

# Getting the Hares back in the Race

Edmund Dudley



# Two types of student

## The Tortoise and the Hare

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# In this session

Keeping teens motivated and inspired

- Attitudes towards learning
- Classroom tasks and activities that work
- A palette for success

Challenge  
Relevance  
Value  
Novelty

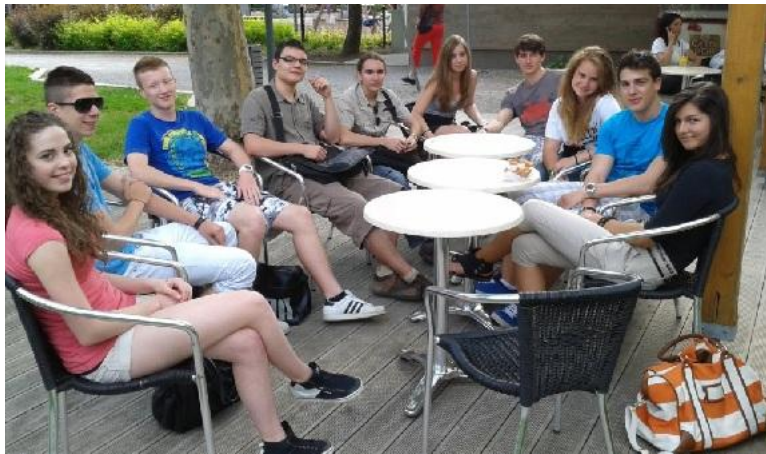


# Like watching paint dry?

## When students lose motivation

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From this...



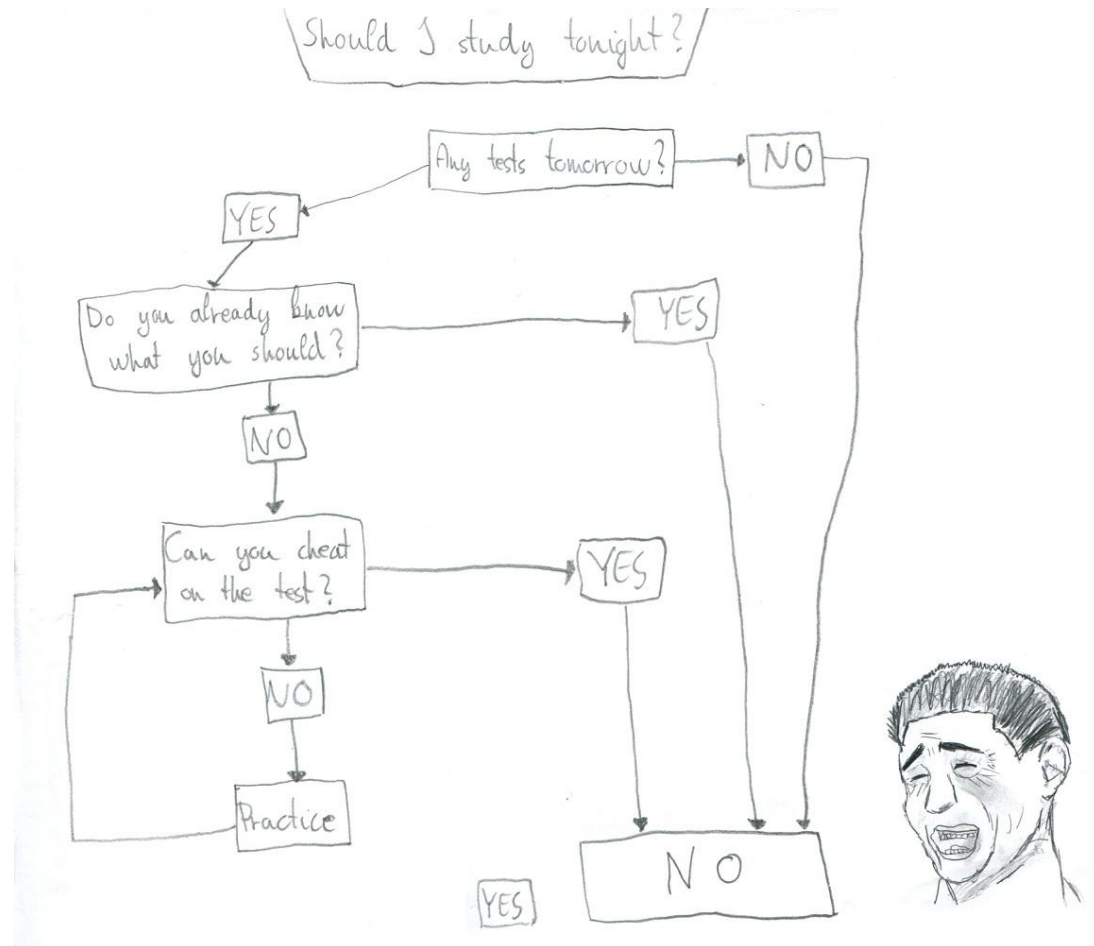
To this...



# High achievers losing motivation

Some reasons why

- Comfort zone
- New interests
- English overdose?
- Adolescence
- Shifting attitudes





# Attitudes towards learning English

## The big idea



# Attitudes towards the learning situation



# Pictures at an exhibition?

How do you feel about art and exhibitions?



the  
language?



the learning  
situation?



# Topics and tasks

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Challenge  
Relevance  
Value  
Novelty



# Challenge

What do we mean?

- language

*This isn't easy!*

- values and attitudes:

*I've never really thought about  
this before...*

- activities:

*I don't know how you're  
supposed to do this!*



# Challenge


## How to give a successful presentation



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Which one did students say was the most important?

### Giving presentations

8  2.15 **SPEAKING** Work in pairs. Complete the tips with *Do* or *Don't*. Then listen to eight speakers. Match each speaker 1–8 to a tip a–j. There are two tips that you do not need.

### How to give a **Successful** presentation

a ..... tell the listeners at the beginning what you are going to talk about.

b ..... read your talk out from a prepared script.

c ..... speak very fast.

g ..... use some visual aids, for example, pictures, graphs or slides.

d ..... make and follow a plan for your talk.

h ..... talk in a flat, monotonous voice.

e ..... allow time for questions at the end of the talk.

i ..... remind people what you have told them at the end of the presentation.

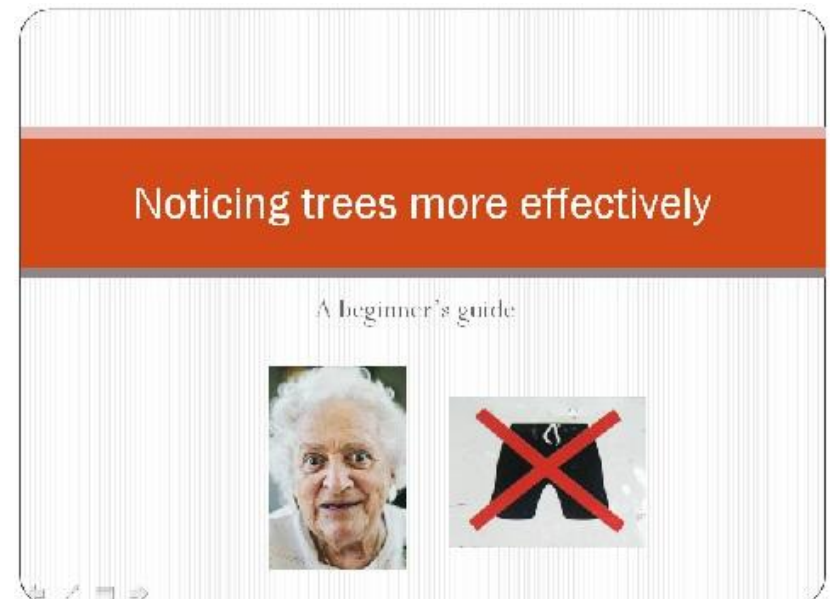
j ..... hand out lots of information at the beginning of the talk.

f ..... use humour or personal anecdotes to make your talk more interesting.

# Random Power Point

## That awkward moment...

...when you have **no idea** what is on your slides!





# Challenge

## Random Power Point

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# Topics and tasks

Challenge  
⇒ Relevance  
Value  
Novelty



# Relevance

What do we mean?

- culture and society
- life skills
- language-learning needs



# Relevance

## World Kindness Day

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Seiji Kaya, founder of *Small Kindness Movement*.

What inspired him?

- a.) surviving a fire
- b.) being robbed
- c.) a beloved pet



# Relevance

## World Kindness Day



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### World Kindness Day



<sup>1</sup>In 1963, Mr Seiji Kaya was a teacher at Tokyo University.

<sup>2</sup>Every day, Mr Kaya took the train to work. <sup>3</sup>At 8 a.m. one February morning, he was waiting for his train. <sup>4</sup>It was snowing and a lot of people were at the station. <sup>5</sup>Mr Kaya was getting on the train when a man stole his bag.

<sup>6</sup>He shouted for help, but no one tried to stop the thief.

Mr Kaya was upset but no one asked if he was OK. In fact, no one talked to him at all.

After this bad experience, Mr Kaya started to encourage his students to 'be brave and practise small acts of kindness every day'. He wanted to create a wave of kindness across Japan, so he started the Small Kindness Movement. In 1997, 13 November became World Kindness Day and today people celebrate it all over the world!

# Trying something different

*Hi, I'm Anna*

An unexpected incident.

- What will the students remember?
- Are we good at noticing things?





# Eyewitness descriptions

## Can you describe the thief?

She wore a black long  
sleeved top and under that  
a red T-shirt. She had  
light blond hair.

She was young (maybe  
between the years of 20  
and 25), she was wearing  
skirt. She had light brown hair.

She wear blue cardigan,  
jeans and I think she  
she wear black t-shirt.

I didn't see anything. ☹️

# Eyewitness descriptions

Were you right?



# Eyewitness descriptions

## Students' reactions



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It was difficult to write  
~~my opinion~~ a personal  
description for something  
which disappeared so  
fast. I didn't really  
understand the accident  
'Why did she steal a pen.'  
It was a good challenge.

I was so so confused, that  
a personal <sup>description</sup> ~~review~~ ~~is~~ that  
difficult. I saw a girl  
and all what I'm convinced,  
that she was blond. The  
other informations was juts tips.  
I didn't understand what  
she said. It was more  
difficult, than I've ever ~~the~~  
thought.

- It is very strange, difficult to
- describe somebody, because
- when she went away I forgot
- everything what I saw. I know
- that she was una, but I
- don't know what was she
- wearing.. It is interesting.. :)

I think it was a difficult  
exercise, but I liked it.  
I ~~like~~ would like if we  
could do more exercises  
like this.

# Topics and tasks

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➡ Value  
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# Value

## What do we mean?

- to me as a language learner
- to me as a member of this class
- to me as a person





# Tips for a ...?

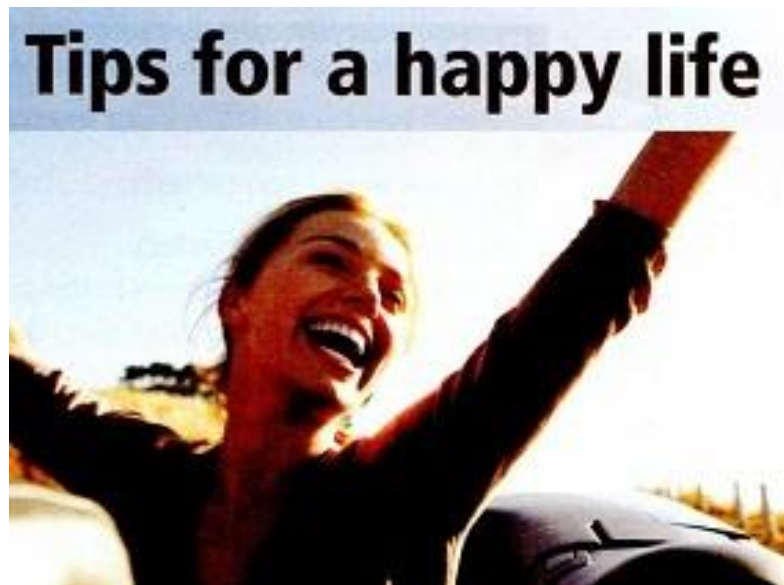
Task in pairs

## Participant A:

You will be shown the topic.

## Participant B:

Look away now!



# Tips for a ...?

## Participant A:

Share some advice on this topic.

## Participant B:

Listen and guess the topic



# Value

## Tips for a happy life



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## Tips for a happy life

Be <sup>1</sup>kind / kindness to others. The <sup>2</sup>able / ability to help someone will make both you and them feel good.

Offer your time to people in need – <sup>3</sup>generous / generosity will make you feel good about yourself!

Try to get up early – <sup>4</sup>lazy / laziness will make you feel <sup>5</sup>tired / tiredness – you will feel more positive after an early start.

It's not <sup>6</sup>necessary / necessity to have more and more things. <sup>7</sup>Prosperous / Prosperity isn't the key to happiness. Be <sup>8</sup>happy / happiness with what you have and who you are.

# Value

## Candy Chang 'Before I die'

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# Before

I want to

See a T-rex

ride a hot air balloon

Drive a go-kart

Be a hero

Be a bee

Elni

Harry Ryan

Guzman

Drive a pink Lamborghini

Drive a steam train

Drive a car

Drive a car

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Drive a car

# I die ...

Learn a language

Learn Italian

to meet you

CATCH A FISH

catch a fish

catch a fish

catch a fish

catch a fish

catch a fish

catch a fish

catch a fish

catch a fish

catch a fish

catch a fish

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# Topics and tasks

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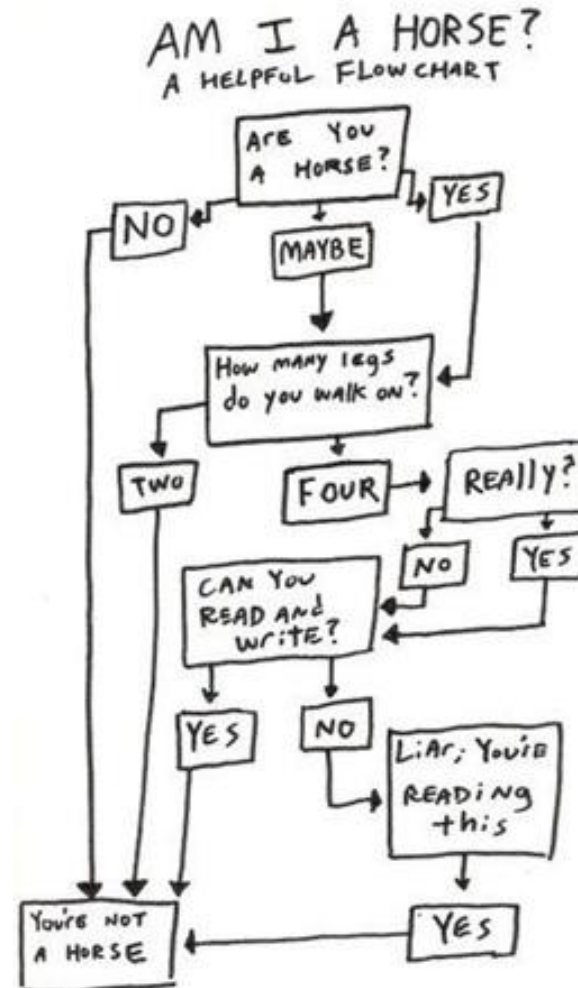
Challenge  
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➡ Novelty



# Novelty

## What do we mean?

- providing light relief
- covering new ground
- making it memorable







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## STRATEGY

### Understanding easily-confused words

Some English words have very similar meanings and are easy to confuse, such as *say*, *speak*, *talk* and *tell*. All four words mean that a person is using their voice to produce speech. However, there are differences in grammar and collocation.

If you are not sure which word to use, look it up in a dictionary. Example sentences, **HELP** and information boxes show you how to use the word correctly.

**I say** /seɪ/ verb [T] (says /sez/; pt, pp said /sed/)  
**> SPEAK** 1 say sth (to sb); say that ...; say sth (about sb) to speak or tell sb sth, using words: 'Please come back,' she said. ♦ I said goodbye to her at the station. ♦ We can ask him, but I'm sure he'll say no. ♦ The teacher said we should hand in our essays on Friday. ♦ He said to his mother that he would phone back later. ♦ They just sat there without saying anything.

**I speak** /spiːk/ verb (pt spoke /spəʊk/; pp spoken /spəʊkən/) 1 [I] speak (to sb) (about sb/sth); speak (of sth) to talk or say things: I'd like to speak to manager, please. ♦ Could you speak more slowly? was so angry I could hardly speak.

**HELP** Speak or talk? Speak and talk have almost the same meaning but we use **talk** more formally, to show that two or more people are having a conversation, and **speak** to show that one person is saying something, especially in a formal situation: I'd like to speak to the manager, please. ♦ We talked all night. ♦ The head spoke to the class about university courses.

2 [I, T] [not used in the continuous tense] and be able to use a language: Does she speak German? ♦ She speaks (in) Greek to ♦ a French-speaking guide 3 [I] speak (to) to make a speech to a group of people: The headmaster has been invited to speak on Air policy.

**HELP** Say or tell? Say is often used with the actual words that were spoken or before that in reported speech: 'I'll catch the 9 o'clock train,' he said. ♦ He said that he would catch the 9 o'clock train. Notice that you say something to somebody: He said to me that he would catch the 9 o'clock train. Tell is always followed by a noun or pronoun, showing who you were speaking to: He told me that he would catch the 9 o'clock train. Tell, not say, can also be used when you are talking about giving orders or advice: I told them to hurry up. ♦ She's always telling me what I ought to do.

**I tell** /tel/ verb (pt, pp told /təʊld/)  
**> GIVE INFORMATION** 1 [T] tell sb (sth/that ...); tell (about sth); tell sth to sb to give information to sb by speaking or writing: She told me her address but I've forgotten it. ♦ He wrote to tell me that his mother had died. ♦ Tell us about your holiday. ♦ to tell the truth/a lie ♦ to tell a story ♦ Excuse me, could you tell me where the station is? ♦ He tells that story to everyone he sees. 2 [T] (used about a thing) to give information to sb: This book will tell you all you need to know.  
**> SECRET** 3 [I] to not keep a secret: Promise you won't tell!  
**> ORDER** 4 [T] tell sb to do sth to order or advise sb to do sth: The policewoman told us to get out of the car.

### 3 Study the dictionary entries and read the sentences in exercise 2 again. Then answer the questions.

- 1 Which two verbs can be used to report someone else's words?
- 2 Which verb is always followed by a noun or a pronoun?
- 3 Which verb can be used to give orders and instructions?
- 4 Which verb shows that two or more people are having an informal conversation?
- 5 Which verb shows that one person is communicating with a group of people in a formal situation?
- 6 Which verb collocates with the following nouns: *truth, lie, story* and *joke*?

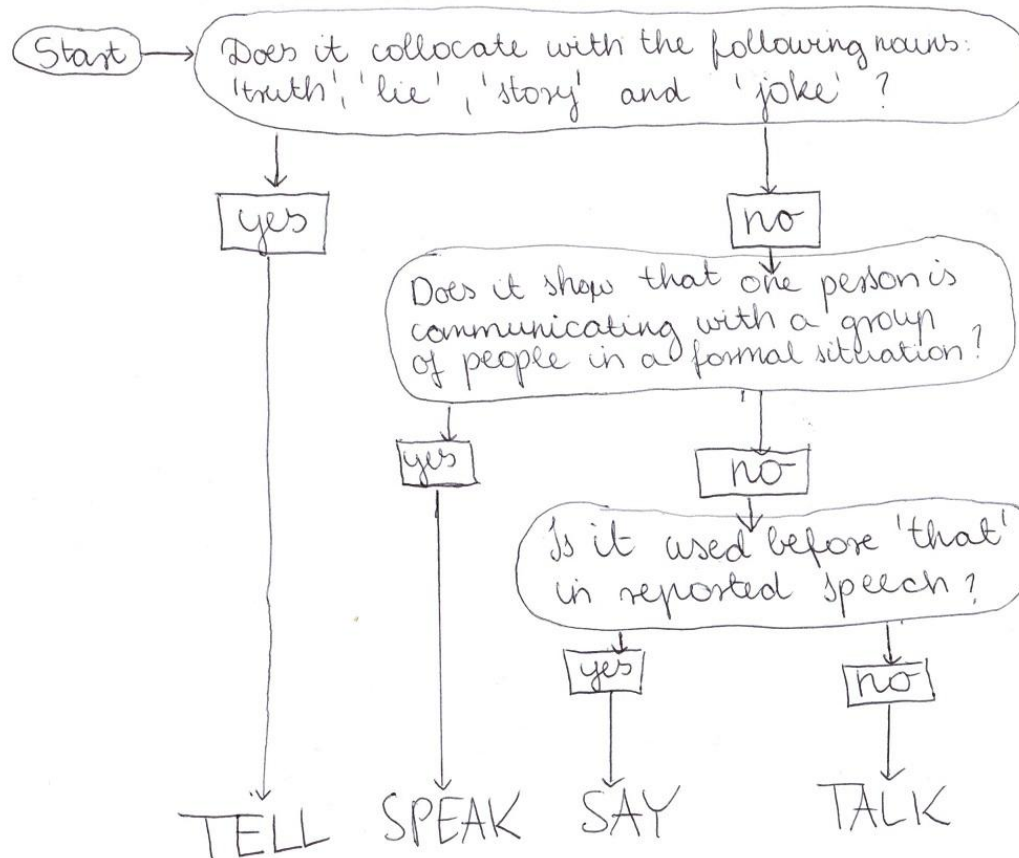
## ***Say, speak, talk or tell?***



Can it be used to report someone else's words?

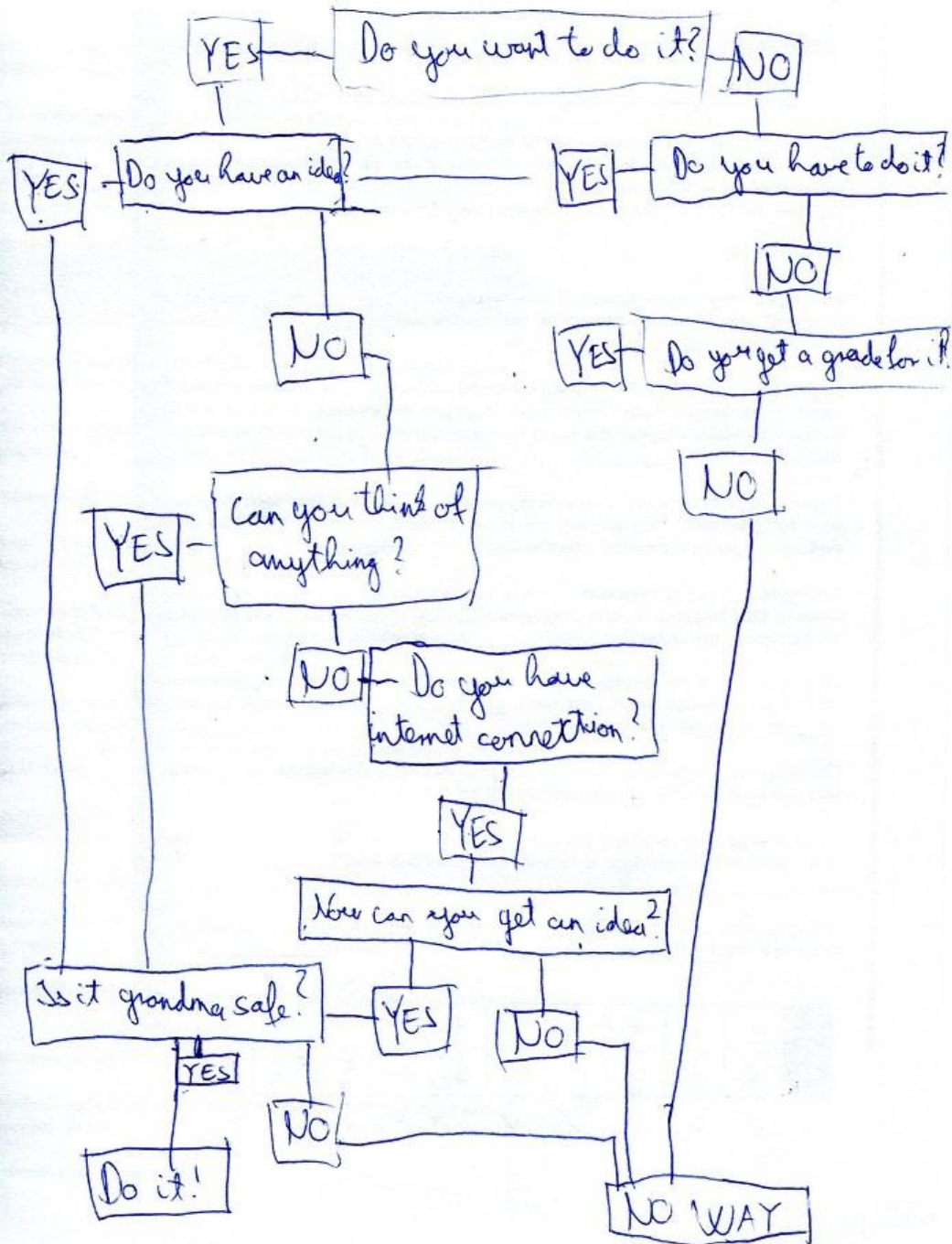
# Flowcharts

## Say, speak, talk or tell?



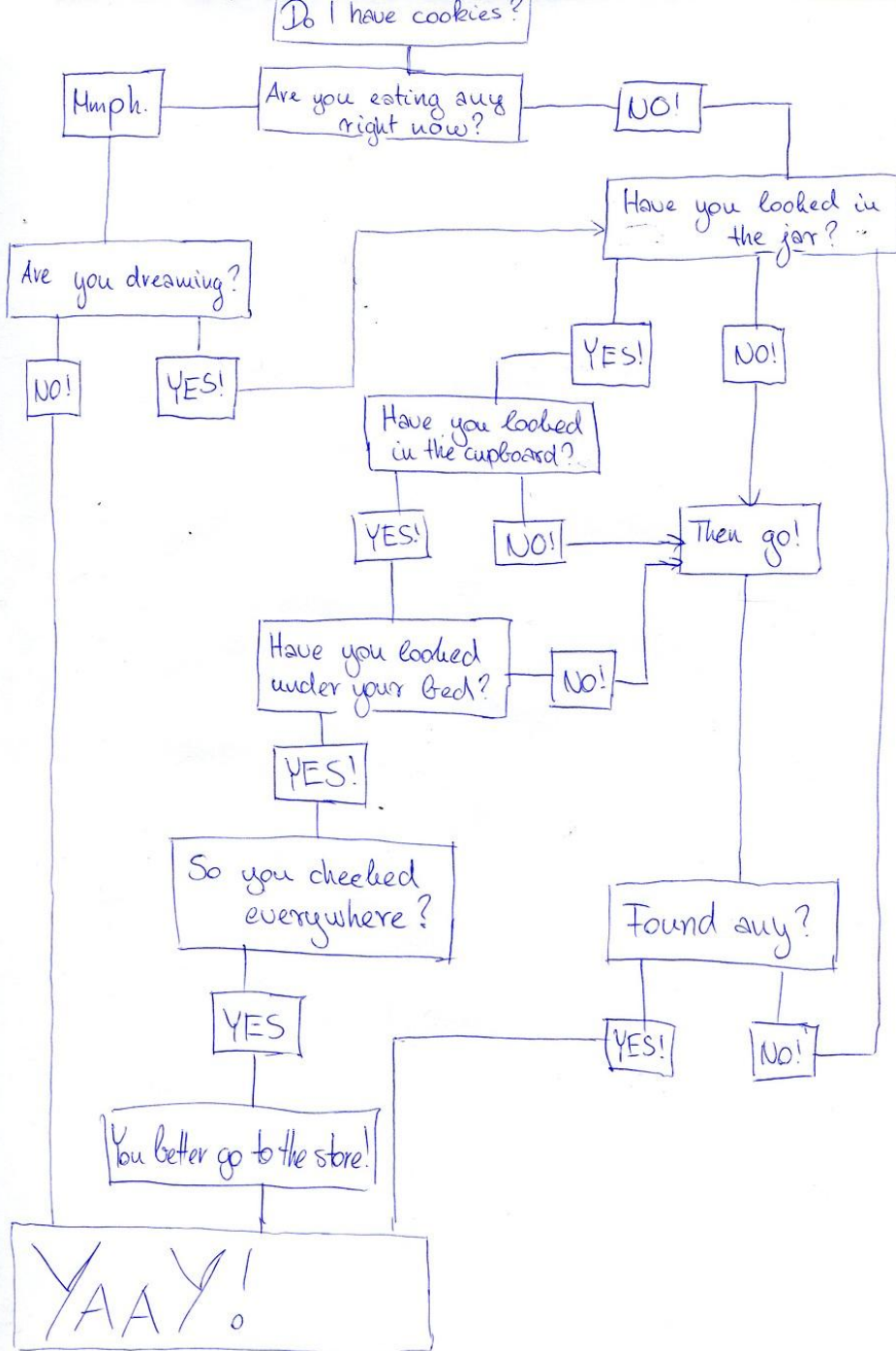


Should I do this flowchart?



Should I do this  
flowchart?

Do I have  
cookies?



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