SKILLS

Part 1

Revision/Discussion

- How many words do you remember that characterize Communicative Approach?
- What was the best task at the previous seminar? Why? Have you tried any of those tasks with your students? Give your feedback.
- What do you look at if you want to define the main aim/type of the lesson? Can there be a vocabulary presentation in a Listening lesson?
- What are the two basic types of lessons? What are the subtypes?

Types of Lessons

Systems:

- Vocabulary
- Grammar
- Phonetics
- Functions

Skills:

- ?

The four skills:

- Reading
- Listening

RECEPTIVE

- Writing
- Speaking

PRODUCTIVE

READING

Learning outcomes

By the end of this session you will be able to:

✔Explain key concepts related to reading and its subskills;

✔Create a communicative reading task/lesson.

How do you read?

- for gist → **Skimming**

- for specific information → **Scanning**

- analyzing the language in the message closely → **Intensive listening**

- analyzing a text very closely to understand the meaning → **Listening for detail**

- for pleasure → **Extensive listening**

What are the sub skills typical for the following texts?

- Novel
- Recipe
- Travel brochure
- Instructions
- Train or bus timetable
- Newspaper
- Advertisement

- Textbook passage accompanied by a grammar exercise
- Menu
- Legal document
- Email
- Magazine

What were the stages of the lesson?

Stage	Aims	Time	Task	Interaction patterns

- 1. Lead-in (picture-based pair/group discussion – checking prediction, gist/scanning reading, feedback)

- 2. Jigsaw reading (pre-teaching vocabulary, reading the cut-up text for details, speaking information gap groupwork qu-s answering, feedback, gist reading for headline, feedback)

- 3. Production stage (discussion/roleplay etc.)

Always remember to:

- activate schemata;
- present difficult vocabulary;
- give a task before reading;
- give a creative task after reading;
- Ask yourself a question "Why am I doing this?" at every stage of the lesson.
- Choose topics that fit their age and status;
- Ask instruction checking questions;
- Give links to real life
- etc

Read the text and complete the following tasks.

- Produce exercises for each sub skill.
- Describe in what type of lesson and how you would use this text.
- What nice follow-ups can you think of for this text?
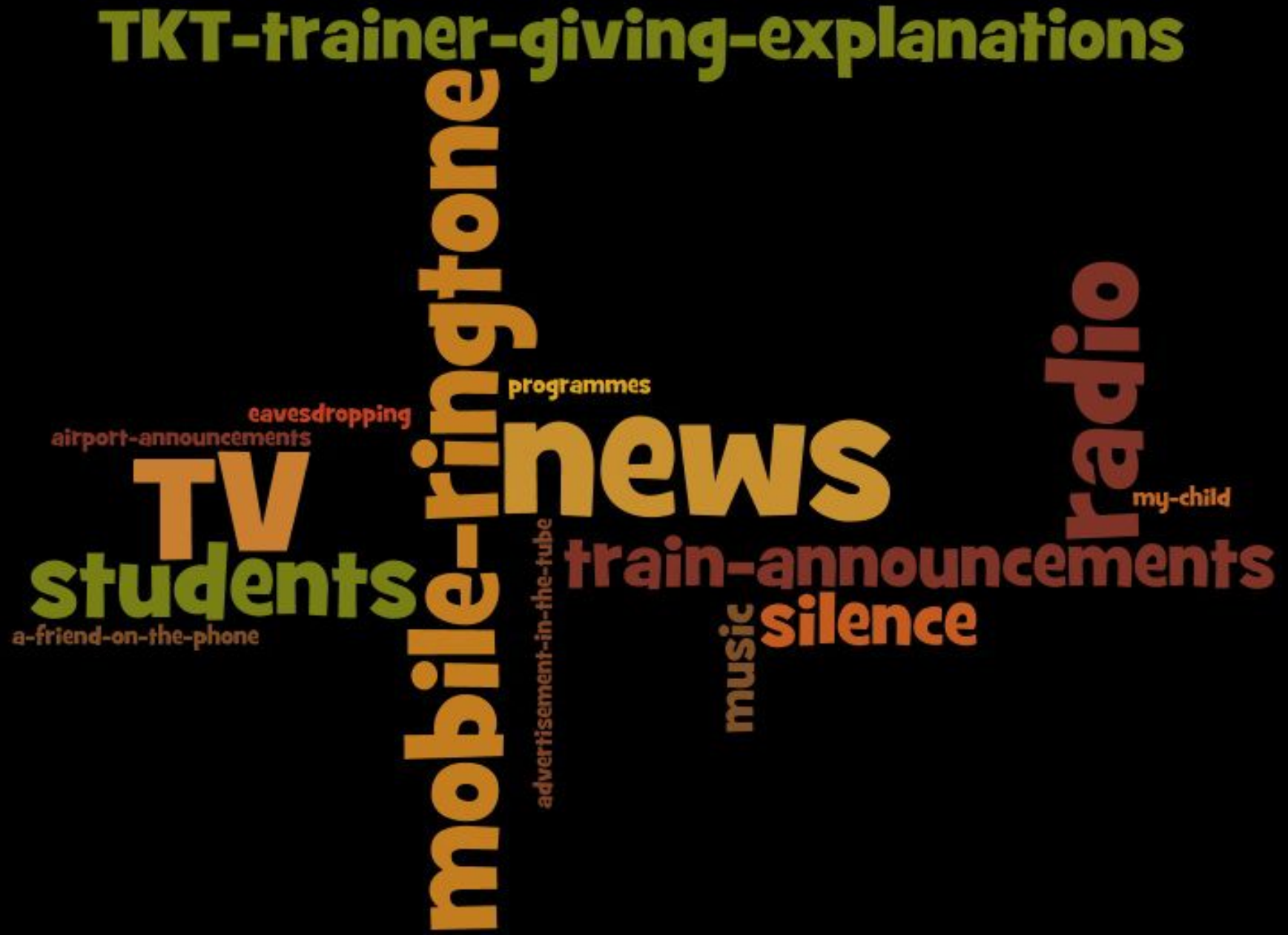- If this text was used for extensive reading, how would you organize your lesson?

LISTENING

Learning outcomes

By the end of this session you will be able to:

✔Describe the differences between written and spoken language;

✔Explain key concepts of listening;

✔Create sample listening tasks.

What do you listen to?

TKT-trainer-giving-explanations

mobile-ringtone

TKT-trainer-giving-explanations

news

radio

programmes

eavesdropping

airport-announcements

TV

students

a-friend-on-the-phone

advertisement-in-the-tube

train-announcements

silence

music

my-child

How do you listen?

- for gist ⟶ **Skimming**

- for specific information ⟶ **Scanning**

- analyzing the language in the message closely ⟶ **Intensive listening**

- analysing a text very closely to understand the meaning ⟶ **Listening for detail**

- for pleasure ⟶ **Extensive listening**

Watch the video and think of exercises for each sub skill and extensions.

- Listen+Draw+Tell

SPOKEN ENGLISH (speech)	WRITTEN ENGLISH (texts)
•Characterised by hesitations, reformulations, paraphrasing •If you miss something, it's not possible to have it repeated •It is dynamic and happens in real time	•Are often static, structured, organised logically with punctuation •Can be processed at a pace that the reader is comfortable

Listening Focus

1) False
2) True
3. False
4) False
5) True
6) False
7) True
8) True
9) True
10) True

Listening round-up

- Watch the video and say how many people you've recognized.
- What type of video is it?

Play me

Reflect on all the information you've received today and create a 10-min sample of a lesson based on this video.

Take a Reflection break…

THANK YOU FOR YOUR PARTICIPATION!!!