

Communication=  
40 – 50% listening,  
25 – 30% speaking,  
11-16% reading,  
about 9% writing

Do you listen 40% of your classes?;)

# Listening

“People never listen without a purpose, except perhaps in a language class.”

(Gary Buck)

Teach and practise strategies for dealing with not understanding

Sorry? / Pardon?

I didn't get that, what did you say?

Sorry I'm not sure what you mean.

I'm not with you.

Could you speak more slowly please?

Bottom-up strategies include:

- Listening for specific details
- Recognizing cognates
- Recognizing word-order patterns

## Possible activities:

- Identify the referents of pronouns used in a conversation
- Recognize if a sentence is active or passive
- Identify major constituents in a sentence: subject, object, verb, adverb
- Recognize the word stress to mark the information focus of a sentence
- Distinguish between sentences containing similar sounding tenses
- Recognize the time reference of a sentence
- Distinguish between positive and negative statements
- Identify prepositions in rapid speech
- Distinguish between Yes/No and Wh-questions.

Top-down strategies include:

- Listening for the main idea
- Predicting
- Drawing inferences
- Summarizing

## Possible activities:

- Listen and infer the topic of a conversation
- Listen to conversations and match them to the pictures
- Identify the setting
- Read a list of key points to be covered in a conversation, listen and put them in sequence
- Read the information about a topic, listen and check whether it was mentioned
- Read one side of a telephone conversation and guess the other speaker's responses; listen and check
- Look at the pictures of people speaking and guess what they might be saying or doing; listen and check
- Complete a story, then listen to how the story really ended
- Guess what news headlines might refer to, listen and check

## Strategies//sub-skills:

- Decoding features of connected speech
- Understanding key words (understanding sentence stress)
- Retention
- Recognizing non-verbal signals



How to teach:

- Teach pronunciation! Drill=))
- <R.Cauldwell 'Phonology for listening'
- Analyse the language before they listen
  - Ensure repeated opportunities to hear the text
  - Use graded listening
- <breakingnewsenglish.com

Reading

✓ **Skimming**

✓ **Scanning**

✓ **Intensive reading:** reading shorter texts, to extract specific info. This is more an accuracy activity involving reading in detail.

✓ **Inferring**

✓ **Extensive reading:** reading longer texts for pleasure. This is a fluency activity involving global understanding.

## Reading Strategies//Sub-skills:

- Identifying the text structure (main idea - supporting details - examples)
- Distinguishing main info from less important info
- Inferring the topic from pics, titles, layout (Forming predictions)
- Inferring writer's attitude
- Inferring the meaning of unknown words
- Note-taking

e.g. Text structure:

Teach 'main idea - supporting detail - examples'



b.

In Japan you can't use soap in the water in the public bath. The Japanese are quite careful with their hygiene: they also try to be polite in case somebody is allergic to this or that soap. If you want to wash with soap, you must do this under the shower, and use the bath without any soap on you. This rule, to keep washing water separate from bath water, started long time ago. If in the bath there is no shower, you must use washing buckets. Fill them with water from the bath itself.

e.g. Inferring words' meanings from the context:

Teach the strategy of understanding key words, parts-of-speech back-up

1. Why does Zoha take her harmonall to all her trips? -  
Because it is her talisman.
2. Does Zoha like travel agenies? Why?  
They are too combout, in her opinion.
3. How does Zoha find interesting places in an unknown city?  
She talks to rustrapopoons who give her information.
4. How does she feel about any local food?  
She doesn't like it. She burnmers it.
5. Why is Zoha coming to Krasnodar?  
Because of squitifne people.

Going to another country is a great experience! Certainly, every culture has its itchments. Zoha is from Iran, and she has been to 11 countries. She is an experienced traveler, but still when she travels, she takes her harmonall everywhere, because it is her talisman. She never books tours in travel agencies; she thinks it is very combout. What she does is booking tickets and improvising in a new country. She loves adventures.

After an airport Zoha usually takes a yukabs to the centre if the city she starts her adventures in. She goes to booking.com and chooses a cramused hotel. Then she finds some rustrapopoon to talk to. They tell her about the city and places which are worth seeing and recommend where to go next days.

Zoha usually burnmers any local food, so she mostly goes to eat to McDonalds or KFC, if there is one. But the only thing she never misses is local sweets, because Zoha is a terrible redfolo, and everywhere she goes, she buys some cakes and chocolate.

Zoha already wheedswere she is going next. She booked a ticket to Krasnodar, because she heard, that people there are particularly squitifne!

Going to another country is a great experience! Certainly, every culture has its itchments (=traditions). Zoha is from Iran, and she has been to 11 countries. She is an experienced traveler, but still when she travels, she takes her harmonall (=toy) everywhere, because it is her talisman. She never books tours in travel agencies; she thinks it is very combout (=expensive). What she does is booking tickets and improvising in a new country. She loves adventures.

After an airport Zoha usually takes a yukabs (=taxi) to the centre if the city she starts her adventures in. She goes to booking.com and chooses a cramused (=good) hotel. Then she finds some rustrapopoon (=local person) to talk to. They tell her about the city and places which are worth seeing and recommend where to go next days.

Zoha usually burnmers (=dislikes) any local food, so she mostly goes to eat to McDonalds or KFC, if there is one. But the only thing she never misses is local sweets, because Zoha is a terrible redfolo (=person who likes sweets), and everywhere she goes, she buys some cakes and chocolate.

Zoha already wheeds (=knows) where she is going next. She booked a ticket to Krasnodar, because she heard, that people there are particularly squitifne (=wonderful!)



**Writing**

## Strategies//Sub-skills:

- getting the grammar right, spelling accurately
- having a range of vocabulary
- punctuating meaningfully
- using the conventions of layout correctly, e.g., in letters
- using a range of sentence structures
- linking ideas and information to develop a topic
- developing and organizing the content clearly and convincingly.

## How to teach:

- Make it active and purposeful
- Explain the strategies, do it explicitly, not the case to avoid running commentary!=)
- Do genre or - process writing!

# Process Writing Demo

- My favourite way to relax is going outdoors.
- Discuss with your partner: what are some advantages and disadvantages having a rest outdoors outdoors.



# Process Writing Demo

## Advantages

- Fresh air
- Physical activity
- Beautiful nature
- Different places
- Relaxation

## Disadvantages

- Insects
- Cold/hot
- Not comfortable to sleep

# Process Writing Demo

- My husband's favourite way of relaxing is staying indoors.
- Make a list of some advantages and disadvantages having a rest indoors.



# Process Writing Demo

- Look at your neighbor's list and steal some good ideas if they have something different.

# Process Writing Demo

- Look at how I expanded my lists about going outdoors into simple sentences.

People breathe **fresh air** when they go outdoors.

This rest involves a lot of **physical activities**.

You can enjoy looking at the **beautiful nature**.

You can release the stress, because the nature brings **relaxation**.

It is a way to visit many **different** fantastic **places**.

There may be some nasty **insects**.

You can feel too **cold or too hot** there.

If you stay for a night, it may be **not comfortable to sleep**.



# Process Writing Demo

- I joined these sentences together:

Going outdoors has a lot of advantages. **People breathe fresh air when they go outdoors. This rest involves a lot of physical activities.** It has different effects on people. **You can enjoy looking at the beautiful nature. You can release the stress, because the nature brings relaxation. It is a way to visit many different fantastic places.**

There are also some disadvantages. **There may be some nasty insects and you may feel too cold or too hot there. If you stay for a night, it may be not comfortable to sleep.**

# Process Writing Demo

- I added an end with my own opinion.

Going outdoors has a lot of advantages. **People breathe fresh air when they go outdoors. This rest involves a lot of physical activities.** It has different effects on people. **You can enjoy looking at the beautiful nature. You can release the stress, because the nature brings relaxation. It is a way to visit many different fantastic places.**

There are also some disadvantages. **There may be some nasty insects and you may feel too cold or too hot there. If you stay for a night, it may be not comfortable to sleep.**

I love nature and this kind of relaxation fits me. I prefer having a rest outside to staying in having nothing to do.

# Process Writing Demo

- Then I wrote the text into a final version. What is changed? Change your text in a similar way.

Going outdoors has a lot of advantages. **First of all**, people breathe fresh air when they go outdoors. **Then**, this rest involves a lot of physical activities. It has different effects on people. **For example**, you can enjoy looking at the beautiful nature. You can release the stress, because the nature brings relaxation. It is a way to visit many different fantastic places.

**However**, there are also some disadvantages. There may be some nasty insects and you may feel too cold or too hot there. **Also**, if you stay for a night, it may be not comfortable to sleep.

**Personally**, I love nature and this kind of relaxation fits me. I prefer having a rest outside to staying in having nothing to do.

Speaking

## Strategies//Sub-skills:

- Turn-taking, interrupting
- Back-channeling
- Repair strategies
- Conversation management (opening, closing)
- Giving opinions (functional voc - a feature you want them to employ)
- etc.

Do move from **fluency** to **accuracy!**

# Lost in the desert lesson.

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- You are on a Jeep safari in North Africa. You have been to many interesting places.
- You have driven off into the desert looking for Timbuktu in Mali.
- However you have got horribly lost.
- The sun is beating down and it is 55 degrees.
- You are aware of the danger. You start to imagining never seeing your family again...
- What are you to do?

Lost in the desert lesson.



- You have these 15 items with you.  
Some are more useful than others.
- Put them in order of usefulness in the  
situation you find yourself in.









You found your co-adventurer,  
work out an order which you both  
agree on. Make suggestions as to  
the most important and least  
important ones.

## Making suggestions

- Here are some possible exponents
- *Why don't we ... (+ verb without 'to') ?*
- *Shall we ... (+ verb without 'to') ?*
- *Let's ... (+ verb without 'to')*
- *What about ... (+ -ing) ?*
- *How about ... (+ -ing) ?*
- *Do you think it's a good idea to (+verb)*
- *If we (verb) the (noun), we can (verb) with it?*
- *If we (verb past) the (noun), we could (verb) with it.*

## Possible responses:

- *Yes, OK.*
- *That's a good idea.*
- *That sounds great!*
- *No, I don't think so.*
- *I'm not sure about that.*
- *I'd prefer to ... (+ verb).*
- *Mmm, I'd rather not.*

## Rehearsal stage

- In a moment you will have a meeting with the whole group. You're sure your ideas are the best.
- Write down some sentences which make suggestions to use in the discussion.

- You are now all together trying to form a strategy and decide on a final order to put the things in.
  - Make your suggestions and discuss.
  - Decide on a final order.

- Report back to the teacher.
- He will tell you if you survive – or not.



Rank them from 1 to 15	Your choice	You found another survivor	In your group	Final decision
a shaving mirror				
a 12-litres can of water				
12 packets of cigarettes				
10 blankets				
newspapers				
dried dates				
stretchers				
magnifying glass				
a rope				
a gas stove				

A recipe of a working speaking activity:

**Talk about X**

**in the role-situation Y**

**in order to achieve Z**

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