

Helping students to help themselves

Edmund Dudley
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In this talk

Helping students to help themselves

- What do students need?
- How can teachers help?
- Practical ideas for the classroom

In this talk

Helping students to help themselves

- **What do students need?**
- How can teachers help?
- Practical ideas for the classroom

What do students need?

Knowledge

- About language
- About the world

Skills

- Language skills
- Global skills

Life balance

- Attitudes and energies

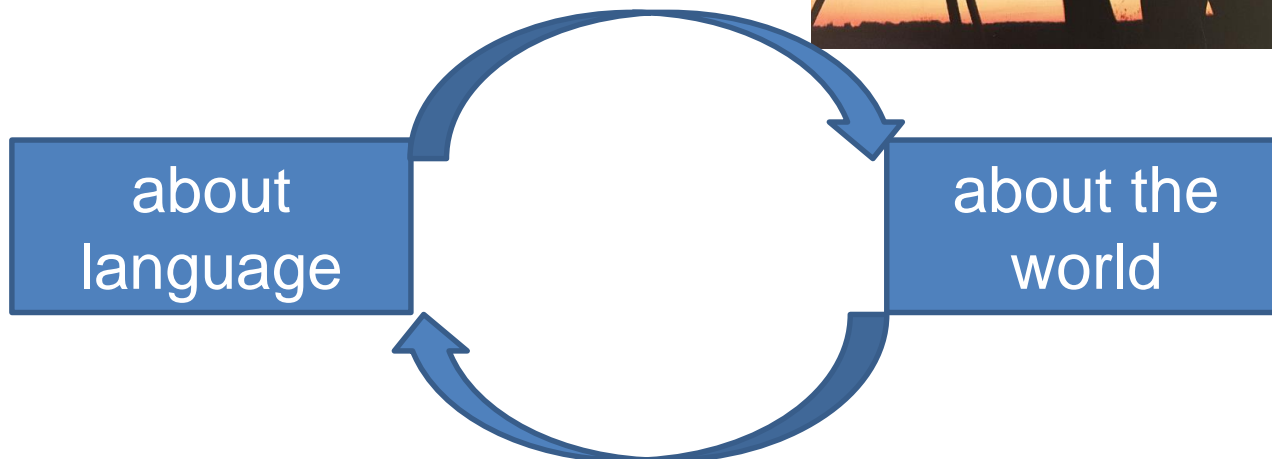


What do students need?

Knowledge



stars. Unlike planets, which are generally spheres, with
25 or without rings, a galaxy can be classified into one of
three categories: a messy blur, a sparkling ellipse, or
a magnificent spiral. None of these shapes is regular,
so it is most certainly not a case of identifying simple
circles or polygons.



What do students need?

Skills

Language
skills

21st Century
Skills



Reading

Listening

Speaking

Writing

Grammar

Vocabulary

Pronunciation

- Communication and Collaboration
- Creativity and Critical Thinking
- Intercultural Competence and Citizenship
- Emotional Self-Regulation and Wellbeing
- Digital Literacies

What do students need?

Life balance: of attitudes and energies

head

responsibility

work

criticism

routine

grit

solitude

acceptance

offline



heart

freedom

play

affirmation

novelty

inspiration

society

change

online

In this talk

Helping students to help themselves

- What do students need?
- **How can teachers help?**
- Practical ideas for the classroom

How can teachers help?

- facilitate more, teach less
- activate a variety of learning processes
- get students thinking about how they learn





Facilitate more, teach less

- Set up situations in which learning can happen
- Stay in the background as much as possible
- Make yourself available as a guide and advisor

Look at the aims for a project lesson: *what will the teacher's facilitation consist of?*

Project 2 Teacher's notes

Aims: To give students the opportunity to work on a group project to conduct a class survey and write a report of the findings. To enable students to use sources of information in English with the help of ICT



Facilitate more, teach less

What will the teacher's facilitation consist of?

- arranging pairs
- setting tasks
- eliciting ideas
- conducting a discussion
- supplying material
- checking progress
- managing the time available
- overseeing and encouraging
- troubleshooting

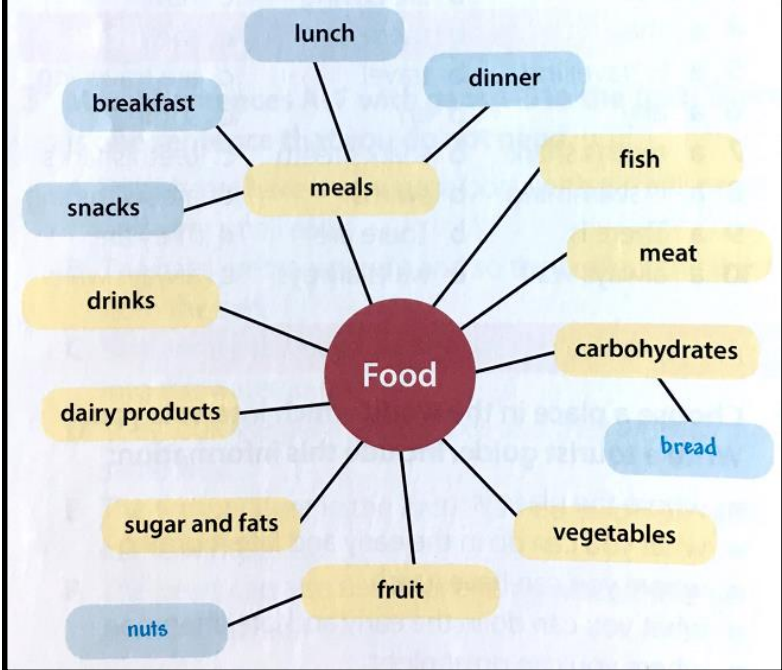
Project 2 Teacher's notes

Aims: To give students the opportunity to work on a group project to conduct a class survey and write a report of the findings. To enable students to use sources of information in English with the help of ICT

Activate a variety of learning processes

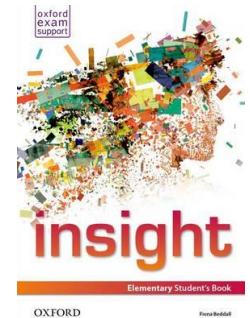
- collaborative activities
- peer learning
- self-access options
- meaningful practice
- blended learning

3 Read the strategy. Copy the mind map below into your vocabulary notebook and add the words in exercise 2. Remember to add other food words when you learn them in the unit.



Get students thinking about how they learn

language skills



STRATEGY

Revising vocabulary

It is important to revise new vocabulary. Here are some simple ways to revise and test yourself.

- Write words and their definitions on separate cards. Then match the words to the definitions.
- Make a recording of yourself saying new vocabulary. Listen to it once or twice a week.
- Write sentences with new vocabulary, but leave a gap for the new word. Swap your sentences with your friends. Can they guess the missing words?
- Use new words in your speaking and writing.

11 Read the strategy. Then choose five new words from this unit and write their definitions on different cards. Exchange your cards with your partner. Can your partner match the words to the definitions?

How to get the most out of life

- 1** Take of your life. No one should decide your future except you.
- 2** Choose to do something difficult every year. Take in a race, sing in front of an audience, or organize a charity event. You can do amazing things when you try!
- 3** Take of your friends and family. Without them, you are nothing.
- 4** When you're tired, stop working and take You need to rest and relax to do your best work.
- 5** Happy memories are important for a happy life. When you want to remember something, don't leave your camera at home. Take lots of
- 6** Learn to work in a team. Take so everyone shares the hard work.
- 7** When you have to take prepare well. Study and revise!
- 8** Remember your education doesn't only take in the classroom. You can learn a lot from the 'university of life'.

Global skills

In this talk

Helping students to help themselves

- What do students need?
- How can teachers help?
- **Practical ideas for the classroom**

Practical ideas for the classroom

- Emotional Self-Regulation and Wellbeing
- From consolidation to creativity
- Challenge: How to give a successful presentation
- Flowcharts for grammar
- A role-model for self-improvement

Tips for a ...?

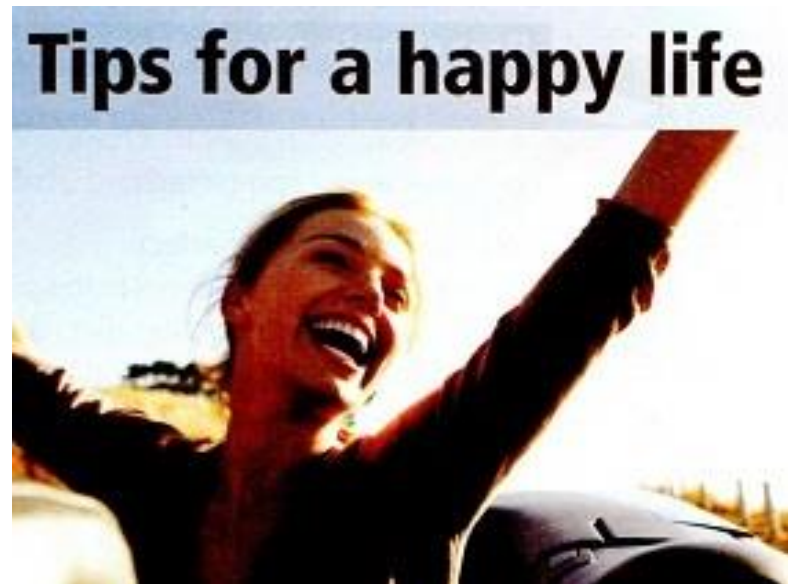
Task in pairs

Participant A:

You will be shown the topic.

Participant B:

Look away now!



Tips for a ...?

Participant A:

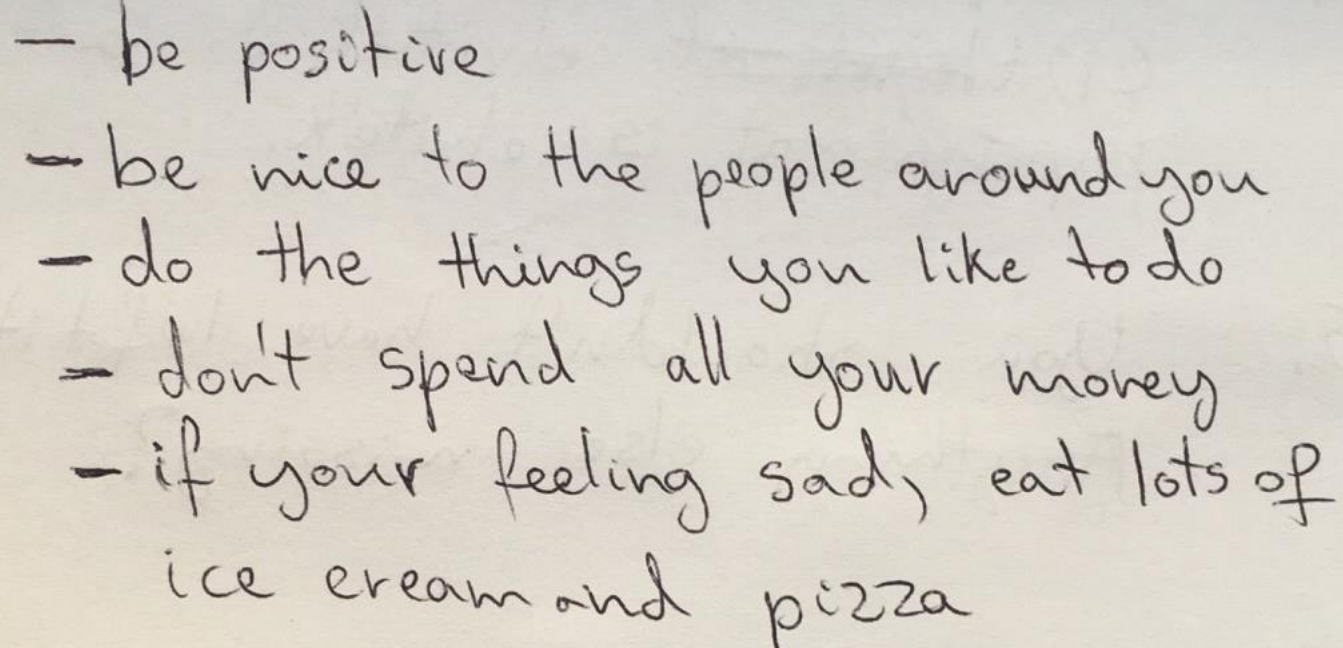
Share some advice on this topic.

Participant B:

Listen and guess the topic



A student's tips for a happy life

- 
- A photograph of a piece of paper with handwritten text in black ink. The text is a list of five tips for a happy life, written in a casual, slightly slanted cursive script. The paper has a light beige or cream color. The list is as follows:
- be positive
 - be nice to the people around you
 - do the things you like to do
 - don't spend all your money
 - if your feeling sad, eat lots of ice cream and pizza

Global Skills

Emotional Self-Regulation and Wellbeing



Tips for a happy life

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

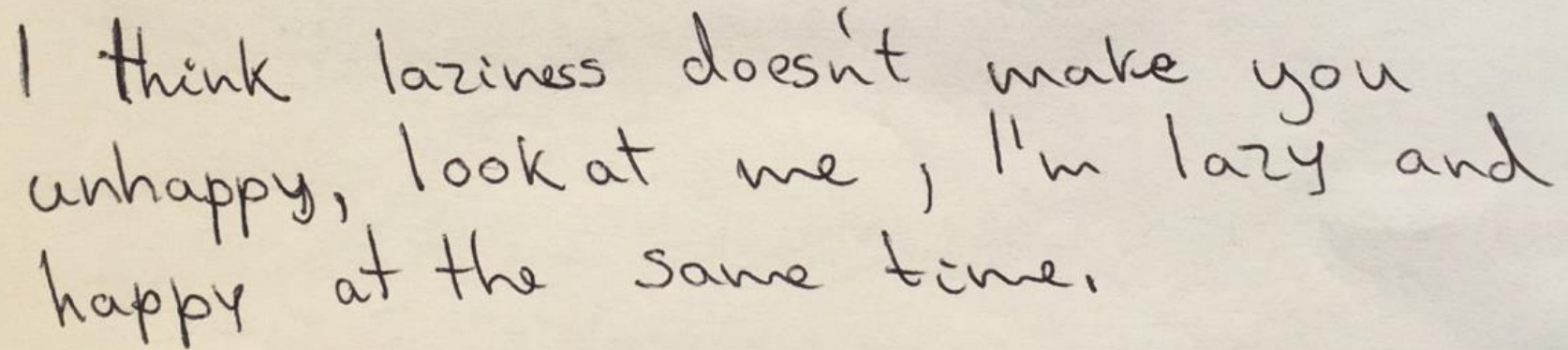
Offer your time to people in need – ³generous / generosity will make you feel good about yourself!

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

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

Do you agree with them all?

The student responds...

A photograph of a piece of lined paper with handwritten text in blue ink. The text is written in a cursive, slightly slanted style. The paper has horizontal lines and a vertical margin line on the left. The handwriting is clear and legible.

I think laziness doesn't make you
unhappy, look at me, I'm lazy and
happy at the same time.

From consolidation to creativity



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V insight Compound nouns: everyday objects

- 7** A compound noun is a word or phrase that has two or more parts that combine to make a single meaning, for example, *car park*. Find compound nouns in the article to match definitions 1–6.

From consolidation to creativity



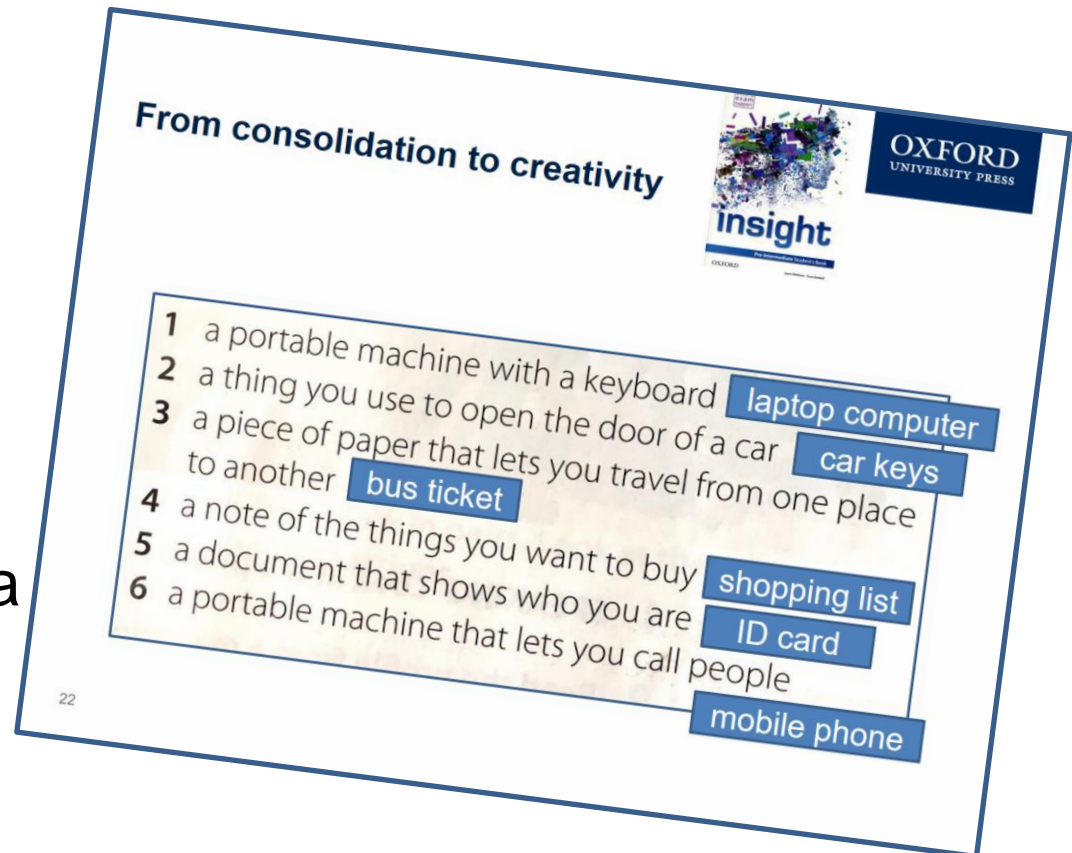
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- 1 a portable machine with a keyboard **laptop computer**
- 2 a thing you use to open the door of a car **car keys**
- 3 a piece of paper that lets you travel from one place to another **bus ticket**
- 4 a note of the things you want to buy **shopping list**
- 5 a document that shows who you are **ID card**
- 6 a portable machine that lets you call people **mobile phone**

From consolidation to creativity

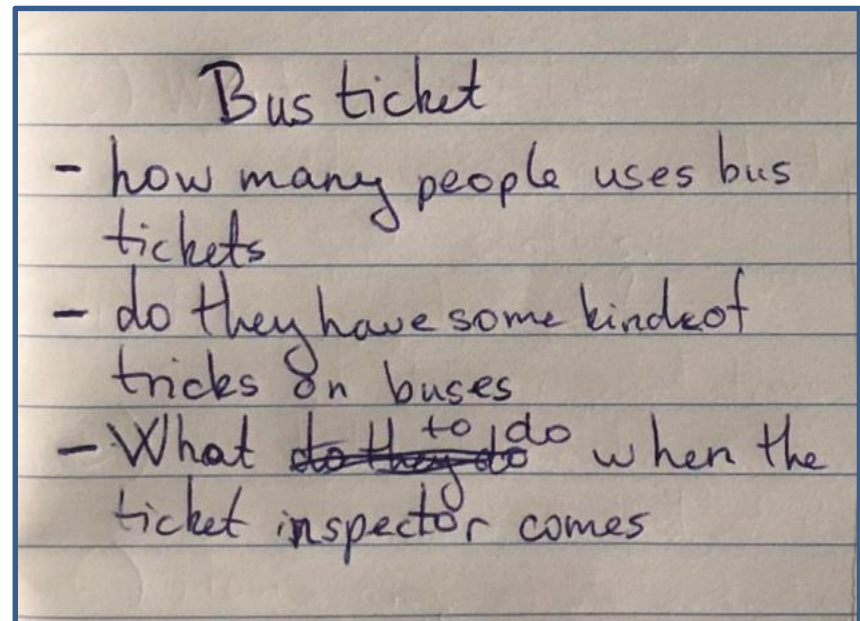
Creative follow-up tasks:

1. Create a story using all six items
2. Choose one compound noun and brainstorm ideas for a YouTube channel on this topic



From consolidation to creativity

→ Brainstorm ideas for a YouTube channel on the topic of **bus tickets**



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.

Challenge

How to give a successful presentation



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- 9  2.16 Read the speaker's plan and then listen to the presentation. Which two things in the plan does the speaker not mention?

introduce topic / give an outline of the talk
personal experience

Health benefits

- good exercise, doesn't put too much stress on body
- good way to lose weight
- works all the muscles
- develops stamina

Social benefits

- meet different types of new people
- competing is an opportunity to travel
- fun activity for holidays

Conclusion: benefits. Encourage audience to join local pool.

Challenge

How to give a successful presentation



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10  **2.16** Listen to the presentation again and complete the phrases in the box.

Introducing a topic

I'd like ¹..... about ...

I'm going ²..... briefly at

In this presentation, my subject will be ...

Sequencing events

I'll ³..... telling you

⁴..... on to

Let's begin by

Now let's look at

Giving an example

To ⁵..... example ...

To illustrate this point

A good example of this is ...

Concluding

So, to ⁶.....

Finally, to sum up

In conclusion

11 SPEAKING Prepare and give a presentation on the following topic:
'What is your passion in life?'

Challenge

Random Power Point



Working with grammar boxes



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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.

Working with grammar boxes

Improving reference book skills



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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.

say /spɪk/ 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] to 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 Mayor 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.

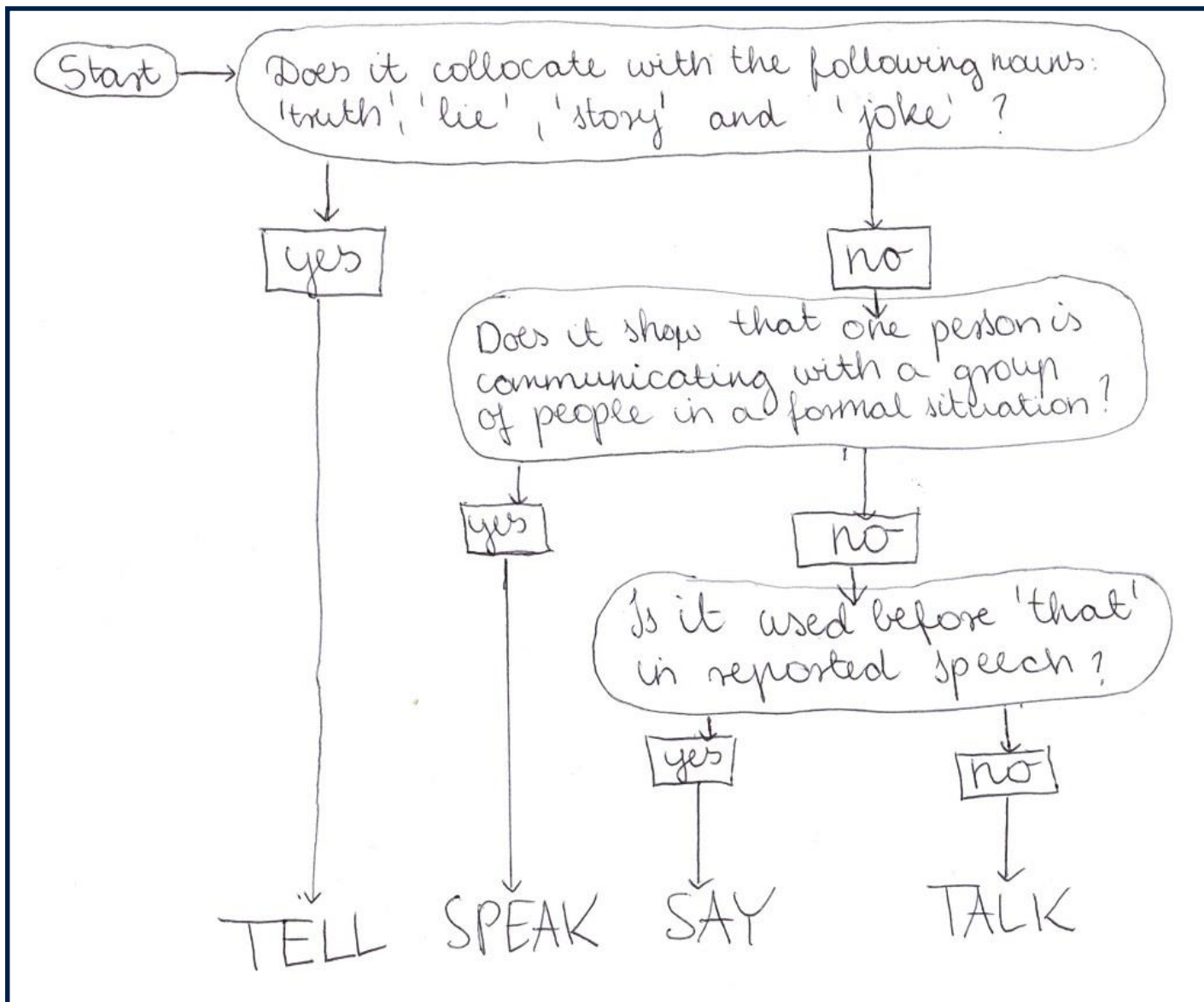
- 3** Study the dictionary entries and read the sentences in exercise 2 again. Then answer the questions.
- Which two verbs can be used to report someone else's words?
 - Which verb is always followed by a noun or a pronoun?
 - Which verb can be used to give orders and instructions?
 - Which verb shows that two or more people are having an informal conversation?
 - Which verb shows that one person is communicating with a group of people in a formal situation?
 - 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?*



Can you name the historical figure?

Four clues + picture

- Said “Hard work is the mother of good luck”
- Was born in Boston in 1706
- Invented bifocals, the lightning rod, a glass harmonica (and lots more)
- Printer, publisher, writer, scientist, politician, philosopher, diplomat...



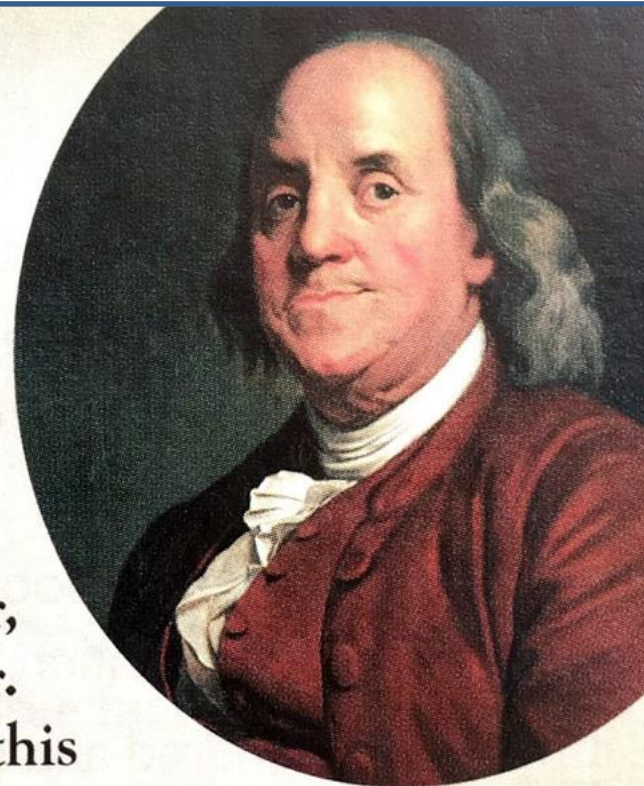
Benjamin Franklin

A role model of self-improvement



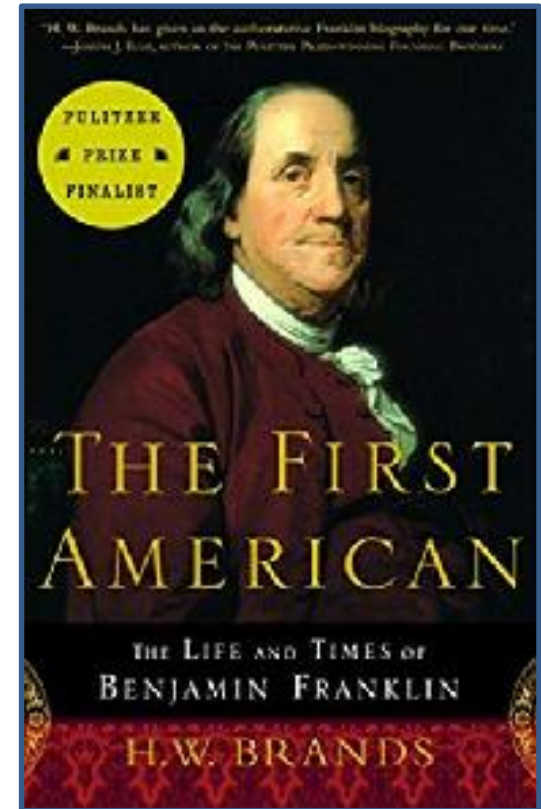
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Benjamin Franklin is a giant of American history, partly because he was successful in so many different areas. Today, he is perhaps remembered mostly as a scientist and inventor, but he was also a publisher, a musician, a newspaper owner, a politician and a philosopher. And he was able to do all of this despite quite a poor background.



How Ben Franklin taught himself to write

- highlighted passages from the essays he enjoyed in *The Spectator*
- took notes
- used the notes to create poetry(!)
- transposed the poems back into prose (without checking the original)
- analysed his writing by comparing it to the original *Spectator* passages



The 'Benjamin Frankin dictogloss'

read → take notes → leave → re-create → compare

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- *BF giant US Hist, bcs successful many diff areas*
- *we remember: scientist + inventor*
- *BUT also pub, mus, newsp own, pol, phil*
- *poor background!*

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