

## Spoken comprehension and production at B1 and spoken interaction at A2/B1

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## DESCRIPTION

These lessons are designed to introduce and practice vocabulary and language in an authentic context. This will help students and teachers to overcome the problems of lack of motivation and the common problem in speaking and listening activities which is lack of familiarity with the subject.

The idea is to move from language acquisition to receptive skills (listening activity) and from the receptive skills to production (an oral presentation). Students will learn the vocabulary related to some of the most common jobs and work responsibilities and will learn to use the language appropriately.

They will:

- gather vocabulary to discuss jobs, qualities and skills;
- discuss the good and bad aspects of jobs;
- watch/listen to a video describing a dream job;
- take notes as they listen on the key responsibilities;
- discuss personal qualities necessary for this role;
- listen to candidate application speeches;
- select and discuss the candidate they prefer after classroom discussion;
- present themselves as candidates for the same or a similar role by means of a 1 minute recorded speech;
- evaluate themselves/make improvements or plans for improvement.

Students will learn to recognize and use key work related vocabulary when listening and speaking about jobs.

Students will learn to describe their own best qualities and skills when applying for a job.

The teacher will train the students to learn vocabulary autonomously and through instruments which help them with pronunciation in order to promote good listening and speaking skills and to facilitate recall.

The teacher will be able to evaluate where the students are on the scales of reference.

Teacher will guide the students through a series of lessons which combine and alternate oral interaction, listening comprehension and spoken production, introducing and drilling necessary language and vocabulary in preparation for the activities proposed.

Students listen to simple audio/video material which builds on structures and vocabulary and consolidates work done in earlier sessions and in turn leads them to a final productive activity which brings together the series of lessons.

Students will record their oral production using Audacity voice recording technology or a video camera and will reflect on their work and make any necessary improvements which they then record.

Teachers will need an interactive whiteboard, or data projector and computer to show the videos to the students. Alternatively, students could work in pairs in a language laboratory.

These activities reflect the reality that our students live in and in which they will have to operate upon leaving school.

The students learn to evaluate skills and qualities and to discuss them appropriately with a group, exchanging and expressing ideas.

The activity of recording themselves helps them identify language areas to work on in the future and also better simulates the stress situation of speaking another language in a "less safe" environment outside the class room and so helps them perceive language as a living instrument and prepares them to use the language tool in real life situations.

## ACTIVITY

### Step 1

#### *Why*

##### Why do my students have difficulty speak and listening?

Listening and speaking are activities where information is passed from one person to another. They sometimes have difficulty with speaking and listening because either they aren't ready, or they aren't interested in the topic and activity.

##### Why aren't my students ready to listen and speak?

Our students need a reason to listen and the teacher's role is to engage the students in activities through range of meaningful and stimulating activities.

Use of the internet and authentic materials such as podcasts and videos, links the classroom activities to students own outside interests. If we approach teaching through the tools of their daily activity, they will approach learning in the same way. They will start to be autonomous and enthusiastic learners.

##### How can I help the students prepare for listening and speaking activities?

Another reason students have problems speaking and listening is that they are not familiar with the topic and the related vocabulary. Clearly, if they do not have the means to express themselves, ideas and words, they will be demotivated and uninterested. There is nothing like the feeling of failure to convince someone never to try again.

We need to give the students ample time to prepare activities, to locate new vocabulary related to the subject before we introduce them to the speaking and the listening activities.

Students should take an active role in learning new vocabulary so that they remember it better when they are listening or speaking. And when they learn the new vocabulary, they really need to learn the pronunciation at the same time.

##### What preparation can my students do for extended speaking tasks?

Tell your students exactly what you want them to do. Even better, SHOW them what you want them to do and If there is particular language you

want them to use, tell them what that is. Give them a model to work from and help them to listen and speak by giving them a lot of preparation time. When they understand what is asked of them they feel much more confident. Uncertainty and fear is demotivating.

#### Why is recording extended speaking activities a good idea?

As teachers, we need to prepare our students for the outside world. The world is often difficult to navigate and can be hostile. Recording their work introduces them to the stress of speaking outside the safe classroom environment. They learn to use the coping strategies we give them and they feel empowered and motivated to come back for more. Students can evaluate their own work and decide where they need to improve. They become aware of the importance of good communication when they are asked to reflect upon their own body language, pronunciation and content.

#### *How and what*

#### Why do my students have difficulty listening?

As I said earlier, students sometimes have difficulty listening and speaking because they aren't ready for the activities. Maybe they aren't familiar with the topic or aren't engaged in the subject.

Listening and speaking are activities where information is passed from one person to another. These are some of the reasons they might have difficulty completing activities:

- the person listening is not ready to listen either because they are not familiar with the topic or because the topic is too difficult for them to understand;
- the person listening is not interested and lacks motivation.

So speaking and listening are linked to each other. They can and often should be connected activities in the language classroom.

#### My students aren't ready to speak. They hate listening and speaking activities. How can I help them?

An important part of effective speaking and listening is having a reason to listen. We as teachers have to give meaningful and stimulating activities which create a reason for listening (or exchanging information).

Ask yourselves the questions:

- What interests my students?
- What do my students need?

- What do my students actually do?

Then embed tasks inside this context. Do not ask them to do something they will never need again. Do underline what added benefit they will get from an activity.

Personalise their learning by linking each experience to a wider reality. Ask them when they might do this kind of activity out of school.

Use authentic materials such as podcasts or videos and other material from their own environments like Youtube. Connect activities to their interests and ambitions.

CONTEXTUALISATION + PERSONALISATION leads to MOTIVATION.

My students perform really badly in listening and speaking activities. How can I help the students prepare for listening and speaking activities?

Readiness to listen also implies being able to predict the content of a discussion. If I tell you that we are going to talk about families your brain prepares to receive and use a SET of VOCABULARY and IDEAS.

In a second language students need more time to localize this vocabulary if it is stored or to learn it if they are not familiar with the subject. A good vocabulary base is essential to both listening and speaking.

Our students may already have a store of passive vocabulary which they need to actively process and shift to their active repertoire. To do this they will need to be active in the search for new vocabulary. They need to be familiar with online references where they can locate new vocabulary and check or learn the pronunciation. They should always check pronunciation as they record new vocabulary: [www.wordreference.com](http://www.wordreference.com) is a well-known online dictionary which often gives pronunciation; [www.howjsay.com](http://www.howjsay.com) is an online pronunciation dictionary which gives the correct pronunciation of any new vocabulary. There are also numerous online interactive phonetic charts to help our students. Good pronunciation will help them recognize new words in connected speech.

Students will need to be actively recording new vocabulary in a way that is organized and easy to reference. Two wonderful resources that will help with this are:

- [www.wordle.net](http://www.wordle.net), an online software that produces a personalized word-cloud of any set of vocabulary which is inserted;
- [www.text2mindmap.com](http://www.text2mindmap.com), which creates meaningful mind maps that can be printed and kept in a workbook or in class and even projected for review.

Vocabulary acquisition and good pronunciation are fundamental for successful listening and speaking; it is the content of discussion itself.

Should I just give my students a list of useful words and tell them to memorise them?

Ideally, new vocabulary should be introduced as a sound pattern rather than as a written pattern so make sure that students HEAR new vocabulary before they see it or that they CHECK PRONUNCIATION as they look it up. The sound must correspond to a pattern of letters.

English is not a phonetic language so moving from shape to sound is problematic when we are presented with homophones like THEIR, THEY'RE, THERE, or WEIR, WE'RE.

It is also problematic with homographs such as BOW (To bend over) and BOW (ornamentation for the hair) which are pronounced differently.

Before each listening and speaking activity students should be looking for and predicting content vocabulary. In this way, they take control of the situation; They feel more prepared and any stress, which reduces receptiveness, is minimized.

PREPARATION FOR THE TASK LEADS TO BETTER SPEAKING AND LISTENING.

Can I use class time for preparation? What preparation can my students do in class for extended speaking tasks?

Students need to understand exactly what is expected of them and what is being evaluated.

Tell them if you are testing their vocabulary, grammar, strategies or pronunciation and model the structures you want them to use.

Telling them this will help them prepare and give them a sense of achievement. It will also make it easier to understand where they have weaknesses.

Give them an example answer. This model will show students what you expect. It can be a recording, or a worksheet or even an example by the teacher.

Students should be told what references to use (language for agreeing and disagreeing / signalling language in a presentation / good use of voice and intonation) and be given prompts where necessary to help them remember what to say (What/like/do/holidays to stimulate the question what do you like doing during your holidays?) Then give them plenty of time to prepare when you are there to help them with their work. This is not time wasting but an important part of guiding their learning.

MODEL – PROMPT – PRODUCE

### What is the point of recording students speaking?

After the production phase, students should have a way to measure their success and find areas for improvement.

A particularly effective way to evaluate spoken production is to record the students by video camera or using free recording software such as Audacity which you can download at <http://audacity.sourceforge.net/>

Recording themselves speaking gives them the privacy to reflect on things like pronunciation, vocabulary and structure and the overall communicative impact they have. They can delete and repeat after listening to themselves until they have a final version they are happy with for the teacher to assess. This is an important tool in learner training and teaching the students to take responsibility for their development which is one of the 8 key competencies for lifelong learning, LEARNING TO LEARN and ENTREPRENEURSHIP.

REFLECT - IMPROVE

### *Summary*

So when you look at the whole set of materials, you can see how from the start, from the original idea through to the final production phase, we are really setting the stage for the final performance.

First of all, when I select the lesson topic, I must embed activities in a context that my students know, understand and are interested in. This way they will have a reason for communicating and exchanging information. They will want to speak. They will be stimulated. Approaching learning through the technologies they are surrounded with on a daily basis is a perfect way of doing this.

Then as teachers, we guide students to learn how to assimilate vocabulary correctly, learning good pronunciation at the same time so that they recognise it when they hear it in a listening activity and so that they are effective communicators when they use the vocabulary.

We prepare our students for the activities they will be doing by providing them with models for each activity which lead into the activities they have to do later. From learning to using, from using to listening and from listening to reproduction. They feel how they are building something and how they are growing into the activity. They lose inhibitions, gain confidence and feel successful.



We want our students to feel successful because we want them to come back for more learning. We want them to enjoy their learning because when we enjoy what we do we remember it better. We are motivated to continue studying in our spare time. Positive learning experiences lead people to approach new challenges in a more constructive way.

## Step 2

### *Task 1 - Language and vocabulary building (spoken interaction 1 A2/B1)*

#### *Task 1.1 - Groupwork/Pairwork – finding key vocabulary 1*

Students search for or brainstorm vocabulary related to jobs. In groups they use a combination of online references ([www.wordreference.com](http://www.wordreference.com)) and paper dictionaries.

- Work in small groups and brainstorm any vocabulary you know about jobs.
- Then find more vocabulary in your dictionary or at [www.wordreference.com](http://www.wordreference.com) and check your pronunciation at [www.howjsay.com](http://www.howjsay.com).

#### *Task 1.2 - Groupwork/Pairwork – finding key vocabulary 2*

Students **associate personal qualities** and typical **responsibilities** these of this jobs using [www.wordreference.com](http://www.wordreference.com) and recording the vocabulary.

- Now, choose three jobs that you would like to do. Make a list of **qualities and responsibilities** of the person doing each job.
- Look for them in a dictionary or at [www.wordreference.com](http://www.wordreference.com) and check your pronunciation on [www.howjsay.com](http://www.howjsay.com).

<p><i>Example:</i> <b>Teacher</b></p> <p><b>Qualities:</b> Patient Interesting Dedicated Friendly</p> <p><b>Responsibilities:</b> Preparing lessons. Talking to parents. Helping students learn.</p>	<p>2. <b>Job</b></p> <p><b>Qualities:</b> . . . .</p> <p><b>Responsibilities:</b></p>	<p>3. <b>Job</b></p> <p><b>Qualities:</b> . . . .</p> <p><b>Responsibilities:</b></p>
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### Task 1.3 – Discussion 1

Teacher introduces some language for interaction and drills intonation and pronunciation e.g. In my opinion, I would never, I think, I disagree because, (and more).

#### **Good jobs, Bad jobs**

In pairs, think about really good jobs and really bad jobs.

- What makes them good?
- What makes a job bad?

Write your answers on the worksheet.

What makes a job good:	What makes a job bad:
Examples of good jobs:	Examples of bad jobs:

### Task 1.4 – Discussion 2

In groups of 4 students use the language from the previous activity to discuss a series of questions e.g. What is your dream job? Why? What qualities do you need for this job?

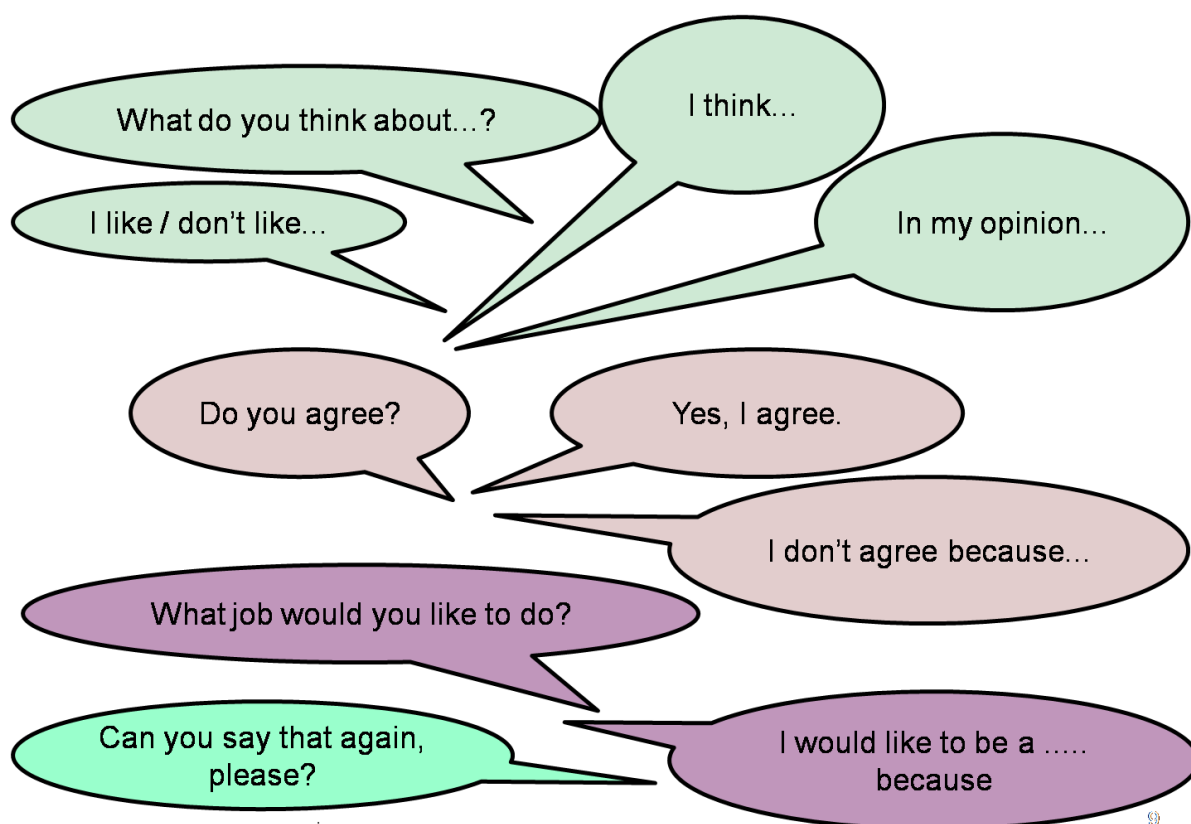
#### Speaking

We are going to use this vocabulary to talk about our most and least favourite jobs.

Below is some useful language for giving opinions and talking about what we like and dislike.

This language is very important for having a conversation because it helps people follow what you are saying.

#### Giving opinions, Talking about work



### **Speaking Interaction – The Best Job in the World**

- In pairs, discuss the following questions:
  1. What job do you want to do in the future, why?
  2. What job would you never do?
  3. What is more important, salary or interest in the work?
  4. What are the most difficult jobs?
  5. What are your best qualities?

*Remember to use the useful language from the last exercise.*

- Prepare to tell the class what you talked about.

#### *Task 1.5 Feedback*

#### **Review – What we did today**

*Put a tick (✓) next to the sentences which are true for you.*

#### **A2**

*Oral Interaction* - I can say what jobs I like and dislike.

*Speaking Strategies* - I can indicate when I am following a conversation.

*Spoken Production* - I can talk about what people do at work.

#### **B1**

*Oral Interaction* - I can give and ask for personal views with friends in an informal conversation.

*Speaking Strategies* - I can ask someone to repeat what they said.

*Spoken Production* - I can describe my work ambitions.

#### *Task 2 – Listening A2/B1 and Speaking A2/B1*

#### *Task 2.1 Watch the video*

Teacher reviews the ideas and vocabulary from the previous class by asking questions.

The class watches the video once without taking any notes and answer the following question: What is the dream job advertised by the Queensland board of tourism?

The teacher presents a set of questions to the students. The class watches the video again and makes notes to answer the questions. (They may listen 3 times in total)

This video is based on the following sources:

[http://en.wikipedia.org/wiki/The\\_Best\\_Job\\_In\\_The\\_World](http://en.wikipedia.org/wiki/The_Best_Job_In_The_World)

[www.islandreefjob.co.uk](http://www.islandreefjob.co.uk)

[https://www.youtube.com/watch?v=GcCXPO68\\_CU](https://www.youtube.com/watch?v=GcCXPO68_CU) (you tube video B1 level)

<https://www.youtube.com/watch?v=SI-rsong4xs> (you tube video A2/B1 level reading and listening)

## Review

Last lesson we talked about:

- good jobs and bad jobs;
- qualities;
- responsibilities.

How much vocabulary do you remember from last lesson?

## The best job in the world – Speaking 1

Today we are going to watch and listen to a video about a dream job.

1. Use the useful conversation language from the last lesson and talk in small groups about what you think is the best job in the world.
  1. Where will it be?
  2. What responsibilities will you have?
  3. How much is the salary?
  4. What qualities will you need?

2. Tell the class what you discussed in your group.

*This speaking activity will help you with the listening.*

### Video - The best job in the world

3. Watch the video once (*listening for a general idea*) and answer this question:
  1. What and where is the job?
4. Watch the video again (*listen for specific information*) and choose the best answer for each question.
  1. The job is for people who are:
    - a) good communicators
    - b) good cleaners
    - c) animal experts
  2. The salary will be:
    - a) 100,000 US Dollars
    - b) 150,000 Aus Dollars
    - c) 75,000 Dollars
  3. The contract will last for:
    - a) six months
    - b) six years
    - c) six weeks
  4. The new office will be:
    - a) in the city
    - b) on the beach
    - c) in a luxury apartment
  5. The key responsibilities will be:
    - a) cleaning the pool, writing a blog, exploring the beach
    - b) feeding the turtles, collecting the post, writing a blog
    - c) feeding the fish, writing a blog, cleaning the pool
  6. Anyone can apply if they are:
    - a) over 18 and Australian
    - b) over 18 and can swim
    - c) adventurous and over 18
  7. To apply for the job you should:
    - a) send a 1 minute video to Hamilton Island
    - b) send a curriculum vitae to Australia
    - c) send a 1 minute video to a website

### Task 2.2 Discussion

The students work in groups to discuss a series of questions related to the video.

Before the discussion, the teacher refers the students to the discussion skills from the previous session and reminds them of appropriate intonation.

What qualities, skills and experiences will the successful candidate need to fill this role? How must the candidates apply? What kind of person would you choose?

### **Discuss**

Discuss these questions with a partner and then talk to the class about your ideas. Create prompts or take notes.

1. Would you like this kind of job?
2. What would be good about this job?
3. What would be bad about this job?
4. What kind of people do you think will apply?
5. Make a list of the qualities and abilities this person should have.

Do you have any of these qualities or abilities?

### *Task 2.3 Feedback*

#### **Review – What we did today**

*Put a tick (✓) next to the sentences which are true for you.*

#### **A2**

*Spoken Production* - I can talk about what people do at work.

*Listening 1* - I can understand the essential information in short recordings dealing with predictable everyday matters which are spoken slowly and clearly.

*Listening 2* - I can identify the main point of TV news items reporting events, when the visual supports the commentary.

#### **B1**

*Oral Interaction* – I can give and ask for personal views with.

*Spoken production* - I can explain and give reasons for my plans, intentions and ideas.

*Listening* – I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.



### *Task 3 – Listening A2/B1 and Oral interaction A2/B1*

#### *Task 3.1*

**Teacher reviews the previous session and key vocabulary** about skills and qualities in preparation for the listening activity.

#### **Review – The Best Job in the World**

Last lesson we talked about:

- a job on Hamilton Island in Australia;
- qualities / skills / abilities;
- responsibilities.

How much do you remember from last lesson?

#### *Task 3.2*

**Review language of agreeing and disagreeing** reminding the students of the correct intonation.

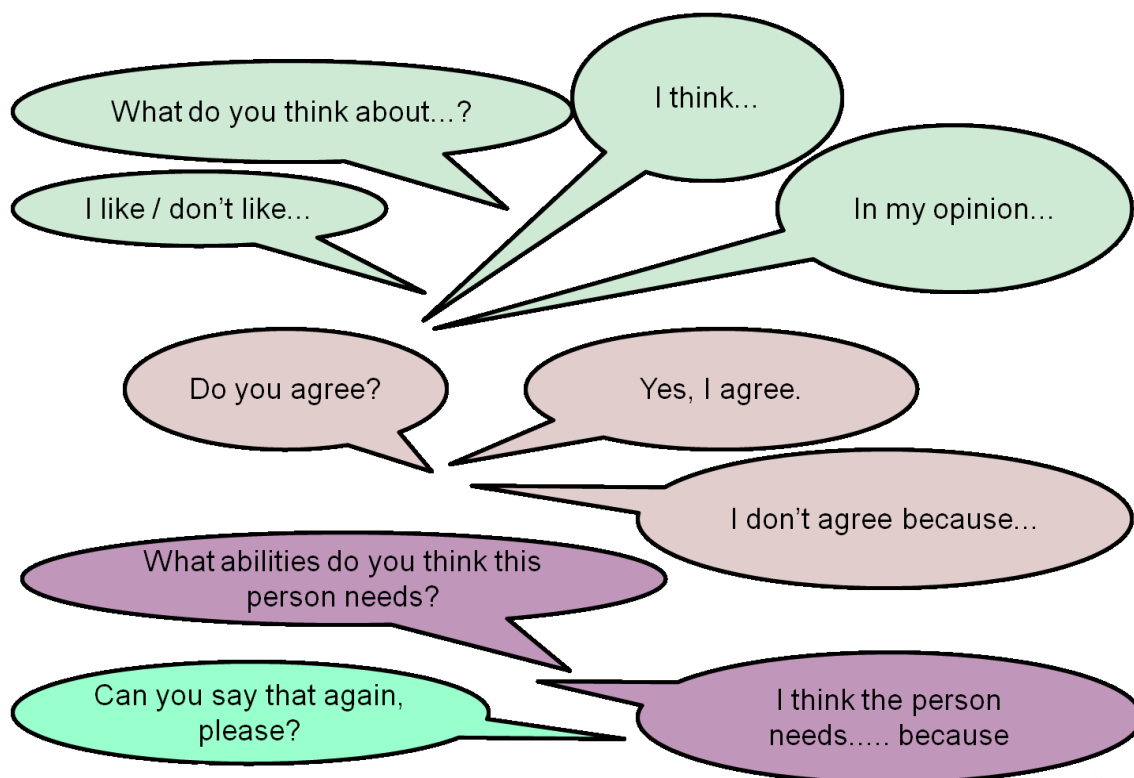
#### **Review – Speaking Strategies**

Before we talk about the candidates, can you remember any of the language for:

- giving opinions;
- asking for ideas;
- agreeing/disagreeing?

*The useful language from last time is on the slide below. Remember to use it during your conversations.*

## Speaking – Talking about candidate qualities



### Task 3.3 Speaking Pairwork

The ideal candidate. Students work in pairs to decide what kind of person they want for the job.

### The Best Job in the World – Speaking 1

Today we are going to watch and listen to some candidates applying for the dream job on Hamilton Island.

- Work in pairs. Make a list of the qualities, skills and abilities the best person for the job will have.
- Tell the class what you discussed in your group.

*This speaking activity will help you with the listening.*

### Task 3.4

Students present their ideas to the whole class. "We want a person who is... (adjectives for qualities). We want a person who can... (skills and abilities)".

### Task 3.5

Whole class watch 3 x 1 minute video applications. **Make notes** about the qualities, experiences and skills of each candidate.

#### **Video – Are this the right people for the job?**

*Listening for specific information.*

- Watch each video 2 or 3 times. Make notes about each person. What experience and abilities do they have?
- a. **Lia:** [http://www.youtube.com/watch?v=-sgMad9o8\\_U](http://www.youtube.com/watch?v=-sgMad9o8_U)
- b. **Tom:** <http://www.youtube.com/watch?v=3w7dJeUu4Ww>
- c. **Ben:** <http://www.youtube.com/watch?v=PnosVJfDrpY>
- One person from each group should go to another group and share the information you collected.

### Task 3.6

Small groups. **Discussing merits** of each candidate then students choose the successful candidate.

#### **Listening/Speaking**

Now you have collected the information you need, get into small groups and decide who the best candidate is and why.

Prepare to present your information to the class. Use the example below to present your ideas.

This group has chosen .....

We like this person because .....

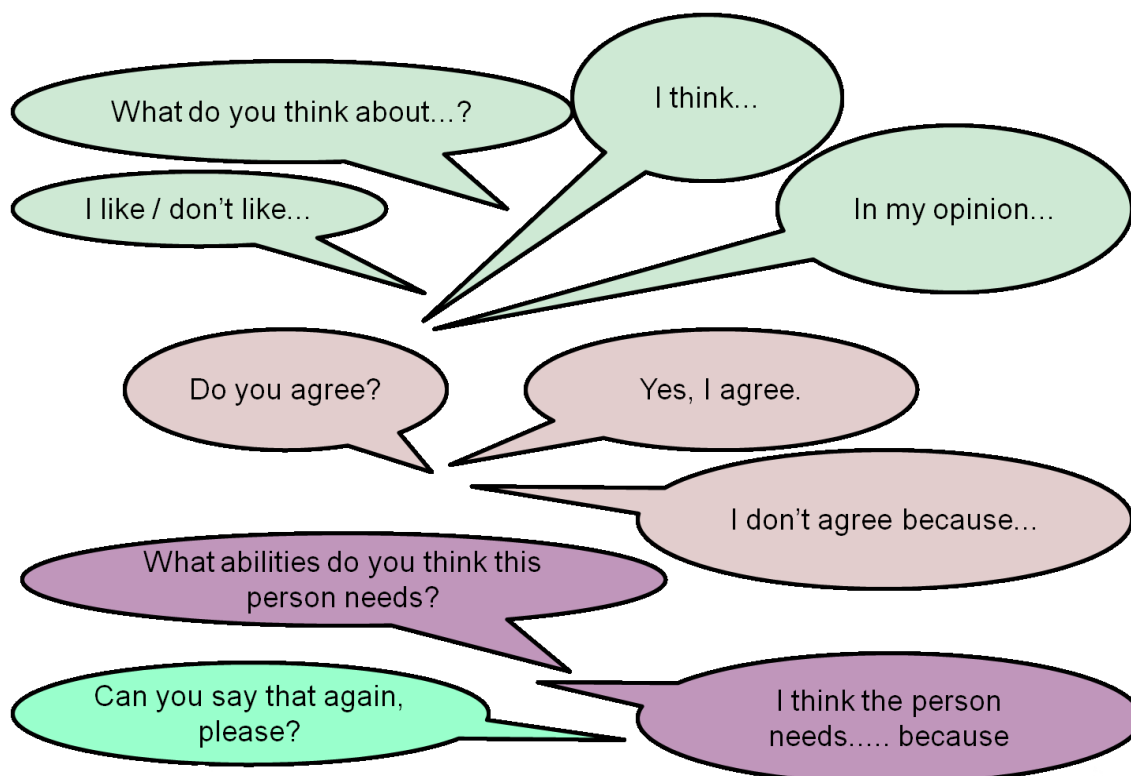
We don't like..... because .....

.....

We think the best person for the job is .....

*On the slide below is the useful language for discussions. Remember to use this language during your conversations.*

### Speaking – Talking about candidate qualities



### Listening/Speaking – Presenting the information to the class

Now each group will present its idea to the class.

This group has chosen .....

We like this person because .....

We don't like..... because .....

.....

We think the best person for the job is .....

### Preparing a presentation

Next lesson you will prepare a presentation like the one in these videos.

Think about what you will say about yourself.

- What qualities and skills do you have?
- What experience do you have? (you may invent this)
- How will you show you are a good communicator?

Your presentation will last 1 minute and you will either film it or record it in class.

### Task 3.7

Plenary feedback on decisions.

### Review – What we did today

Write about today's lesson in these boxes.

Something I learnt today.	Something I need to review.
Something I enjoyed today.	Something I thought was difficult.

#### *Task 4 – Oral production A2/B1 and Cultural expression*

##### *Task 4.1*

Students prepare an **oral presentation**.

##### **Oral presentation**

- Using vocabulary and ideas from previous sessions, students **prepare an oral presentation of themselves** as a candidate for this position (or their own dream job) and **record themselves presenting**. (*Using audacity or webcam*)
- Students take time to assess and modify their own work.

##### *Task 4.2*

##### **Discussing presentation**

The whole class watches the presentations and discuss the merit of each candidate (they use a feedback sheet for this).

### Step 3

#### Self-Evaluation - Pre-Intermediate: A2

	I can do this	I can almost do this	I can't do this yet
<b>Speaking Production</b>	😊	😐	😞
I can describe the responsibilities of a variety of jobs.			
I can talk to a person about what jobs I like and dislike.			
I can describe past experiences and personal experiences (e.g. the last weekend, my last holiday).			
I can describe the qualities you need for a job.			
I can describe my skills and abilities.			
I can describe my hobbies and interests in a simple way.			
	I can do this	I can almost do this	I can't do this yet
<b>Listening</b>	😊	😐	😞
I can understand simple everyday conversations about jobs and responsibilities.			
I can understand the essential information in a short narrative.			
I can understand the essential information in short recorded passages about familiar subjects.			

I can identify the main point of TV news reports when the visual supports the commentary.			
	I can do this	I can almost do this	I can't do this yet
<b>Oral Interaction</b>			
	😊	😐	😞
I can ask people questions about what they do at work and in free time, and answer such questions addressed to me.			
I can ask for and make suggestions and discuss options.			
I can say what I like and dislike.			
I can use expressions to check understanding.			

*Self-Evaluation - Intermediate: B1*

	I can do this	I can almost do this	I can't do this yet
<b>Speaking Production</b>			
	😊	😐	😞
I can give detailed accounts of experiences, describing feelings and reactions.			
I can describe dreams, hopes and work ambitions.			
I can explain and give reasons for my plans, intentions and actions.			
I can paraphrase short written passages orally in a simple fashion, using the original text wording and ordering.			



I can describe my and other people's abilities and personal qualities.			
I can use a range of vocabulary to talk about jobs and work.			
	I can do this	I can almost do this	I can't do this yet
<b>Listening</b>	😊	😐	😞
I can follow clearly articulated speech directed at me in everyday conversation, though sometimes I have to ask for repetition of particular words or phrases.			
I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.			
I can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.			
	I can do this	I can almost do this	I can't do this yet
<b>Oral Interaction</b>	😊	😐	😞
I can agree and disagree politely.			
I can start, maintain and close simple face to face conversation on topics that are familiar or of personal interest.			
I can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.			
I can give or seek personal views and opinions in an informal discussion with friends.			

*Teacher Self-Evaluation – Speaking Lesson*

Think about the lesson you taught. Read the statements and tick which box is true for you.			
When planning a speaking lesson...	This is always true for me	This is sometimes true for me	This is not true for me
I can take various motivational factors into account in the language learning process.			
I can take the emotional needs of the students into account (sense of achievement, fun, etc.).			
I can create a collaborative atmosphere which invites students to participate in speaking tasks confidently.			
I can select speaking tasks which are significant and relevant and which encourage participation at different levels.			
I can evaluate and select varied materials to stimulate oral production (audio-visual, authentic material etc.).			
I can help students to use compensation strategies (paraphrasing, simplification etc.) during a speaking task.			
I can evaluate and select techniques to allow students to recognise and pronounce English words and phrases correctly.			

## FURTHER SUGGESTIONS

*More oral production / Entrepreneurial skills / Cultural Expression:* Students could choose a job that they would really like to do and research the qualities and skills needed to enter the profession. They could then produce either a written job description announcement of the kind found on the internet or in newspapers or a video announcement similar to the one used in this activity.

*More oral production / Listening comprehension / oral interaction / Entrepreneurial skills / Cultural Expression:* Students could research typical job interview questions on the internet and prepare to interview their classmates for another “dream job” practising questioning skills and listening comprehension. They interview “applicants” for the job and select the best candidate after consultation with the recruitment panel (oral interaction).

## RESOURCES

### Bibliography

Harmer, J. *The Practice of English Language Teaching with DVD* (4th Edition). Longman Handbooks for Language Teachers, London 2007.

Spratt, M., Pulverness, A., Williams, M. *The TKT Course Modules 1, 2 and 3*. Cambridge University Press, Cambridge 2011.

Thornbury, S. *How To Teach Speaking*. Pearson Longman, London 2005.

Wilson, J.J. *How to Teach Listening*, Pearson Longman, London 2008.

### Websites

Free online bilingual dictionaries and tools.

[www.wordreference.com](http://www.wordreference.com)

Free online Talking Dictionary of English Pronunciation.

[www.howjsay.com](http://www.howjsay.com)

Free, open source, cross-platform software for recording and editing sounds.

<http://audacity.sourceforge.net/?lang=en>

Simple way to create mind maps online.

<http://www.text2mindmap.com/>

The Best Job In The World.

[http://en.wikipedia.org/wiki/The\\_Best\\_Job\\_In\\_The\\_World](http://en.wikipedia.org/wiki/The_Best_Job_In_The_World)

The Caretaker of the Islands of the Great Barrier Reef: a newly created position.

<http://www.islandreefjob.co.uk/>

The Official Blog for Holidays in Queensland, Australia.

<http://blog.queensland.com//>

Toy for generating “word clouds” from text.

[www.wordle.net](http://www.wordle.net)

## SINTESI IN ITALIANO

Questo percorso è pensato per sviluppare la comprensione, l'interazione orale e la produzione orale ai livelli QCER A2 e B1.

Si parte da alcune delle 8 competenze chiave per l'apprendimento permanente quali: la comunicazione in lingua straniera, "imparare ad imparare", senso di iniziativa e imprenditorialità, consapevolezza e espressione culturali che si sviluppano intorno al tema "lavoro" con l'obiettivo finale di preparare i ragazzi per il mondo oltre la scuola e, in particolare, per il colloquio di lavoro.

Il tema principale del percorso è il mondo del lavoro. In modo particolare si propongono attività che familiarizzano i ragazzi con il vocabolario e gli strumenti linguistici utili per l'interazione, la comprensione e la produzione orale nell'ambito della ricerca del lavoro. Si insegna a descrivere le proprie qualità e competenze e a scambiare opinioni su quali siano le responsabilità chiave in vari ruoli. Si passa all'ascolto di alcuni brani presi da internet, quali un annuncio di lavoro e alcuni video-domande di candidati speranzosi. Gli studenti lavorano insieme, dialogando in inglese, per scegliere il candidato giusto per il ruolo. Infine si passa alla fase di produzione orale, durante la quale si creano brani audio/video proponendosi come candidati per lo stesso posto di lavoro. Gli studenti imparano ad autovalutarsi secondo precisi criteri creati da loro stessi e individuano aree di sviluppo e perfezionamento di stile e lingua.

Attraverso l'utilizzo della registrazione possono confrontarsi con altri studenti e analizzare meglio il momento della produzione in classe, utilizzando griglie di valutazione per individuare le aree che necessitano un miglioramento.

Anche l'insegnante si valuta utilizzando apposite griglie create secondo i parametri del PEFIL.