

Lesson Plan for Facilitators

‘Teaching Speaking’ - November 2019

Equipment

- 3 Text Books - Speak Now (UPP), Now You’re Talking 2 (AEL), Speaking (ECB)
- [Google Slides Presentation](#) (Download a copy into PPT as a backup if the internet doesn’t work).
- [The Keep Talking website](#) & [Let’s Talk website](#)
- Photocopies of Speaking Worksheets
- Speaking Cards
- Penny Ur’s Speaking Guide

Lesson Length: 90 - 120 minutes

Learning Objectives (1-3 SWBATs):

- Participants will be able to run at least two new speaking activities in their classes.
- Participants will be able to create speaking activities for a short film.
- Participants will be able to explain why it is important to ‘explicitly’ teach speaking.

Procedure

Slide 2: Introductory Task / Icebreaker (5 mins)

- While people are coming in: In pairs or groups of 3-4 Discuss: What are some of the challenges that you have personally faced teaching speaking?
- Elicit: Ask for some possible solutions.

Slide 3: Sentence Starters Activity (10 - 15 minutes) How do we introduce ourselves in English? ([Link to the activity](#))

- I am going to give each of you a sentence starter. You need to move around the room and introduce yourselves to a colleague.
- Teacher A: reads and completes their sentence starter. Teacher B: asks a follow up question, and then reads and completes their sentence starter. Both teachers swap their sentences and move on to find a new colleague.

For Example:

A: Good evening, I am Jane, I am an English teacher, at Golda Meir HS in Nes Tziona, and a National Counselor for the Keep Talking program.”

- B: Hi, I am Natalie, I am an English teacher and a coordinator at Blick HS, in Jerusalem.

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- A: Nice to meet you.
- B: Nice to meet you too.
- A: "I **wouldn't mind** ... staying at home tomorrow, because I have a very busy day."
- B: Why is your day going to be so busy?
- A: Because I teach 7 lessons plus 2 partani lessons and have a meeting in the evening.
- Wow, I really understand. I **was really surprised when...** I heard that this year the school trip is only going to be one night instead of two....
- **Elicit:** Feedback on the activity - useful / not useful? adaptations?

Slides 4: In this workshop we will (2 mins)

Slides 5 - 6: Greetings/Introductions lessons from the Keep Talking Books (3 mins)

- Explain that there are many activities for this type of activity - here are examples from the books and there are also many on the Let's Talk website and numerous other websites.

Slide 7 - We Learn to speak by speaking (5 mins)

- "We learn to drive by driving, not by studying for the theory test, and choosing the correct answer or by watching others drive us around." Speaking is a practical skill we need lots of exposure and lots of practice. "We learn a language through the hand and mouth - through writing and speaking ."

Slide 8 - Speaking is the process of... (2 mins)

- Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998).
- What do you think is meant by non-verbal symbols? - gestures, shaking hands, kiss on a cheek...

Slide 9 - Teaching speaking in a nutshell (5 mins)

- In order to enable our students to speak confidently and fluently, we have to give ample pair and group work speaking activities in our classrooms. These activities need to be relevant and authentic, and provide useful lexical items for students to learn, use and recycle, both inside and outside the classroom. Let's Talk and Keep Talking aim to address this issue.

Slide 10 - 12 Lexical Chunks (20 mins) *"A chunk is a group of words that often occur together. There is no universally accepted definition of what is – and isn't"*

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– a chunk, but they include collocations, fixed phrases, idioms, sentence starters and so on.” Dellar, H. Walkley, A. (2016)

We use routines or formulaic communication patterns for almost everything, meeting, greeting and introducing people, how to start or finish a conversation etc. In fact, according to Pawley and Syder (1983) native speakers have thousands of these routines, otherwise known as lexical chunks, in their lexis. Use of these ‘fixed expressions’ appropriately makes conversation sound natural.

As Leo Selivan, writes in his recently released Lexical Grammar, Cambridge Handbook for Language Teachers: “chunks are fundamental to language processing and production: they allow us to produce language naturally and fluently and they aid reading and listening comprehension.” Consequently, if our students have lexical chunks to draw on all of their language skills will be improved.

- Look at the various lexical chunks, point out that the italicised chunks are from the Pilot Module E lists for Winter 2020

Task

- Time dependent - if there is enough time, get teachers to create mini speaking activities for a few of the lexical chunks on slide 12
- Or: With a partner pick 2 or 3 chunks and have a mini conversation
- Or: Ask teachers, in pairs, to come up with a list of lexical chunks that they use in the classroom regularly. I.e. “I am waiting.”
 - Raise your finger/hand
 - Stand up! Sit down!
 - If you don’t stop talking, I’ll...

Slide 13 - How can we effectively get our students talking? (10 min)

- **Elicit** - participants share their ideas

Slides 14-17 - Penny Ur’s Guide to Talking (10 mins)

- Let’s look at some ways that we can do this with our students. The following ideas come from Professor Penny Ur’s [“Guide to Talking”](#) Has anybody used this? Where can you access it? On our website.
- Show were on website

Slide 18 - Pobble365.com

- Present website to show how pictures can be used for encouraging speaking and/or writing
- Elicit from teachers how they could use this website

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Slide 19 - Tour of [Keep Talking](#) and [Let's Talk](#) websites

Slide 20 Film for Speaking + Writing (Teeth) (15 mins)

Teeth - Short Film <https://www.youtube.com/watch?v=87AkeWNgwU>

For 10th graders or weaker learners. I used this as a review for the present simple.

Technique: Play. Pause. Elicit. Write

1. Play and stop at 0:24 Elicit: What do you see in the movie? There is There are...
2. Play and stop at 0:37 Elicit: What does the first man do? He sneezes. What does the second man do? He laughs.
3. Play and stop at 0:39 Elicit: What happens to the first man? His teeth fall out? His false teeth.
4. What do you think happens next? Elicit
5. Play and stop at 0:51 Elicit: What happens to the man's teeth? They fall into the lake. How do you think the man without his teeth feels? Why? What does the second man do? He laughs a lot.
6. Play and stop at 1:24 Elicit: What happens next? They continue fishing and the second man catches a big fish in his net.
7. What do you think happens next?
8. Play and stop at 1:31 Elicit: What does the second man do? He takes his own teeth out and puts them into the fish's mouth.
9. Play and stop at 1:41 Elicit: What happens next? The first man takes the teeth out of the fish's mouth, shakes the teeth and puts them into his own mouth.
10. Play and stop at 1:55 Elicit: What is the problem? The teeth don't fit. They are the wrong size.
11. What do you predict will happen next?
12. Play to the end: Elicit: What happens next? The first man throws the teeth into the lake.
13. Elicit: Why do you think the second man put his own teeth in the fish's mouth.
14. Elicit: How do you think they both feel?

Slide 21: Follow-up Speaking Tasks:

- Tell your friend what happened in the movie.
- Tell your friend what happened in the movie in the past tense.
- Retell the story to your friend but change the ending.
- Write three questions to each of the men in the video.
- Student A: Pretend you are a dentist, ask the old men the questions (you just wrote). Student B and C: Pretend you are the old men. Answer the dentist's questions and tell him/her what problems you have had without your teeth for a week.

Explain: This kind of activity can be done with most levels and is both fun and excellent preparation for the COBE

Slide 22 - [Film English](#) - a Site for films with lesson plans (5 mins)

- Show how to access the site.
- Run the beginning of the 'Colors' lesson plan with the audience.

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Slides 23 - 27 Alternative Videos for practicing (5 min)

- Briefly show other material that can be used to practice with students
- Note slide 25 includes samples of authentic student audio recordings from a 5 point class in the centre of the country

Slide 28 - Red Rabbit (10 mins) - [Leoxicon](#)

- **In longer workshops only.**
- https://youtu.be/k_RKMPEKjgo
- Red Rabbit
- Backs to Boards
- Narrate.
- Stop and swap

Procedure

- Show the movie till 2:46 (till the end of the dream sequence). Ask the watching group to describe what they see as they watch. Then the groups switch, i.e. literally switch places. The new watching group now watches and describes what they see from 2.47 until 5.54 (until the protagonist closes the door). At this point, you can ask how they expect the story to end before showing the rest of it, OR you can show the movie from the beginning to the whole class first and work on the language.

Language

- Walk around the room and monitor noting down any problems with language - these don't have to be grammatical errors, very often students will not have the right words to express what they see. Despite the bizarre premise, there is a lot of useful, everyday language that students may not know. Some chunks that you can point out include, but are not limited to:
 - *ask for some sugar*
 - *strange noise coming from...*
 - *trying to get out of the room*
 - *a pack of sugar*
 - *a bunch of carrots*
 - *refuses her help*

Slide 29: COBE Part A Time Permitting (5 mins)

- **Show COBE video Part A** and explain that our role is to prepare our students to talk about these kinds of topics already in the 10th grade. We mustn't wait until the 12th grade. Mention which books deal with these topics. Add picture of the table of contents of the 3 Keep Talking Books.
- **Explain** that Part A includes one task. Students are presented with a choice of two topics. *They choose one topic and respond to a set of 2 questions about that topic.* They should not respond to both topics, although they should listen to both before choosing which one they want to respond to. **They must answer in depth in one recording.**

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Slide 30: COBE Part A Sample questions (5 mins)

Note: The students; answer must flow as one continuous cohesive response, not short answers per question.

Set 1: The students should describe what their neighborhood / city/ hometown / village looks like and what’s there, special places, etc. They should also relate to what their favorite place in their hometown is and explain why, supporting it with an example or an explanation.

NOTE: The students must relate to all the questions asked.

Set 2: The students should describe their volunteering experience in high school, good or bad, explaining what they did, where and what their duties were. They should then relate to their experience there and if they see it as something they might like to continue doing in the future. Their answer could be either positive or negative, and it must be supported by examples and explanations to justify their choice. Their answer cannot be a simple ‘yes’ or ‘no’, it must include an explanation. NOTE: The students must relate to all the questions asked.

Intermediate: The student can: • answer simple questions about familiar topics and everyday situations, • explain what they like about something • describe plans and arrangements, habits and routines, past activities and personal experiences • briefly give reasons and explanations for opinions, plans and actions • express their thoughts about cultural topics (such as holidays, customs, traditions, etc.) • express and support ideas, personal views and opinions • provide in-depth reasons and explanations for opinions, plans and actions • describe events, real or imagined • express their thoughts about abstract topics (such as friendship, ambitions, reflections, possibility, etc.)

- Task: With a partner, each choose a set of questions to answer, answer and then give feedback. Then swap sets of questions.

Slides 31 - 32 COBE Part C (10 min)

- Show the simulation from the website about the cheating on the exam (hyperlinked). Explain that this is what you do with your students.
- *Note: Students watch the video and need to answer both sets of questions, each in a separate recording.*

Task:

- In pairs: Teachers can either practice with the clip about the cheating, or the clip on Slide 24 (time dependent), about the Indian boy, and its accompanying questions on Slide 25

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Slide 33: Feedback *(3 mins)*

- Distribute 2 post-it-notes/ or mentimeter poll and ask teachers to answer each of the questions:
 - One thing I enjoyed was...
 - One thing I think I will try with my class is...
 - Something that concerns me is...

Slide 34: Insights *(3 mins)*

- Share some tips for teaching speaking

Slide 35: Targeted Speaking Lessons *(2 mins)*

- Emphasise the link between teaching speaking throughout students' education and the COBE a summative task in the 12th grade