

Speaking and Listening

Creating middle school level
textbook-based lessons
for English learners in Taiwan

About Me

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I assume...

- Reading and writing are in place
- Want to add or increase speaking & listening

Paradox / Mission Impossible:

- Time pressure
- Test pressure
- Textbook pressure
- Adding more speaking and listening will require more time
- You don't have time

Let's be practical and realistic.

We can complain about Taiwan's educational system, and suggest ways to change everything, but that doesn't help you prepare for the lesson that you have to teach tomorrow.

A possible solution

Instead of adding activities, integrate speaking and listening activities into existing lessons.

Places to add speaking/listening

- Warmups
- Active Instruction and Practice activities
- Assessment

Examples taken from this book:



The purpose of warm-ups

- Get students used to working in English
- Stimulate recall of vocabulary, grammar, chunks
- Review and prepare for the lesson

The worst warmup I can think of:

"How's the weather today?"

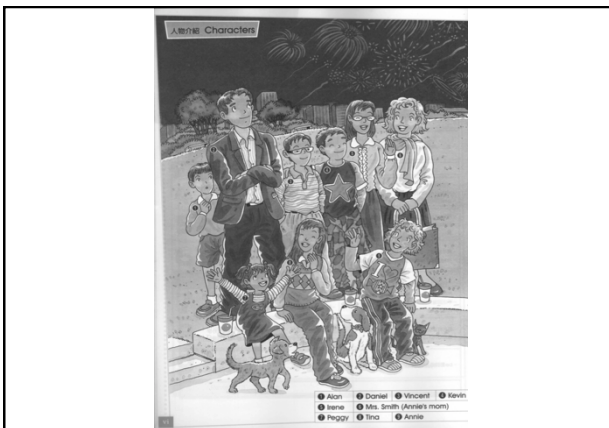
What's wrong with that one?

- Only one person can answer
- There is only one answer
- Doesn't go anywhere
- Doesn't require students to think
- Not related to the lesson

Good warmups

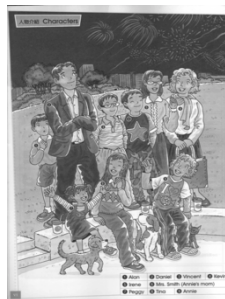
- Easy
- Engaging
- Involve every student
- Relevant to the lesson

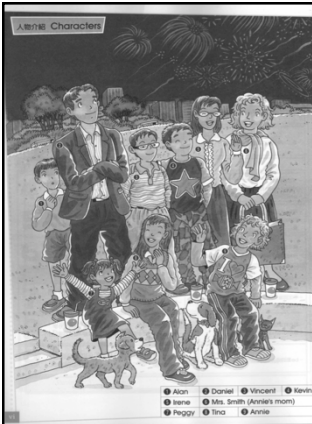
Warm-up idea for listening:
Listening to pictures



How to "listen" to a picture

- Describe the picture
- Occasionally give a "true or false" statement about the picture.
- Students can use thumbs-up / thumbs-down to respond.





There are many people in this picture. I can see some adults, and some children. There are also some animals in this picture. I see a dog and a cat. There are two dogs. Are there two cats? Look at the sky. There are fireworks in the sky. Is it night? Some of the people are wearing glasses. Are two people wearing glasses? Are they both children? Some of the people are tall, and some are short. Is the tallest person a woman? Some people are standing, and some are sitting. Are more people sitting? The woman on the right is holding something. Is she holding a bag? The littlest girl has her hands in the air. Is she sad? The woman in glasses is smiling. Is her sweater red? Is her hair yellow? The boy next to her has a shape on his shirt. Is it a square? Is it a circle? Is it a star?

You try it: create a listening warmup



Take 10 minutes.
Create a script with questions.
Prepare to share with the group.

Speaking warmups

A good speaking warmup:

- Easy
- Involve everyone
- Controlled
- Structured
- Short

Speaking warmup 1

Rounds

Rounds

- Work in groups
- Go through a sequential list (days of the week, months of the year, the alphabet)
- Take turns saying the next word on the list

Variation: Use vocabulary list

- A student randomly says one word from the list
- The next student must say the next word on the list

Speaking warmup 2

Thumper game

Thumper

Game

Put students in groups of 4

Give each student a word or phrase

Say your phrase, then someone else's

The other person must repeat their own, then "pass" to another person

Thumper Demonstration:



"I can swim. Can you jump?"



"I can jump. Can you draw?"



Listening activities
in active instruction

Vocabulary instruction/review

call 打電話：呼叫	help 幫忙	may 可以：可能	speak 講話
sure 當然：確定的	hold on 等一下	everything 每件事	rat 老鼠
can 可以：能；會	but 但是	catch 捉：接	of course 當然
wonderful 好極了：美好的	when 何時		

Memory activity:
Read four or five words, prompt for the nth word.

Catch	when	rat	speak (3)
Wonderful	but	hold on	help (2)
Sure	everything	can	of course (3)

Vocabulary instruction/review

call 打電話：呼叫	help 幫忙	may 可以：可能	speak 講話
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Recognition activity:
Read three or four words, one of which is not on the list of words.

Wonderful	but	helpmouse	
Can	run	may	catch
When	Why	may	speak
Help	sleep	hold on	call

Vocabulary instruction/review

call 打電話；呼叫	help 幫忙	may 可以；可能	speak 講話
sure 當然；確定的	hold on 等一下	everything 每件事	rat 老鼠
can 可以；能；會	but 但是	catch 捉；接	of course 當然
wonderful 好極了；美好的		when 何時	

Word in context:
Read a sentence that contains one (or two) of the words. Students must identify the word.

I need some help.
I read a wonderful book.
If you are sick, of course you should stay at home.
I am hungry but I don't have any money to buy food.
The old house has rats living in it.

If you want, you may eat some of everything.
You speak English with a wonderful accent.

Sentence patterns

Use listening to lead up to the textbook lesson.

1. Jill / ride a bike
A: Can Jill ride a bike?
B: Yes, she can. She can ride a bike.

2. the dog / catch a ball
A: _____ the dog catch a ball?
B: No, it can't. It _____.

3. they / play frisbee
A: _____
B: _____, they _____.
(I can't catch, but I can catch.)

4. Stella / spell her name
A: _____
B: _____
(_____)

5.
A: Can you paint?
B: _____

Unit 1 Can He Catch Rats? 5

Pattern:
Can Jill ride a bike?
Yes, she can. She can ride a bike.

Discrimination: students read this as they listen, circle the correct words

Can/Has Jill ride a bike/hide a like?

Yes, she can/has.
She can/has ride a bike/hide a like.

Pattern:
Can Jill ride a bike?
Yes, she can. She can ride a bike.

Partial Dictation: students read this as they listen, write the correct words.

____ Jill ____ ____ ?
Yes, she _____. She _____.

Pattern:
Can Jill ride a bike?
Yes, she can. She can ride a bike.

Dictation: students read this as they listen, write the sentence.

____ _ _ _ _ ?
____, _____. _____.

Speaking in active instruction

Speaking in active instruction 1:
controlled practice

Can	you she they		dance? play basketball?		
Yes,	I/we she they	can.	I/We She They	can	dance. play basketball.
No,	I/we she they	can't.	I/We She They	can't	dance. play basketball.

* 練習時此部分可省略

I You He She We They	Can Can't	Swim Dance Jump Draw Paint Catch Play Frisbee
Can	I You He She We They	Swim Dance Jump Draw Paint Catch Play Frisbee

•Two groups
•Take turns being "up"
•First person makes a sentence, second person must convert it to a question.

Extension: students can add words to the pattern.

Speaking in active instruction 2:

Prompted output

Prompted output

Make several strips of paper with instructions in Chinese.
The instructions are to produce an English sentence.
E.g., 問我她會不會跳舞。
Student must say "Can she dance?"
我不會游泳。
Student must say "I can't swim."

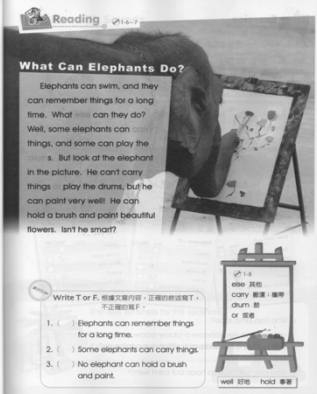
Extension: have students create the Chinese instructions.

This can be a whole-class activity, group work, or a pairwork exercise.

Reading

Can you include listening in reading?

Reading passage from the book:



What Can Elephants Do?

Elephants can swim, and they can remember things for a long time. What else can they do? Well, some elephants can carry things, and some can play the drums. But look at the elephant in the picture. He can't carry things, play the drums, but he can paint very well! He can hold a brush and paint beautiful flowers. Isn't he smart?

Write T or F. 根據文意內容，正確的話寫T，不正確的話寫F。

- () Elephants can remember things for a long time.
- () Some elephants can carry things.
- () No elephant can hold a brush and paint.

Unit 1: Can He Catch Balls?

Usual practice is to read silently, then answer a few questions about the reading.

What else is possible?

Pre-reading listening activity

The focus of the activity is reading, but you can add some listening as a pre-reading activity.

True or false?




Are these actions mentioned?
He can sing.
She can jump.
He can count.
He can paint.
He can dance.
He can run.

You try it: Create a pre-reading exercise

22 Jackie Chan

Either use content from your textbook, or use this passage:



Jackie Chan is an international superstar. His movies are full of action. They're also very funny. They're never boring. In the action scenes, people throw strange things like tables and chairs. Jackie does all those scenes himself. It can be a little dangerous. In fact, Jackie sometimes gets hurt.

Jackie makes movies in Asia and America. He often stars with other famous actors. They enjoy working with him. Jackie Chan's movies are really fun.

Enhancing Listening Activities

Add activities to a listening activity (more of a good thing).

Like the reading activity, the point is to listen, and then answer some questions about the passage.

Can we get add more activities to help students understand the passage better, and get more use from the listening passage?

Challenge

Here is a voice message for Jack.

"Jack, this is Mom. Dad and I are at Grandma's house, and your sister, Amy, is at her friend's birthday party. Can you walk Lulu this evening? By the way, there's some turkey in the kitchen. And don't eat too many cookies. Love you."

voice message 语音消息 by the way 顺便一提: 另 外

Choose: 选出正确的答案。

- The voice message is for
 - (A) Jack's mom
 - (B) Jack's sister
 - (C) Jack's dad
 - (D) Jack
- The voice message is from
 - (A) Amy
 - (B) Jack's mom
 - (C) Jack's grandma
 - (D) Lulu
- Which is true?
 - (A) Jack is at his friend's birthday party.
 - (B) Jack's sister is at her grandma's house.
 - (C) Amy and Jack's parents are not home now.
 - (D) Jack can eat the turkey, but he can't eat any cookies.

which one is true 哪一个是对的

Unit 8 Can He Catch Bass?

Set the stage: vocabulary

This is me. Who is this? Who's that?

What's happening here?

Pre-listening: context questions

Set the stage:

What do you call your parents?

Where does your grandmother live?

Do you have a sister? What's her name?

Have you been to a birthday party?

Do you have a dog? Do you have to take the dog outside for a walk?

Do you like cookies? Are they healthy? Should you eat a lot of them?

While-Listening 1: Vocab

Vocabulary list: listen for these words:

grandma

party

turkey

cookies

While-listening 2: Information grid

	Name	Location
His name		
His sister		
His mother		
His grandmother		

Post-Listening

1. Specific questions:
 - What is his name?
 - Where are his parents?
 - Where is his sister? Why?
 - Does the family have a pet? How do you know?
 - If he is hungry, what can he eat?
2. Rephrase / repeat the information. What did you hear?
3. Create a similar voicemail AND comprehension questions for your classmates to listen and respond to.

You try it

Pre-listening While-listening Post-listening

“Hi Bill, this is Hank. I’m just calling to let you know that I’ll be a little late to the game tomorrow. I have to work a few extra hours to finish a report. I should finish some time between 7:00 and 8:00. Then I’ll drop by Lisa’s house for about an hour, since she’s been sick recently.”

Either use your own textbook,
or use this clip:

The cutting edge: technology

Listening and Speaking online

<http://ria.clear.msu.edu/>
