Today
To: Gateway Teachers

Gateway

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?**

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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

Thank you!

Keep in touch at

www.facebook.com/macmillangateway

