



**NATIONAL
GEOGRAPHIC**
LEARNING

MAXIMISING STUDENT TALK TIME IN THE CLASSROOM

Ukraine Spring 2020 Webinar Series
Alex Warren, National Geographic Learning

ELTNGL.COM

A part of Cengage

AGENDA

A What & Why of STT

How to Maximise STT

**What do we
mean by
maximising
student talk time
and *why* do we
need to do it?**

to maximise

/mæksəmaɪz/

1. to increase the amount of sth.

2. to make the most of sth.

“The way to
become a
blacksmith is
to be a
blacksmith.”

French proverb



“The more
students talk,
the better they
will become.”

Jones & Von
Baeyer, 1983



250%

What do you think should be the correct balance of STT vs TTT?



What do you think should be the correct balance of STT vs TTT?





What constitutes student talk time?

Extended speaking

Group Discussions

Project
work

Q&A session with teacher

Debates

Information gapfills

Roleplays

Drilling

conversation

Board games

Presentations

Peer teaching + feedback

Class feedback

Class

Asking questions

mingles

Collaborative tasks

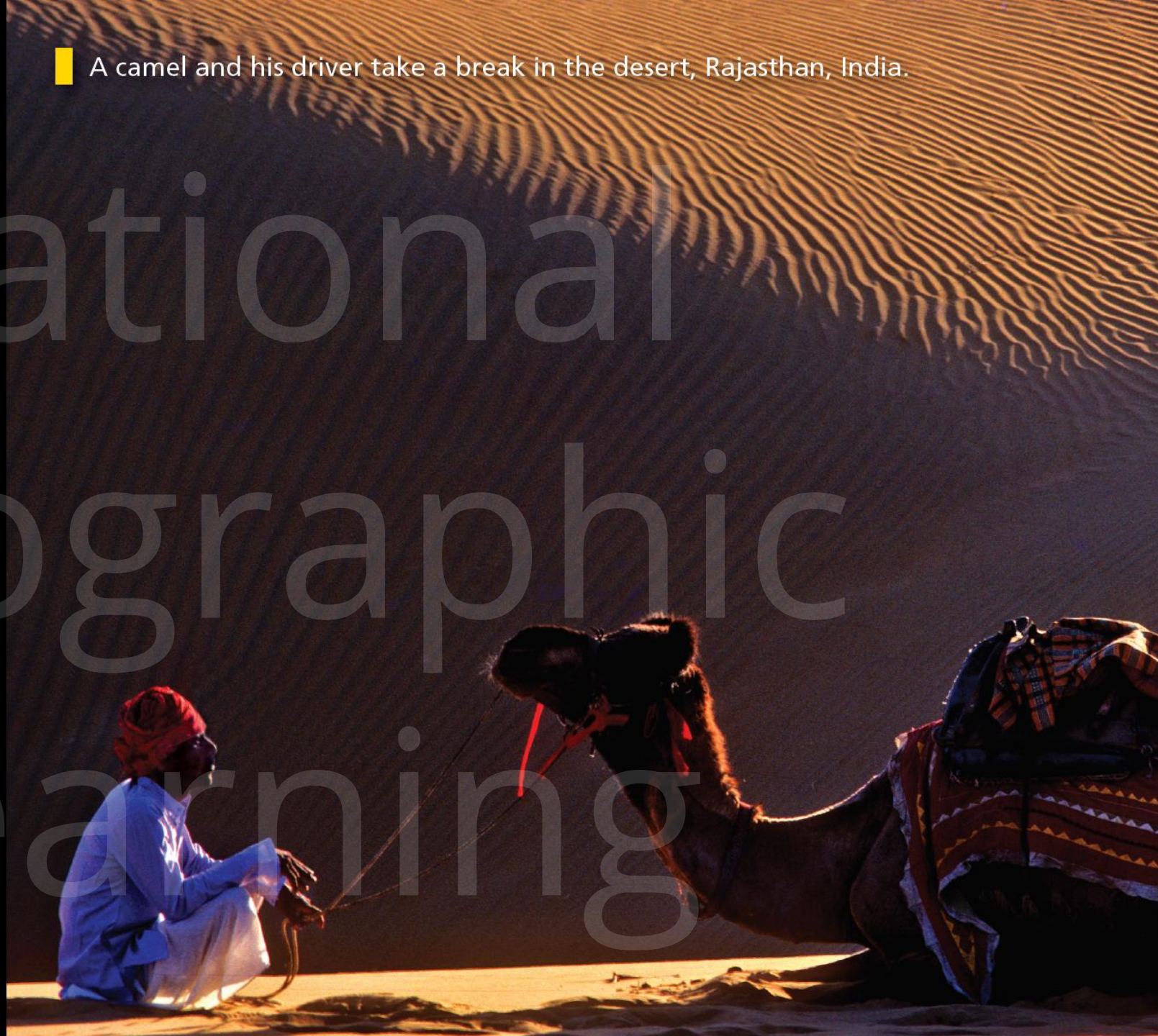
Checking answers in pairs



Turn
and
TALK

What do you
think are the
BIGGEST
barriers to
getting students
talking in class?

■ A camel and his driver take a break in the desert, Rajasthan, India.





Macaque monkey and dove,
Neilingding Island, China

“If there is a trusting,
positive, supportive
environment... then there
is a much better chance
of useful interaction
happening.”

Scrivener, 2005



“The biggest enemy to learning is the talking teacher.” John Holt, author of *How Children Learn*

Turn

TALK

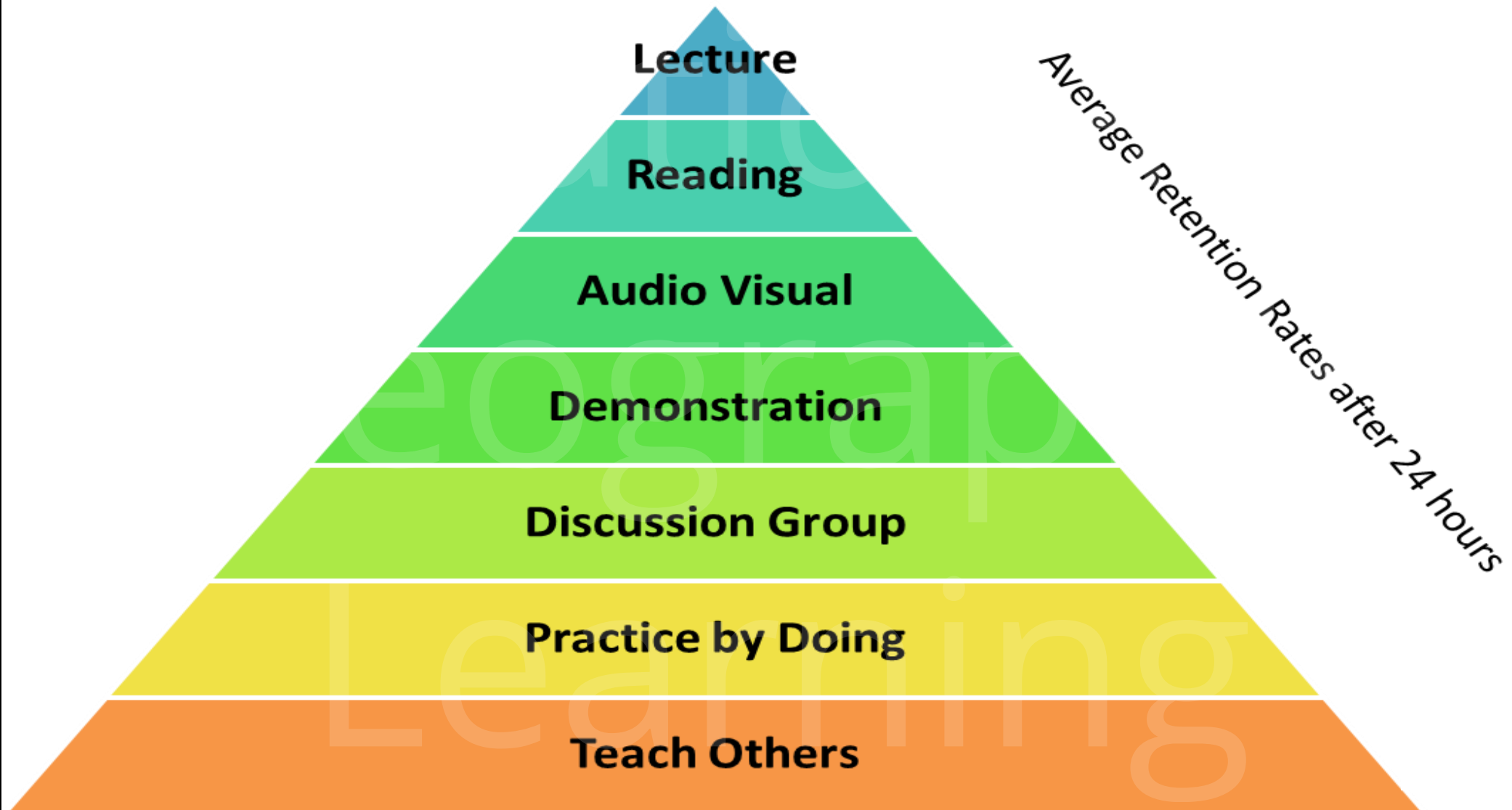
and

What bad habits do teachers have that stop students speaking?

1. ... give long and unnecessary explanations.
2. ... ask follow up questions instead of encouraging students to do so.
3. ... summarise instead of letting students to do so.
4. ... give opinions about facts and ideas that do not pertain to the class.
- 5.... pose questions and then answers them yourself.
6. ... paraphrase instructions more than necessary.
7. ... unnecessarily repeats what the students have said.
8. ... not give students enough chances to guess or predict.

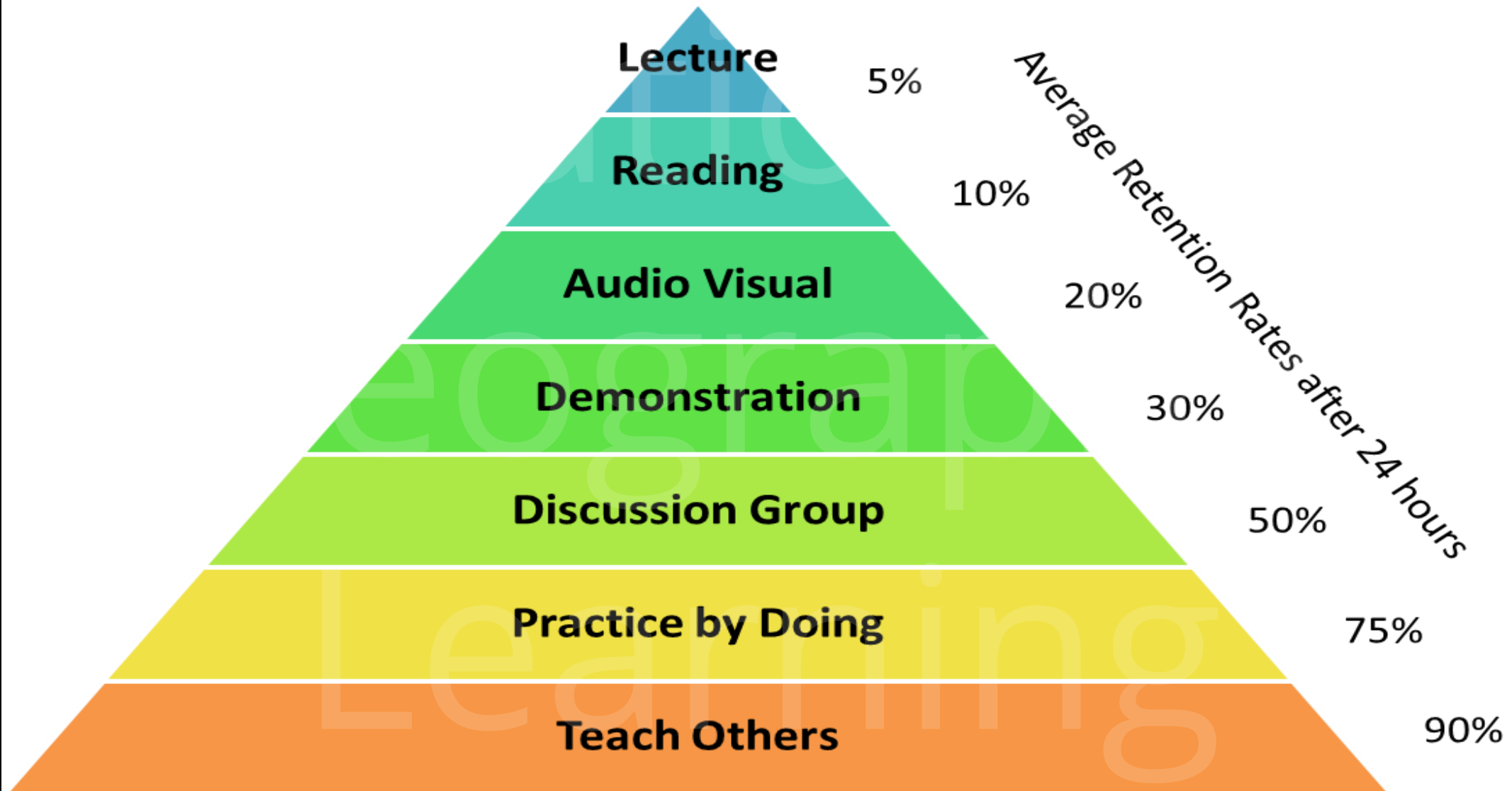
Think about YOUR teaching.
Which of these do you do?

The Learning Pyramid



Source: National Training Laboratories, Bethel Maine

The Learning Pyramid



Source: National Training Laboratories, Bethel Maine

**LUKE, THE FORCE IS
STRONG IN **YOU**!**



NOOO! I MUST **TEACH HIM
EVERY STEP OF THE WAY!**





Student centred learning

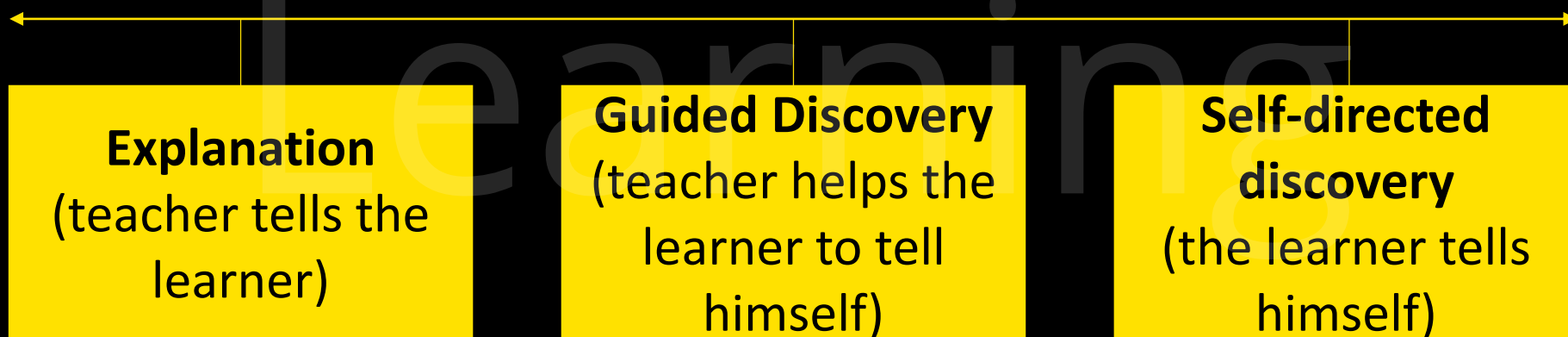
- > it's motivating
- > students are more attentive and willing to participate
- > it's inductive – students are actively involved
- > it helps build social skills and self-esteem
- > it promotes students collaborative and communicative skills
- > it creates more opportunities to think creatively and critically in the classroom
- > it fosters stronger in-class relationships and a positive learning environment
- > complaints about irrelevance and unfairness decrease
- > it makes learning **MEMORABLE**

The art of teaching is the art of assisting discovery.

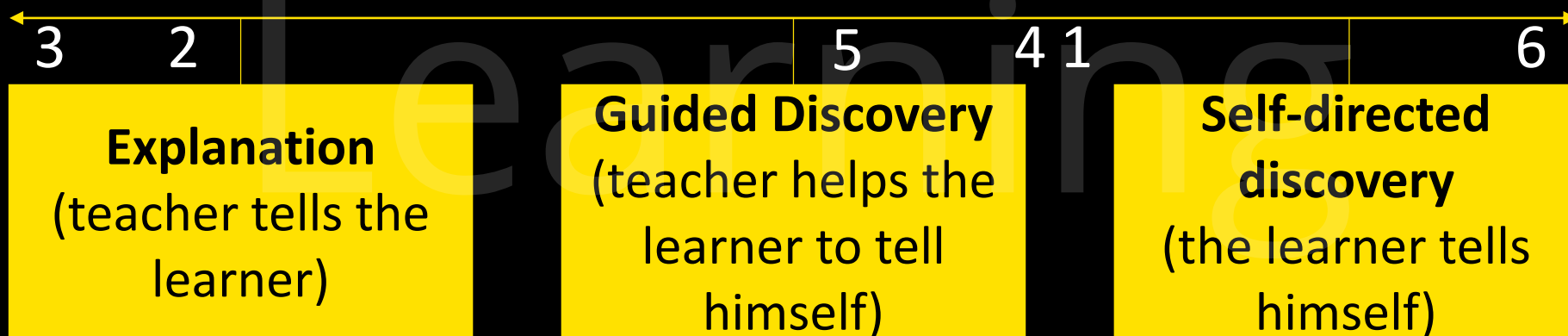
-Mark Van Doren



1. You write some sentences (all using past perfect) on the board, but with the words mixed up, then hand the board pen to the students and leave the room.
2. You tell a story about your weekend. Every time you use a verb in the past simple you repeat it and write it on the board. At the end, you write 'past simple' on the board and explain that you used all these verbs in the past because the story happened last Saturday.
3. You lecture about the construction of conditional sentences.
4. You hand out a list of 20 *if* sentences. You ask students to work together, discuss and work out the rules.
5. Students discuss interpretation of timelines on the board and try to make example sentences for them. You intervene when an answer seems elusive and at one point explain the difference between the two tenses.
6. Students decide they want to learn about reported speech. They go to the library and find out more.



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CAUGHT IN THE ACT

VOCABULARY Crimes

- 1 Complete sentences 1–9 with the pairs of verbs. You may need to reverse the order of the words.

beaten – found	raided – seized
doing – caught	set – smashed
got hold of – gone	stolen – broken into
grabbed – came up to	vanished – came back
killed – went off	

- 1 I got a phone call from the bank saying I'd gone \$1000 overdrawn. Someone must've got hold of my details somehow and used my card number.
- 2 I was _____ on camera and had to pay a €100 fine. I was only _____ about 65!
- 3 A local businessman was _____ dead in a park. Apparently, he'd been attacked and then _____ to death.
- 4 She went out to the shops and never _____. She just completely _____.
- 5 They made such a mess. They _____ shop windows, threw rocks at police and _____ fire to cars.
- 6 When we got back, we found the house had been _____. Fortunately, they hadn't _____ much.
- 7 I was standing outside the cathedral and this guy _____ me, _____ my bag and ran off.
- 8 Apparently, the police _____ this café near us and _____ 5 million dollars worth of ivory.
- 9 Luckily, there weren't many people around when the device _____ so no-one was _____, but it did a lot of damage.
- 2 Work in pairs. Match these crimes with the descriptions in Exercise 1.

a bombing	fraud	smuggling
a burglary	murder	speeding
a disappearance	a riot	a street robbery

- 3 Spend two minutes memorising the language in Exercises 1 and 2. Test each other. Student A says the crime. Student B says the example from Exercise 1.
- 4 Think of real examples for four of the crimes in Exercise 2. Explain what happened using some of the new vocabulary in Exercise 1.

LISTENING

- 5 ▶ 40 Listen to three conversations and answer the questions.
- What crime from Exercise 2 do they talk about?
 - How do the speakers know about the crime?
 - What happened?
- 6 ▶ 40 Work in pairs. Decide which conversation each group of words comes from and how each word was used. Then listen again and check.
- swipe / trainers / relief
 - stuffed / shock / drugged
 - directions / fortunately / spoil
- 7 Which of the three crimes is most serious? Explain your reasons.

DEVELOPING CONVERSATIONS

Comments and questions

When listening to stories, we often make a comment and then follow it with a question.

Oh you're joking! What happened?

That's terrible! Did it have much in it?

- 8 Put the word questions. Add a question tag.
- Was dreadful. *That's dreadful.*
 - been must've
 - anything no
 - parents Who
 - insured a W
 - police Did y
 - did joking th
 - must It's Wh

PRONUNCIATION

- 9 ▶ 41 Listen to the conversations in Exercise 8. Repeat them.
- 10 Work in pairs. One person turns to start each prompt. Continue each conversation, adding a question.
- I had my car
 - We got caught
 - We had our
 - I had my bag
 - Did you hear
 - Did you read near here?

GRAMMAR

- 11 Look at the sentences in the Grammar box. Then answer questions 1–3 below the box.

Showing degrees of certainty with modal verbs

We often use modal verbs (*must, can't, might or could*) to show degrees of certainty when we are giving opinions and speculating about what's true.

- It can't have been* very nice.
- Someone *must have got hold of* my card details.
- It could have been* when I bought those new trainers.

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- It can't have been* very nice.
- Someone *must have got hold of* my card details.
- It could have been* when I bought those new trainers on the internet, but then again it *might equally have been* in the local supermarket.
- That must be* a relief.

- Which two modals show the speaker is uncertain about what happened?
- Which two modals show the speaker is almost certain about what happened?
- How does the speaker show they're referring to a past event or feeling rather than the present?

▶ 14 To watch the video and do the activities, see the DVD-ROM.

The Flipped Classroom

DURING



Students practice applying key concepts with feedback

IN CLASS

GOAL

GOAL

GOAL

Students prepare to participate in class activities

BEFORE



OUT OF CLASS

AFTER

Students check their understanding and extend their learning



Accuracy

relevance

involves ALL students

**What ingredients constitute quality
student talk-time?**

natural

practises target language

Fluency

Freedom to experiment

1a. It is more important for learners to listen and speak to you than for learners to listen and speak to each other.

1b. Students should get most conversation practice in interacting with learners rather than you.

2a. People usually learn best by listening to people explaining things.

2b. People usually learn best by trying things out and finding out what works.

3a. The teacher should speak as much as possible in classroom time.

3b. The teacher should speak as little as possible in classroom time.

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“Talking about something with which they are **familiar** will be easier for **accuracy** and **fluency** than if they create something from scratch.”

Scott Thornbury

Personal

Impersonal



Concrete

Abstract

Known

Unknown

Low-risk

Higher-risk

“Students **want** to have
the **conversations** they
have in their own
language, in **English.**”

Hugh Dellar



Interests

Going out

Social Media

Internet

Hobbies

What kind of
conversations
do your
learners want
to have?

Parties

Music

Family & friends

School

Shopping

Jobs & Work

Stories/anecdotes

Themselves

Travel & Holidays

Food

THE SOUNDTRACK OF OUR LIVES

VOCABULARY Describing music

- 1 Check you understand the adjectives in bold in the sentences below. Think of songs or genres of music you could describe using these adjectives.
- 1 If a song is **catchy**, you quickly want to sing it and can't stop.
 - 2 If music is **repetitive**, it has the same boom boom beat all the way through.

READING

- 6 Work in pairs. Look at the song titles and artists below. Do you know any of them? Do you like them?
- *Hey Jude* (The Beatles)
 - *Stuck Me* (The Gimmies)
 - *Starships* (Nicki Minaj)
 - *The Four Seasons* (Nivaldi)

SPEAKING

- 11 Choose two playlist titles from below and make a list of three songs you want to include.

- My current favourites
- That reminds me of ...
- Party music
- Music I can't stand
- Music to fall asleep to
- Music for a romantic evening
- I can't get it out of my head

- 12 Work in groups and compare your lists. Say as much as you can about the songs you have chosen. Ask extra questions to continue each conversation.

Exercise 3.

- Party music
- Music I can't stand
- I can't get it out of my head

- 12 Work in groups and compare your lists. Say as much as you can about the songs you have chosen. Ask extra questions to continue each conversation.

THE PLAYLIST OF YOUR LIFE

For generations, music lovers have made collections of songs to soundtrack their lives. Nowadays, technology makes it easier than ever to create, find and share playlists to suit every mood and occasion. We set our readers 'a playlist challenge'. Here is their response.

ALL-TIME CLASSICS PLAYLIST

The top of any all-time classic list has to be *Hey Jude* by the Beatles. It's a song you immediately want to sing along to. The Beatles are the reason why I learnt English. *Stuck Me* is by The Gimmies, a Japanese band. I've seen them live and they were loud and energetic – incredible. [Toshi, Japan]



Hey Jude THE BEATLES

Stuck Me THE GIMMIES

NOW PLAYING
Communication Breakdown
LED ZEPPELIN

I Feel Good THEE BATS

Shake Some Action
THE FLAMIN' GROOVIES

MUSIC FOR MY WORST ENEMY PLAYLIST

This was difficult to choose. I hate that Céline Dion song that was used in the film *Titanic* – *My Heart Will Go On*. I can't stand commercial pop music – it's so sentimental. However, the worst is *Gangnam Style* by Psy. It reminds me of family weddings and people doing the stupid dance. The problem is it's so catchy! The other day I heard it as the ringtone on a mobile phone and I couldn't get it out of my head all morning! It was really annoying. [Kevin, Scotland]

My Heart Will Go On CÉLINE DION

Gangnam Style PSY

The Hamster Dance HAMPTON THE HAMSTER

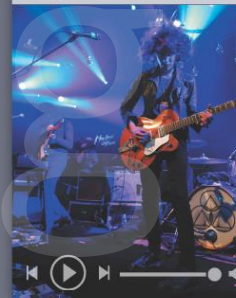
The Final Countdown EUROPE

Superstar TOY BOX

MY FAMILY PLAYLIST

My dad's a big jazz fan and always has music on in the background. Personally, jazz doesn't do anything for me. I just find it strange. However, he used to play one song for me – *I Wanna Be Like You* from the film *The Jungle Book*. Now we listen to it to my younger brother and it always makes him laugh.

Take My Hand is for my sister. We both love indie music and it's by a relatively new Hungarian band called Ivan & The Parazol that we've been listening to a lot recently. They're going to be big. [Natalia, Hungary]



I Wanna Be Like You
LOUIS PRIMA

Take My Hand
IVAN & THE PARAZOL

A Love Supreme
JOHN COLTRANE

NOW PLAYING
Move With The Season
TEMPLES

Not Quite Right
WOHLLEBE

Happy
THE ROLLING STONES

Someone Special
POETS OF THE FALL



SHOP TILL YOU DROP

VOCABULARY Clothes and accessories

1 Work in pairs. Tell each other as much as you can about the clothes and accessories you are

6 With your partner, look at File 9 on page 189. Calculate your scores and read the descriptions. Is the description of you accurate? Why? / Why not?

SPEAKING

9 Work in groups. Discuss the questions.

- How much pressure do you think there is on young people to have expensive products and designer brands? Where does the pressure come from? Do you worry about it at all? Why? / Why not?
- Is debt an issue in your country? Why?
- Do you ever check where / how the things you buy were produced?
- Do you buy much online? Is online shopping having an effect on shops in your country? How?
- Can you think of any shops that have had bad publicity because of the way they make / get their products – or the way they run their business? What happened?

Shop till you drop!

5 Have you ever lied to someone about the price of something?

- a Yes. I didn't want them to realise how little I'd spent.
- b No, never. Why should I?
- c Yes. I didn't want them to realise how much I'd spent.

6 When you include trainers, boots and sandals, how many pairs of shoes do you own?

- a 5 pairs or fewer.
- b 6–19 pairs.
- c I've lost count. It must be at least 20.

7 Do you have any clothes you only wear at home?

- a Yes, they have holes in, but they're OK to wear around the house.
- b Yes. They're not fashionable, but they're comfortable.
- c No. You never know who will call at your house. I always look my best.

8 Do you have any clothing you haven't worn much?

- a Not really, but I have one outfit I only wear on special occasions.
- b Yes. It doesn't fit me at the moment, but it will once I lose some weight!
- c Yes. One piece still has the price tag on.

9 Are there any shops you normally avoid going to?

- a Yes, because I don't like the politics connected with the shop.
- b No, not really. I sometimes worry about how things were made, but I also love a bargain!
- c Not really. I don't really like shops full of cheap, nasty clothes, but they're still worth looking in.

10 Do you ever buy designer brands?

- a Never. They're a rip-off. You're just paying for the label.
- b Sometimes – especially if they are in the sales.
- c All the time. Designer brands are just better.

11 Do you believe in retail therapy?

- a Not at all. Buying things doesn't make you happy.
- b Shopping isn't the first thing I think of to cheer myself up, but it does work sometimes.
- c Absolutely. If I'm feeling down, going shopping or buying something always cheers me up.

12 Have you ever had to buy an extra bag to bring home all the purchases you made on holiday?

- a Never. Holidays are supposed to be relaxing and the last thing I want to do is go shopping.
- b Once I did, but it was an exception.
- c I usually make sure I have plenty of space in my luggage before I go because I know I'll do loads of shopping.

13 Do you ever buy second-hand clothes?

- a Only if they fit me OK and they're really cheap!
- b No. I can't stand the idea of wearing something that someone else wore before me!
- c Of course! You can find some incredible vintage clothes in second-hand shops.

14 How often do you look at fashion magazines?

- a Never. They are stupid. A complete waste of time.
- b Sometimes. If they are in a waiting room or someone else has bought them, I like to have a look.
- c I regularly buy them.



MAKING THE MOST OF YOUR TIME

VOCABULARY Free-time activities

- 1 Match each sentence beginning (1–6) with the two most likely endings (a–l).

- | | |
|--------------|------------------------|
| 1 I went | 4 I just stayed in and |
| 2 I went to | 5 I had |
| 3 I went for | 6 I did |

- a a run round the block this morning.
b took it easy.
c climbing in the mountains last weekend.
d sailing on a big lake near my house.
e the theatre and saw an amazing play.
f a drive to the beach with my girlfriend on Friday.
g a friend's place for dinner last night.
h a Russian lesson last night.
i some baking for my sister's birthday party.
j played cards with some friends until about two in the morning.
k an early night last night.
l a bit of exercise before breakfast.

- 2 Work in pairs. Think of one more way to finish each sentence beginning from Exercise 1.

- 3 Work in groups. Talk about activities in Exercise 1 that you:

- | | |
|-------------------------|----------------------------|
| 1 have done recently. | 3 don't really like doing. |
| 2 only do occasionally. | 4 have never done. |

LISTENING

- 4 ▶ 18 Listen to three conversations. Answer the questions.

- 1 Which free-time activities from Exercise 1 do they talk about?
2 How often do Brenda, Domi and Frank do these activities?

- 5 ▶ 18 Listen again. Are the sentences false (F)?

Conversation 1

- 1 Both speakers have seen the play.
2 One speaker goes to the theatre a lot more than the other.

Conversation 2

- 3 The weather wasn't very good at the weekend.
4 Domi went sailing more in the past than now.

Conversation 3

- 5 Frank had a late night last night.
6 Frank's father doesn't like playing cards.

GRAMMAR

Habit and frequency

To talk about present habits, we use the present simple.
To talk about past habits, we use the past simple + infinitive (without to).

We use these structures with a range of different frequency phrases.

- 6 ▶ 19 Work in pairs. Try to remember missing words from the conversation and check your ideas.

- 1 A: So ¹ _____ you go to the theatre ² _____, then?
B: Yeah, ³ _____ a lot, I guess. Maybe three times ⁴ _____ month.
2 C: I didn't know you sailed. How ⁵ _____ do that?
D: Not as much as I ⁶ _____ to, to be honest. When I was living in Brittany, I ⁷ _____ time, but I ⁸ _____ often get the chance.
3 E: Do you ⁹ _____ play poker?
F: Yeah, quite ¹⁰ _____, actually.

- 10 Work in groups. Use the questions from Exercise 8 to ask each other about habits. Use frequency phrases to give true answers.

G For further practice, see Exercise 2 on page 170.

DEVELOPING CONVERSATIONS

Are you any good?

CONVERSATION PRACTICE

- 14 Think of a free-time activity that you do quite a lot. Think about how often you do it, where you do it and if you're any good at it. Then have conversations with other students in the class. Use the guide below to help you.

Student A

Ask B: *Did you have a good weekend?*

Student B

Say Yes. Explain that you did your free-time activity. Say when.

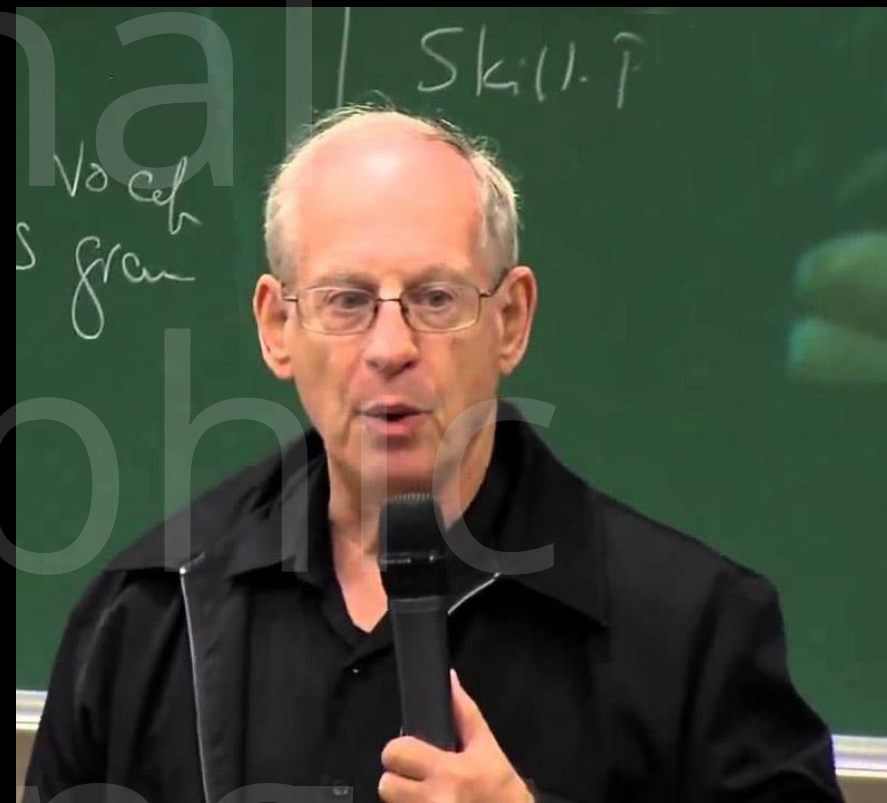
Ask if B does this much / how often B does this.

Answer.

Ask for more details.

“The only way to develop **fluency** is to get plenty of compelling **comprehensible input**. Comprehensible input is the cause: fluency is the result.”

Stephen Krashen





Quick Speak

Bethe



Expert

A student gets the opportunity to talk about his/her specialist subject for two minutes. For example:

Why I support Barcelona

My favourite band

My favourite Netflix show

How to play Fortnite

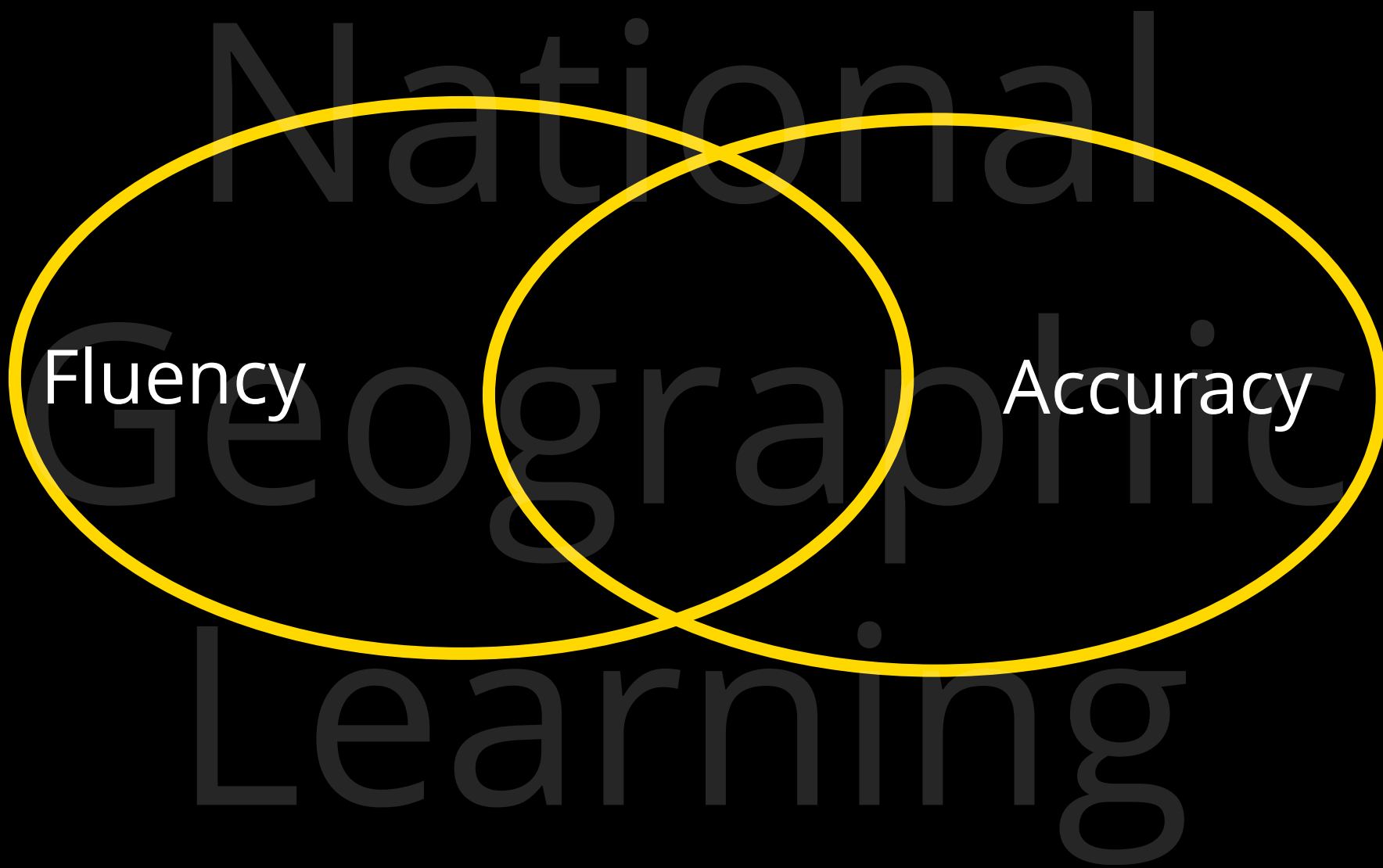
My favourite place to visit

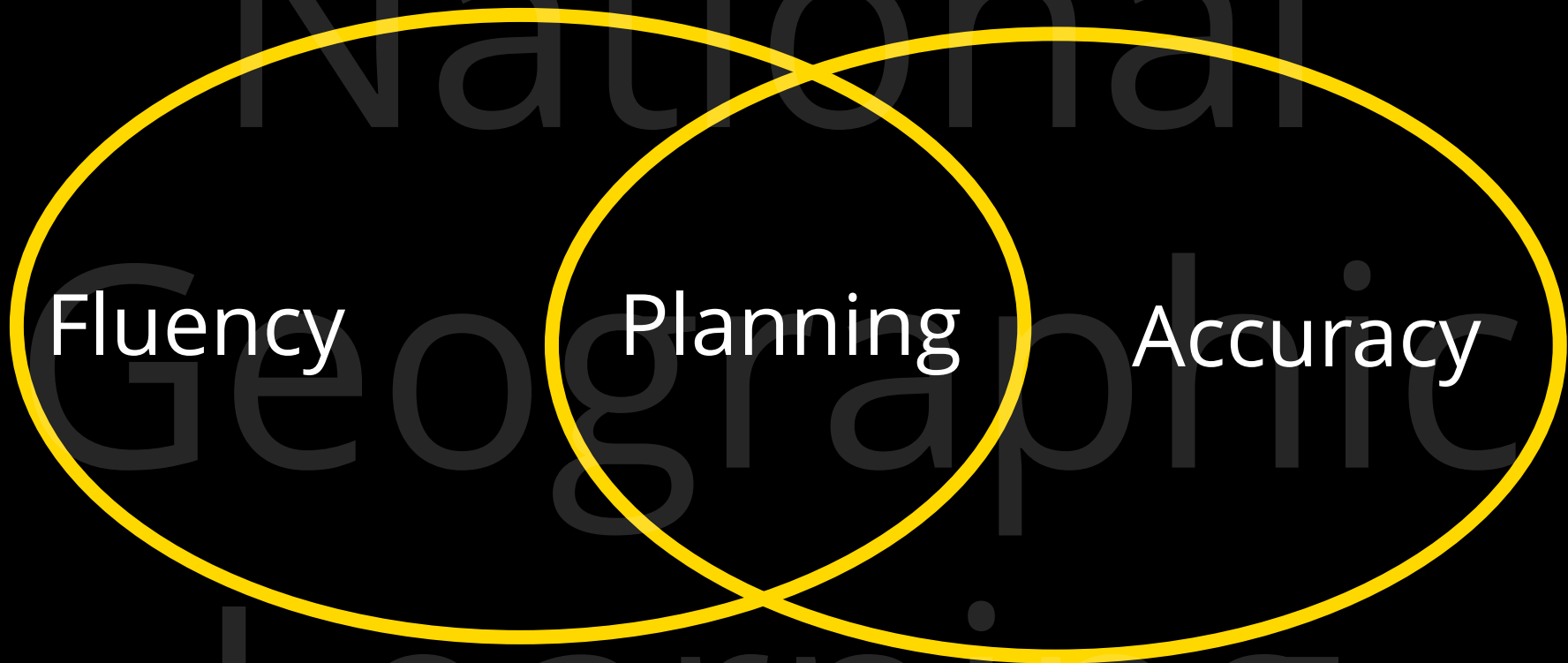
My favourite restaurant/meal



Fluency

Accuracy







THINK

Before You

SPEAK



“Planned speech can give the speaker the opportunity to experiment with and therefore develop language.”

Patrick Howarth

Fluency

Non-planners: Pause
Silent

Planners: Pause
Silent

Accuracy

Non-planners:  % accuracy

Planners: % accuracy

Foster/Hird



Fluency

Non-planners: Pause 25 times
Silent 90 seconds

Planners: Pause 12 times
Silent 21 seconds

Accuracy

Non-planners: 70% accuracy

Planners: 81% accuracy

Foster/Hird



GUIDED VISUALISATION

Think about your most treasured possession. You are going to tell about a partner about it. Think about what you will say and what language you will need.

What is your most treasured possession?

How did you get it – was it a present, did you buy it?

What's it made of?

How long have you had it?

What special significance does it have?

Does it remind you of a particular person? Who?

Does it remind you of a time in the past?

Where do you keep it?

Do you wear it, carry it or does it have a special place in your home?

Who will you leave it to when you die?



THE FAME GAME

READING

- 1 Read the introduction of the article below. Then work in pairs and discuss the questions.
- Why do you think so many people want to be famous?
 - What kind of problems might be caused by the desire for fame and money?
 - What do you think is the best way to become famous?
 - Can you think of any bad ways of becoming famous?
 - Do you know about any celebrities who have found fame hard to cope with?
 - Which six different ways of becoming rich and famous do you expect the article to mention?

SEEKING FAME & FORTUNE

In a recent survey, over 80% of 18-to-25-year-olds said getting rich was their first or second most important life goal, whilst 51% said the same about becoming famous. Of course, being a celebrity can be problematic. We have all seen stories about stars turning to drink or drugs as they find themselves unable to cope with the emotional stress of life in the public eye. However, this doesn't seem to discourage anyone. The main problem for many seems to be how to actually become rich and famous – especially if you have no real talent! Given this, here's our six-point guide on how to go about it.

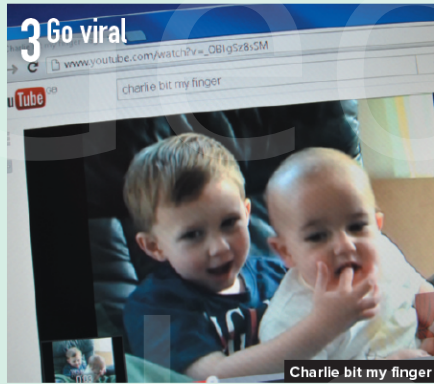
1 Date someone who's already famous

Obviously, finding a famous partner is easier said than done. However, anyone who can manage to catch the eye of a top footballer or movie star can expect to find themselves on the front page of the gossip magazines before too long. This might then be enough to get a TV or advertising company interested and you can end up becoming a star yourself.

2 Go on a reality TV show

The kind of out-of-tune singing that was once reserved for the privacy of a karaoke room has now become prime-time Saturday night TV – and shows such as *The X Factor* and *Pop Idol* have brought instant fame and fortune to hundreds around the world. Take Norwegian Kurt Nilsen, for example. His versions of well-known songs were so popular that he was able to give up his job as a plumber! He then went on to win *World Idol* and became a huge star in his native country. If you can sing, you could follow in Kurt's footsteps. If this option isn't available to you, then why not just try to appear on any of the reality TV shows which require no talent at all from their contestants?

- 2 Read the rest of the article. In which section were the following mentioned?
- a a popular talent show
 - b retired people
 - c an act of great generosity
 - d an act of great bravery
 - e advertising on a website
 - f physical attraction
- 3 Work in pairs. Discuss why the people and things below were mentioned. Check your ideas by looking at the article again if you need to.
- | | |
|------------------------|-----------------|
| 1 the gossip magazines | 6 Paris Hilton |
| 2 karaoke | 7 Golda Bechal |
| 3 Kurt Nilsen | 8 Kuldeep Singh |
| 4 Howard Davies-Carr | 9 The Zimmers |
| 5 YouTube | 10 The Who |
- 4 Work in groups. Can you think of any other people who have become famous in the six ways mentioned in the article? Say as much about them as you can.



The Internet has given many their fifteen minutes of fame. You get a message from a friend containing a link to an online video, a blog or a new site. You have a look, forward the link, and before long, things start getting out of control and a million people have seen it!

And, of course, the more views a video gets, the more money can be made from it. A few years ago, Howard Davies-Carr uploaded a short film of his two sons sitting side by side in a chair. Entitled *Charlie bit my finger*, nothing much happens in it – apart from a finger being bitten. However, the clip is now the fourth most-watched film ever on YouTube and the family has earned hundreds of thousands of pounds from advertising.

SPEAKING

- 7 Work in groups. Discuss what you think each quotation about fame means. How far do you agree with each one? Explain why.

‘Fame means millions of people have the wrong idea of who you are.’

‘Wealth is like sea-water; the more we drink, the thirstier we become; and the same is true of fame.’

‘To people who want to be rich and famous, I’d say get rich first and see if that doesn’t cover it.’

‘Fame is the thirst of youth.’

‘Fame is a constant effort.’

‘Fame usually comes to those who are thinking about something else.’

‘The longer a man’s fame is likely to last, the longer it will be in coming.’

‘The day will come when everyone will be famous for fifteen minutes.’

Modelling



Self-Reflection. Discuss the following questions with a partner. Be sure to use the appropriate intonation and explain your answers.

1. Do you prefer to spend vacation time in your home country or abroad?
2. Do you like vacations that are very active or very relaxing?
3. Do you prefer to travel by plane, by train, or by bus?
4. Would you rather go to a national park or to an interesting city?
5. Would your dream vacation be in Asia, Europe, Africa, or someplace else?
6. Would you prefer to have more money or more vacation time?



B | Discussion. Take turns asking and answering the questions with a partner. Then ask some of your own questions. Use the passive voice.

1. Who wrote your favorite book?
2. Which countries produce coffee?
3. Who invented the telephone?
4. Who made your clothing?
5. Which country won the last World Cup?



CONVERSATION PRACTICE

- 12** Work in pairs. Think of a film / exhibition / play you want to invite other students to tonight. It can be a real event or you can invent details. Decide what it is, why you think it'll be good and where and when it's on.
- 13** Work with a new partner. Have conversations similar to the one you heard in the listening. Take turns being A and B. Use the guide below to help you.

Student A

Ask Student B if they fancy going out tonight.

Explain and say why you think it'll be good.

Answer. Suggest where / when to meet.

Student B

Ask what's on.

Ask some other questions.

Agree to go. Ask where it is exactly. Don't accept the first meeting time that A suggests.



18 To watch the video and do the activities, see the DVD ROM.



“By **repeating** the same or similar tasks... learners might be able to build upon what they have already done in order to ‘buy time’ not only to do mental work on what they are about to communicate but also to access and (re)formulate words and grammatical structures more **efficiently, effectively, and accurately.**”

Mohammad Javad Ahmadian, *Task repetition in ELT*

3-2-1



Record & Repeat

Work in pairs. Tell your partner about two of the things below. Try to give an example of one particular incident you remember.

- your memories of a grandparent
- someone you know whose character has changed
- your memories of summer holidays with family
- a free-time activity you no longer do
- the lunch break when you were at primary school



Class Mingles

8 Complete the frequency phrases with these words.

all
that

every
used

hardly
whenever

quite
would

- 1 A: Do you go swimming a lot?
B: Yeah, **nearly** _____ **day**, unless I'm really busy.
- 2 A: Do you eat out a lot?
B: **Not as much as we** _____ **to**. Before we were married, we went out all the time.
- 3 A: So do you read much?
B: Yeah, _____ **the time** – at least a book a week.
- 4 A: Do you go to the cinema much?
B: Yeah, _____ **a lot**. I probably go once every two weeks.
- 5 A: How often do you play games on the computer?
B: **Not** _____ **often, actually**. I don't have time.
- 6 A: So how often do you go to the gym?
B: _____ **ever** now, to be honest. Today was the first time in ages. I used to go more often.
- 7 A: Do you ever try to read in English?
B: Yeah, _____ **I get the chance**. It's hard to find time, though. Work's so busy.
- 8 A: Do you ever watch your favourite team play?
B: Yeah, but **not as much as I** _____ **like to**. I only went four times last season.

Concentric Circles

- 3** Work in pairs. Choose the correct options to complete the sentences. Then ask and answer the questions.
- 1 How much *holiday / days off* do you get from work each year?
 - 2 Do you like to stay in hotels or do you prefer *self-catering / self-service* accommodation?
 - 3 When you book into a hotel, do you usually ask for a room with a *sight / view*?
 - 4 Do you generally take a lot of *suitcase / luggage* when you travel or do you prefer to travel light?
 - 5 What is your favourite kind of *scenery / countryside*: the coast, forest, mountains or desert?
 - 6 Do you generally enjoy the *travel / journey* as much as actually being there?
 - 7 Which *aeroplane / airline* do you prefer to fly with?
 - 8 When you last went on holiday, how long did it *take / last* to get to your destination?

Disappearing Dialogues

Nico: Hi, Bill. What's up?

Bill: I'm reading an article about olive oil.

Nico: Really? What does it say?

Bill: It says that olive oil can prevent heart disease and some cancers.

Nico: I've heard that before, and of course we make and use a lot of olive oil in Greece.

Bill: Maybe I'll use more of it, to live a longer, healthier life.

Nico: Maybe, but you know—olive oil isn't the only reason Greek people are healthy.

Bill: Yeah, what are some other reasons?

Nico: We eat a lot of vegetables and fruit—every day—and exercise is built into our lifestyle. The weather is good, so we walk everywhere, and in my family at least, we love to dance.


Bill: I see what you mean. Here in the U.S. I take the bus most places, especially in winter.

Nico: There you go. But at least you get to hang out with a Greek person.

Bill: True. Maybe that will make me healthier.



Olive oil is the only vegetable oil that can be created simply by pressing the raw material—in this case, olives.



“Practice builds
accuracy. Accuracy
builds confidence.
Confidence
builds fluency.”

Chuck Sandy

Maximising Student Talk Time

- > Create a positive, supportive learning environment
- > Remember that the 'talking teacher' is the enemy
- > Make sure the topics are familiar, relevant and engaging
- > Give them sufficient time to think and plan
- > Model tasks and give clear instructions
- > Provide language support and focus on teaching lexical chunks
- > Embrace task repetition, but be creative with it





Thank you!

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04070 Nyzhnii Val, 17/8

Kyiv, Ukraine

+ 38 067 469 51 23

+ 38 044 599 32 28



<https://www.facebook.com/Linguist.Ukraine/>

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