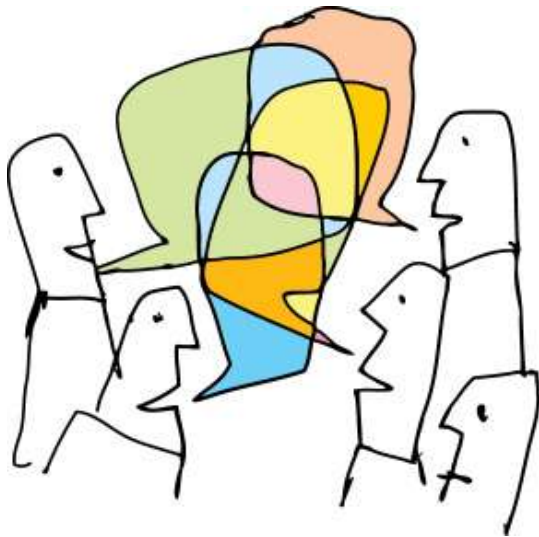


ALWAYS  
LEARNING

# Arms in the Air!

Activating learners and encouraging them to speak



Daniel Brayshaw





ALWAYS LEARNING

PEARSON





# Tea or coffee?



tea **or** coffee



spicy **or** mild



wild night out **or** quiet night in



Beckham **or** DeCaprio



# Basic principles

- ❑ Motivation
- ❑ Set-up
- ❑ Task preparation
- ❑ Closure

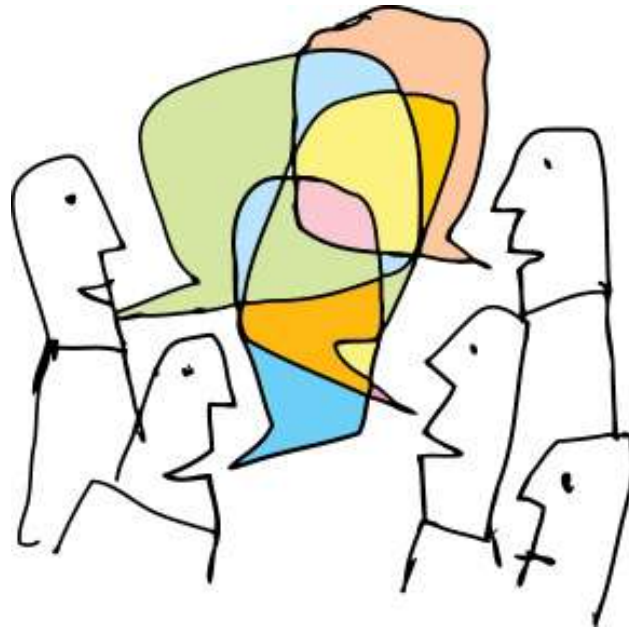


# Menu

- ❑ The importance of freer speaking
- ❑ Developing vocab to develop speaking
- ❑ Motivating learners to speak
- ❑ Controlled practice



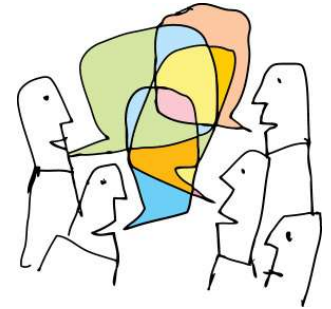
# Thinking about freer speaking



- Why are freer speaking activities important?

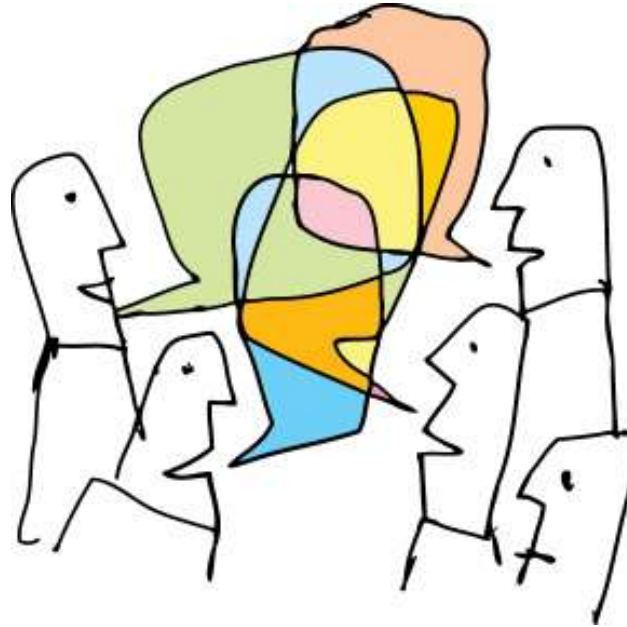


# Benefits of freer speaking



- ❑ Build confidence
- ❑ Allow practice of taught language in a wider context
- ❑ Allow experimentation and ownership
- ❑ Present diagnostic opportunities
- ❑ Provide a bridge between the classroom and the real world
- ❑ Provide an opportunity to speak at length

# Speaking in class



- ❑ How much do your students speak in class?
- ❑ What problems do they have?

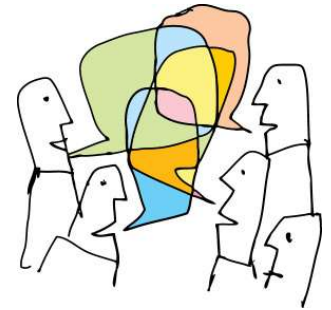
# Consider...

- ❑ What problem with language does each person have?
- ❑ Who has the biggest problem?





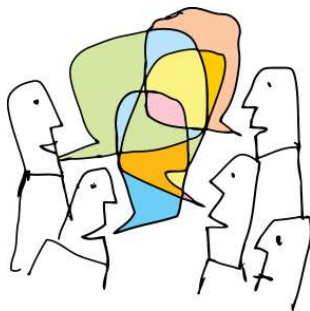




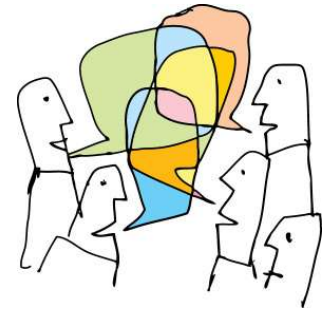
'Without grammar very little can be conveyed, without **vocabulary** nothing can be conveyed.'

David P. Wilkins

# □ Developing vocabulary to develop speaking

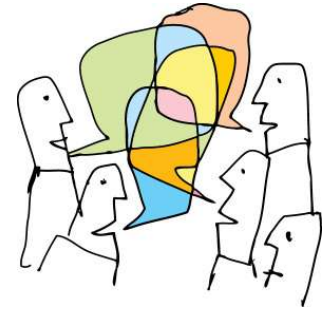


# True or False?



- ❑ Of the information we forget, 60% is lost within 24hrs of initial learning.
- ❑ An average of 12 to 15 vocabulary items is a reasonable amount of input in a 60 minute lesson.
- ❑ Students will be able to produce a word appropriately after they have come across it 3 times.

# Implications?



repetition and recycling and repetition and  
recycling and repetition and recycling and  
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repetition and recycling and repetition and  
recycling and repetition and recycling and....



# What?!

- ❑ silperynato
- ❑ niceecs & toonchegly
- ❑ mayfil & caliso file
- ❑ revalt & pornsttar
- ❑ yemon & pipnshog

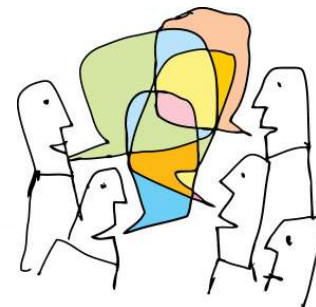


lphntsnktgrcrcdlmnkykngr

hppgrffdlphnlprdpgshrk



# Categorisation



## FOOD

1 Sort the food into categories.

.....  
asparagus aubergine blackcurrant broccoli eel  
herring lamb pear pork raspberry red pepper  
salmon tangerine trout turkey veal  
.....

<b>FRUIT</b>	
<b>VEGETABLES</b>	
<b>FISH</b>	
<b>MEAT</b>	

# Scattergories

- ❑ Something found in the kitchen (not food)
- ❑ A fruit or vegetable
- ❑ A way of cooking
- ❑ A dish made with meat
- ❑ A drink

**Beginning with...**

**S**



### 5 Sports

- 1 badminton /'bædmɪntən/
- 2 baseball /'beɪsbɔːl/
- 3 basketball /'bɑːskɪtbɔːl/
- 4 football /'fʊtbɔːl/
- 5 golf /gɒlt/
- 6 gymnastics /dʒɪm'næstɪks/
- 7 judo /dʒʊ'doʊ/
- 8 karate /kɑː'reɪtə/
- 9 rowing /'rəʊɪŋ/
- 10 rugby /'rʌɡbi/
- 11 running /'rʌnɪŋ/
- 12 skiing /'skiːɪŋ/
- 13 swimming /'swɪmɪŋ/
- 14 tennis /'tenɪs/
- 15 volleyball /'vɒlibɔːl/



### 6 Health

- 1 a backache /ə 'bækɪk/
- 2 a cold /ə 'kɔːld/
- 3 a cough /ə 'kɒf/
- 4 a headache /ə 'hedɪk/
- 5 a pain in my knee /ə 'peɪn ɪn maɪ 'niː/
- 6 a sore leg /ə sɔː 'leg/
- 7 a sore throat /ə sɔː 'θrəʊt/
- 8 a stomachache /ə 'stʌmək-eɪk/
- 9 a toothache /ə 'tuːθ-eɪk/
- 10 an earache /ən 'ɪərɪk/
- 11 feel sick /fiːl 'sɪk/



### 7 Food and drink

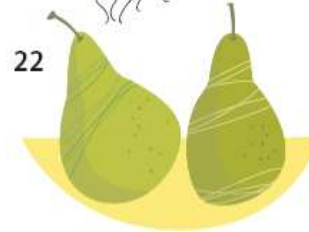
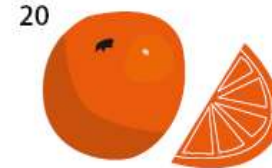
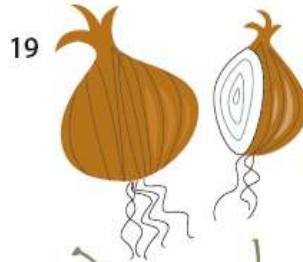
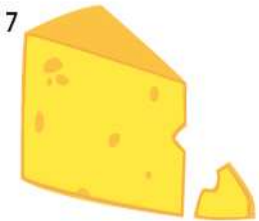
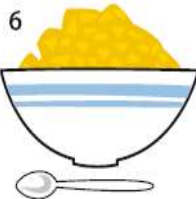
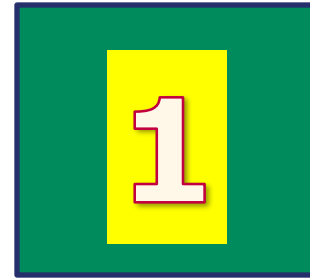
- 1 apples /'æplz/
- 2 bananas /bə'nænəz/
- 3 biscuits /'bɪskɪts/
- 4 bread /bred/
- 5 carrots /'kærəts/
- 6 cereal /'sɪəriəl/
- 7 cheese /tʃiːz/
- 8 crisps /'krɪps/
- 9 eggs /egz/
- 10 fish /fɪʃ/
- 11 grapes /'ɡreɪps/
- 12 ham /hæm/
- 13 ice-cream /aɪs 'kriːm/
- 14 juice /dʒʊːs/
- 15 lettuce /'letɪs/
- 16 meat /miːt/
- 17 milk /mɪlk/
- 18 mushrooms /'mʌʃɪmʊːz/
- 19 onions /'ɒnjənz/
- 20 oranges /'ɒrɪndʒɪz/
- 21 pasta /'pæstə/
- 22 pears /'piːəz/
- 23 peas /piːz/
- 24 pizzas /'pɪtsəz/
- 25 potatoes /pə'tetəʊz/
- 26 rice /raɪs/
- 27 tomatoes /tə'tɒmətəz/



# Kim's Game



# Kim's Game



# Vocabulary Ninja

**A**

**B**

sport / non-sport

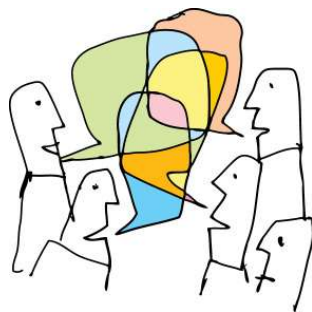
play / go

2 syllables / 3 syllables





# □ Motivating learners to speak



# Write down the name of...

- ❑ Somebody you admire.
- ❑ Somebody who annoyed you recently.
- ❑ The best (or worst) film you've seen recently.
- ❑ The best (or worst) thing you've bought recently.
- ❑ The first person you spoke with this morning.

# Choosing motivating tasks

## ❑ Personalised

Talking about yourself

Comparing your views

Expressing your  
opinions

Saying what you like  
and don't like

## ❑ Mechanically motivating

Problem solving

Ranking

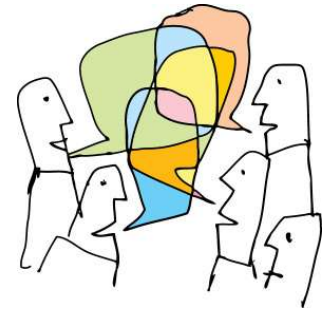
Chart filling

Spot the difference

Competition

Giving instructions

# Tasks must...



- ❑ ...have an achievable outcome.
- ❑ ...be logically staged.
- ❑ ...be worth the preparation time.
- ❑ ...produce the target language (if there is any).
- ❑ ...take into account class dynamics
- ❑ ...involve all students.
- ❑ ...finish with a focus on language (good and faulty)

# Delayed error correction

I love the mountains /'maʊnteɪnz /

We'll have been living there for a year in August.

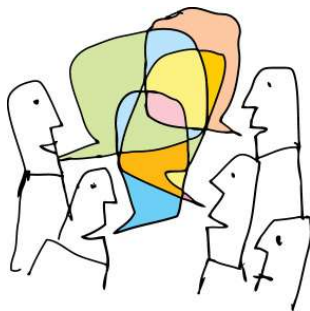
Blue is not her colour. It doesn't fit her.

I can't remember the last time I went swimming.

I can give you the number. Remind me after class.

He's a very fertile man. He's always coming up with great ideas.

# Controlled practice





# Describing Actions

**Long actions:** Present continuous

*They're walking in the garden*

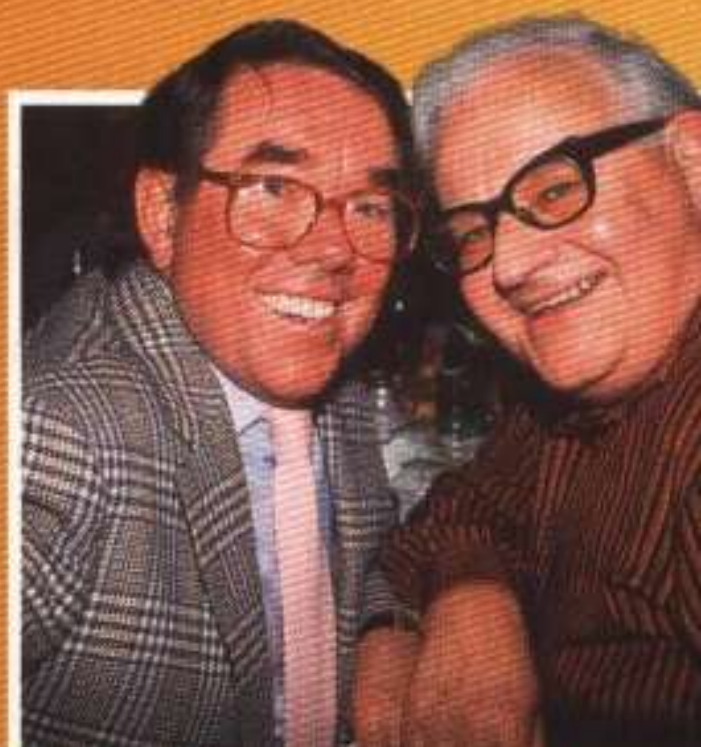
**Short actions:** Present perfect

*She's just fallen off her bike*



## **BBC** The Two Ronnies

The Two Ronnies are the stars of one of the longest-running comedy shows on British television. They both wear glasses, they're both called Ronnie and together they can make a simple situation very complicated ... and very funny! In this sketch, Ronnie Corbett (the short one) has a problem and goes into a shop to ask for help from Ronnie Barker (the tall one).













# Summary

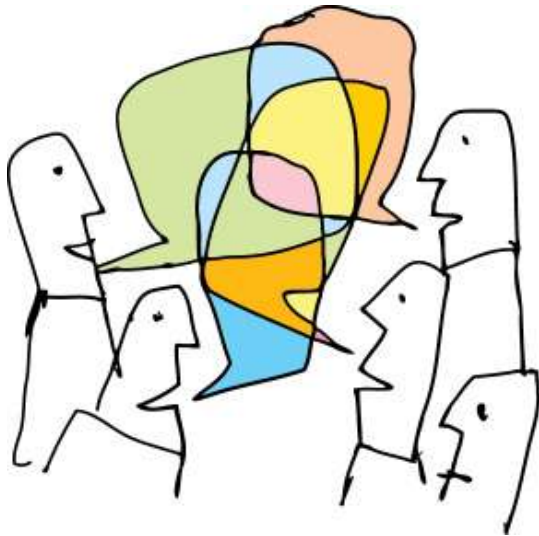
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