Controlled production:

A key to making unmotivated students speak

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Receptive vs Productive

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CHALLENGE

SUPPORT

RECEPTION

PRODUCTION

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Interface Revision 1

Vocabulary | Grammar | Sketch | **Project**

Our favourite artist

1 Ideas

Which famous artist do you like? Why do you like him / her?

2 Group work

Which artists does everyone in your group like? Choose one artist and write some notes on his / her:

- name
- nationality
- type of art
- other information: family, exhibitions, other projects

3 Write

Write a short text about the artist, using your notes.

4 Check

Read your text and check it for:

- capital letters and punctuation
- *and, but* and *because*
- time prepositions: *at, on* and *in*

5 Visuals

Find or draw pictures of your artist and his / her artwork.

6 Display

Make a poster. Include your text and pictures. Show your project to the class.

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Writing
A letter

1 2.46 **Read and listen. Who are Haley's and Matt's heroes? Why?**

Local Heroes.

Tell us about your hero. This could be a member of your family, a friend or someone who works in your town. There's £10 for every letter we print!

Hi!
A few years ago, my grandmother was in North Bridge Hospital for several weeks. The doctors told her, 'You should change your habits!' She began to eat a more healthy diet and she also started to do sport. Next week, she's going to run a half marathon to collect money for the hospital. She's also going to work in the hospital as a volunteer. She's going to talk to patients who don't usually have visitors. What a hero!
Haley, Stourbridge.

Hello!
I'm going to nominate our vet, Mr Rodgers. Last week, our dog Maggie jumped off our balcony. She had a broken leg and a terrible cut on her face too. Mr Rodgers was very patient and he was also very kind. Maggie's going to be fine. Thank you, Mr Rodgers!
Matt, Hexham.

Language focus

also* and *too
Use *also* and *too* to add new information and make your writing more interesting.
*She **also** started to do sport.*
*He was patient and he was **also** very kind.*
*Maggie had a terrible cut on her face **too**.*

2 **Look at the Language focus. Where do *too* and *also* go in the sentence?**

3 **Rewrite the sentences including the words in brackets.**

She had a headache. She had a temperature. (too)
She had a headache. She had a temperature too.

1 We're going to run a marathon. We're going to climb Ben Nevis. (also)
2 He cleaned the kitchen and the living room. He washed the floor. (also)
3 They're going to look after children. They're going to look after animals. (too)
4 My uncle is friendly. He is kind. (also)

4 **Write a letter about your hero. Follow these steps.**

Writing a letter

Step 1 Plan
Make notes under the three headings:
1 Who is your hero?
2 Why is he / she your hero?
3 What is he / she going to do next?

Step 2 Write
Write a first draft. Use your notes from Step 1 and the letters on this page to help you.

Step 3 Check
Check your work. Try to include *too* and *also*.

Step 4 Write
Write your final copy and hand in your work.

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Speaking

Reticence to speak

Controlled practice

DIALOGUE

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INTERACTIVE

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REPRODUCING
AND RECONSTRUCTING

REHEARSING

PERFORMING

CO-CONSTRUCTING

CREATING
AND PERSONALISING

Billbrough, 2011

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Speaking
Talking about jobs

Listen

1 Look at the picture. Where are Will and Izzie?

2 Read the words in the box. What do they mean in Polish?

boring brave busy dangerous exciting fantastic

3 2.41 Listen to the dialogue. What job does Will want to do?

4 Listen again and complete the dialogue with the words in exercise 2.

I think working as a fireman must be (1) ...

In my opinion, it's too (2) ...

Do you think they are (3) ...?

Yes, but I imagine it's (4) ... sometimes.

Why do you think it's boring?

They wait in the fire station a lot. I would prefer to be a police officer. They always seem to be (5) ...

Well, I'd like to be a fireman. But perhaps being a surgeon is more (6) ...

I agree. It must be a fantastic job, but it isn't for me.

Why not?

I can't stand blood!

Practise

5 Listen again and repeat the dialogue.

6 Order the words to make sentences.

1 prefer / to be a nurse / would / I / .
2 fantastic / imagine / I / it's / .
3 it's / opinion / In / boring / my / .
4 think / actor / I / working as an / must be / exciting / .

7 2.42 Listen and match the questions (1–4) with the answers (a–e). There's one extra answer.

1 ... 3 ...
2 ... 4 ...

a) I would prefer to be a fireman. It's more exciting.
b) I think drawing and designing can't be fun.
c) I agree, but designing isn't for me.
d) In my opinion, doing operations is really hard work.
e) I imagine they do. Playing in films must be exciting!

Speaking task

Prepare a dialogue between you and Will.

Step 1

First, look at the jobs and decide which you admire the most.

doctor pilot

police officer

Step 2

Think about what Will says.

I think working as a ... must be ...
Do you think they are ...?
Why do you think ...?

Think about what you say.

In my opinion, it's ...
I imagine ...
They ...
I would prefer ...

Step 3

Write your dialogue.

Step 4

Work in pairs. Take it in turns to practise your dialogue.

RECONSTRUCTING

DICTOGLOSS

Jumbled lines

Missing lines

Jumbled reconstruction

A: your was How weekend?

B: It great was ! I a brilliant had time.

A: anywhere you go interesting Did?

B: we Scotland Yes, went to . By We plane went.

A: do there What you did?

B: castle went We to a. Look!

A: Great picture. have Where you did lunch?

B: in We the restaurant ate in castle the. was really and scary old It.

A: Wow! ghosts you Did any see?

B: Of didn't course we, Lou. don't Ghosts exist.

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1.

2. Write the dialogue

3. Make sure your dialogue has 64 words.

4. Find the dialogue in the book and check.

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Cumulative grammar

1 2 3 4 5 6 7 8 9

7 **Complete the dialogue with the correct form of the verbs in brackets.**

Mum You (1) … (look) awful. What (2) … (be) wrong?
Lou I (3) … (run) home when I (4) … (fall).
Mum Oh dear. (5) … it … (hurt)?
Lou Yes, and I (6) … (play) football tomorrow. What should I (7) … (do)?
Mum You should (8) … (put) some ice on your leg. Can you (9) … (move) it?
Lou No, not really. It (10) … (feel) really painful.
Mum Let's (11) … (phone) the doctor.
Lou OK. (12) … you … (have got) the number?
Mum Yes, here you go.
Lou Thanks, Mum.

Cumulative grammar

1 2 3 4 5 6 7 8 9

8 **Complete the dialogue with the correct form of the verbs in brackets.**

Izzie You look happy. How (1) … (be) your holiday?
Lou Great! We (2) … (have) a brilliant time.
Izzie Really? (3) … you … (go) anywhere interesting?
Lou Yes, we (4) … (take) the boat to Ireland.
Izzie Awesome! Where (5) … you … (stay)?
Lou We (6) … (stay) in a little hotel near Kerry.
Izzie (7) … you … (see) anything interesting?
Lou Yes! While we (8) … (walk) on the beach I (9) … (see) Colin Farrell.
Izzie Really? What (10) … he … (do)?
Lou He (11) … (swim) in the sea.
Izzie That's amazing!
Lou Oh, Izzie. It's April Fools' Day!

REHEARSING

ACT IT OUT

in the cinema

at a dinner

in a club

playing sport

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CO-CONSTRUCTING

Dialogue halves

PLANNING TIME

Add-up

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10 gru 2012 21:58

Dude, me and Nick are about to go to a Giants game! Box seats wanna go?

Nick and I.

What???

It's Nick and I. Me and Nick is not proper grammar, dude

You are right! It is Nick and I cause you're no longer invited!

Dostarczona

iMessage

OK

CREATING AND PERSONALISING

LAST WORDS

PICTURE DIALOGUES

DICE DIALOGUES

PLANNING TIME

TALKING TIME

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REPETITION

CHANGE THE AUDIENCE

CHANGE THE STYLE/CONTEXT

INCREASE THE CHALLENGE

EXPAND OUT

Billbrough, 2011

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Students cannot

be communicative

Look at the dialogue

Manipulate it

Write it

Act it out

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