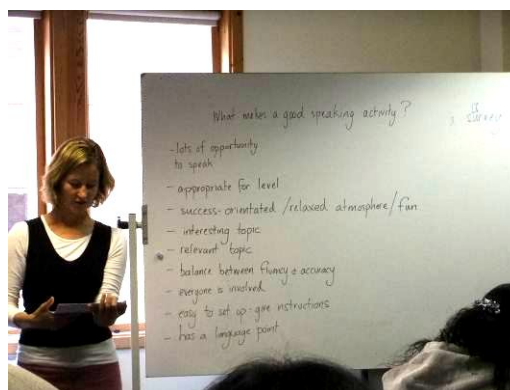


# **Report on English Teachers of New Taipei City Joined Teacher Training Program in Bell Teacher Campus of Cambridge**

Yi-ling Huang, Auti Elementary School

Talking about Cambridge, everyone will think of punting, the famous Chinese poet and other popular scenic places. Thanks to the Educational Bureau of New Taipei City and British Council, I have the chance to experience the life in England and learn many different ways of teaching with younger learners. Moreover, it's impressive that English teachers, the young and the elder, around the world gathered here to learn how to be a better English teacher. And we had a fantastic talk and exchanged teaching experiences. After being trained in Bell Teacher Campus of Cambridge, I have more culture background knowledge of English and examine the learning activities in all respects I used with the criteria and principles that recommended.

During the short-term international teacher training program in Homerton College, I learned and reassessed many activities of listening, speaking, reading, writing, and culture and I would like to report on ADVANCED SPEAKING ACTIVITIES that were taught in the program as following:



## **I. Speaking More Freely, lectured by Amanda Bailey**

### **i. What makes a good speaking activity?**

With the brainstorming question, English teachers have to bear the recommended principles in mind while doing the speaking activities. Firstly, all of the students have chances to speak. Secondly, the learning target should be appropriate for students' level, not

too difficult or too easy. Moreover, the activities should be success-oriented, which means every student is able to speak accurately with the task. Speaking activities are not over their ability. Teachers should make sure whether they have enough practice and speak the patterns correctly before conducting certain speaking activities. And, teachers should give clear and simple instructions of speaking activities. Then, everyone is involved in the activities. Besides, the balance between fluency and accuracy should be also put emphasis. The last but not the least, students are interested in the topics which have a language point with a relaxed atmosphere. In this way, students could learn to speak better with good speaking activities.

ii. Speaking games that introduced

1. Likes and Dislikes

1	Language	Do you like? I like...  Numbers
2	Materials	Colored crayons, pencils, sheets of blank paper
3	Warm up	1. Stick or draw a picture of a variety of toys on the board  2. Ask students, <i>Which toy do you like best?</i>  3. Count the number of hands and write the total number next to the picture on the board.
4	Procedure	1. Ask the pupils to look at the chart (picture 01).  2. Group students, and ask each other “ <i>Which toy do you like best?</i> ” and the reply must be “ <i>I like the...</i> ”  3. Students fill in one square for each person that they ask.  4. Students count the numbers for each coloumn and write the totals in the spaces below.

5	Variations	<ol style="list-style-type: none"> <li>1. This activities can be linked to the topic of Christmas with “What do you want for Christmas?” and “I want a...”.</li> <li>2. With the column, students can play a <u>memory game</u> in groups. The game continues in repeating the list of something in the correct order and adding one extra thing.</li> </ol>
6	Adaptation	It is easy to conduct in our classes. It is a kind of survey with questions and answers. Both the teacher and students will know each other better by questioning what they like and dislike.

## 2. Where are grandma's teeth?

1	Language	They aren't in/on/under...
2	Materials	Copy of picture 03 for the class and picture 02 for everyone
3	Warm up	<ol style="list-style-type: none"> <li>1. Stick enlarged picture 03 on the board and stick some small pictures of objects (books, glasses, etc.) on picture 03</li> <li>2. And tell the class you have lost a few things. Ask students where to find them. Encourage them to use the correct peopositions and furniture names.</li> </ol>
4	Procedure	<ol style="list-style-type: none"> <li>1. Give each child a copy of picture 03 and send out everyone a sentence from part of picture 02.</li> <li>2. Divide the class into groups of about 5 children. Tell the children that grandma has lost her false teeth. They all have some information about where they won't find grandma's false teeth. And by collating all this information, they eventually find out where grandma's false teeth are.</li> <li>3. The children colour in or shade with a pencil the place named</li> </ol>

		<p>on their sentence. “They aren’t on a chair.” The students colors in all the chairs on his/her picture.</p> <p>4. Gradually, each child will eliminate different parts of the house.</p> <p>5. Ask the whole class about different parts of the house and find out where grandma’s false teeth are (in the fridge!)</p>
5	Variations	<p>Pair up students and give each a copy of picture 03. They mark a cross in secret anywhere they like on their pictures to indicate where they think they are. The other child in the pair has to guess where the cross is by asking questions, “Are they under a table?”</p>
6	Adaptation	<p>This activity is good for reviewing the topics covering rooms, articles, prepositions and furnitures orally. Teachers may curtail the four rooms into one to save time. Each group could find the teeth in different rooms. In this way, it would be not complicated for younger learners.</p>

### 3. Dominoes

1	Language	<p>Verb phrases, such as read a newspaper, listen to the radio, do homework, go swimming, and so on.</p>
2	Materials	<p>Copy of picture 04 and 05</p>
3	Warm up	<p>Write up week days on the board. Ask the students to say different things they do on Sundays, every morning and every evening and write them down. Ask them to report back, e.g. She/he plays tennis on Sundays etc.</p>
4	Procedure	<p>1. Give a set of dominoes to each group of 3 to 5 students and ask one child in each group to deal them all out.</p>

		<p>2. The students look at their dominoes. The dealer starts by laying one down. The child on his left lays down a domino that matches one end of the dealer's domino, for example, if the dealer lays down "go to the cinema every week/ he", the next player can either put "they" before "go to the cinema every week", or for example "goes swimming every week" after "he".</p> <p>3. The next player takes his turn by laying down another domino that matches. If a player cannot lay down a domino, he or she misses a turn.</p> <p>4. The winner is the first person to put down all their dominoes.</p>
5	Variations	no
6	Adaptation	For 5 <sup>th</sup> and 6 <sup>th</sup> graders, this activity could be used to review personal pronouns and verb phrases. Teachers could adapt with simple verb form, or erase the hints to challenge some advanced students.

#### 4. Find the differences

1	Language	Present continuous
2	Materials	A copy of picture 06 and picture 07 for each pair
3	Warm up	Instruct the idea of present continuous
4	Procedure	<p>1. Divide the class into pairs and give out copies of pictures 06 and 07. Remind them that they must not look at each other's picture.</p> <p>2. Explain that they must find the six differences between their pictures: A says, "E1 Is she playing tennis?" If they answer</p>

		<p>is “Yes, she is,” then B has a turn. If they answer is “No, she isn’t,” then A asks “What’s she doing?” and writes down the answer, e.g. E1 She’s playing volleyball. B now has a turn.</p> <p>3. The first pupil to find all six differences shout “STOP”, and then pairs compare their pictures to check if they are correct.</p> <p>4. Individual students can read out their answers to the class.</p>
5	Variations	<p>1. Each student draws a boy doing an activity in one of the blank squares. Students ask a different partner to find out where the missing boy is, e.g. Is he in C2? Is he playing football? Then, they draw him in their own picture.</p> <p>2. Play a mime game.</p>
6	Adaptation	<p>Teachers could make use of this information gap activity to enhance students’ speaking easily. To save time, students could only find out 3 differences and write them down on the worksheet. The topic could be changed with verbs, clothes, numbers, animals, adjectives and so on.</p>

### 5. On my Farm

1	Language	What’s this? It’s a.../ It’s got.../ I’ve got.../ numbers
2	Materials	copy of picture 08 per group, dice, counters, a sheet of paper and crayons
3	Warm up	<p>1. Use flashcards of the animals on the board game to revise vocabulary, e.g. hold up a picture of a duck and ask “What’s this? <i>It’s a duck.</i> What’s it got? <i>It’s got 2 legs.</i>”</p> <p>2. Get pupils to copy the information of the board game onto their</p>

		paper.
4	Procedure	<ol style="list-style-type: none"> <li>1. Arrange students into groups and give each group a copy of the board game, dice, and counters.</li> <li>2. Each student starts on either square 1, 2, 3 or 4. They each throw the dice and the highest goes first.</li> <li>3. They take turns throwing the dice and moving around the board. When they land on an animal square, they must make a true and correct sentence about it and put a tick next to it. The objective is to collect as many as possible within the time allowed. They can collect more than one of each animal.</li> <li>4. Once the time is up, students write the total number next to each animal and then draw their own farmyard including all the animals they collected.</li> </ol>
5	Follow up	<p>I. Students work in pair to compare their pictures: they can describe their pictures orally to each other. Or ask “how many...have you got?”</p> <p>II. Students can write about their pictures.</p>
6	Adaptation	Board game is easy and interesting for each student to take a part in. Teachers could ask slow learners to speak in only one simple sentence. And also, teachers should have good time management or back up activities for each group to finish their board game.

#### 6. Time Battleships

1	Language	a quarter to, a quarter past, half past, weekdays
2	Materials	copy of picture 09 for each

3	Warm up	<ol style="list-style-type: none"> <li>1. Revise telling the time with the children using a clock with movable hands.</li> <li>2. Ask time questions about school, “What time do we start our English lessons?” etc.</li> </ol>
4	Procedure	<ol style="list-style-type: none"> <li>1. copy of picture 09 for each</li> <li>2. Each child draws one battleship consisting of four connected squares in a line, 2 battleships consisting of 3 connected squares in a line, 3 battleships consisting of 2 connected squares in a line, and 4 battleships consisting of one square. These can be drawn anywhere they like on the grid, but are not allowed to touch each other or be drawn diagonally. Students should not let each other see where they draw their battleships.</li> <li>3. Students play in pairs to find out where their partner’s battleships are with the day/ time references. A might say Monday: ten past two. B finds the two points meet on the grid and say “hit” as the square is part of a larger battleship or say “missed” if nothing is in this square. As A has guessed the location of the whole of one battleship, B says “sunk.” When either player guesses anything correctly (hit / sunk) they take their turn again.</li> <li>4. The winner is the first to find all of the other player’s battleships.</li> </ol>
5	Variations	It can be used to practice pronunciation, vocabulary, or numbers.
6	Adaptation	Hardly have we taught students with the notion of a quarter to or



		<p>past so that we could replace with weekdays and on the hours or weekdays and minutes. Moreover, students do not practice speaking in a whole sentence in the activity. Teachers could make use of daily routine and time instead. Besides, with this game, students may need to have a good sense of direction. Time management is another concern as well.</p>
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## II. Some fun ways to speaking success, lectured by Lynne Rushton

i. Descriptions of language ability in the **Common European Framework**, especially for

Speaking:

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so.	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably long pauses.	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along on familiar ground confirming comprehension, inviting others in, etc.	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in a long contribution.
B1	Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circum-locutions on topics such as family, hobbies and interests, work, travel, and current events.	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations.	Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production.	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. Can repeat back part of what someone has said to confirm mutual understanding.	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.
A2	Uses basic sentence patterns with memorised phrases, groups of a few words and formulae in order to communicate limited information in simple everyday situations.	Uses some simple structures correctly, but still systematically makes basic mistakes.	Can make him/herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.	Can answer questions and respond to simple statements. Can indicate when he/she is following but is rarely able to understand enough to keep conversation going of his/her own accord.	Can link groups of words with simple connectors like "and, "but" and "because".

A1	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations.	Shows only limited control of a few simple grammatical structures and sentence patterns in a memorised repertoire.	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.	Can ask and answer questions about personal details. Can interact in a simple way but communication is totally dependent on repetition, rephrasing and repair.	Can link words or groups of words with very basic linear connectors like "and" or "then".
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## ii. Some fun classroom activities for advanced students

### 1. The brainstorming game

RULE: The activity, a board game (see picture 10), is for a group of people to suggest a lot of ideas very quickly. Teams take turns to throw the dice and move their counter around the board. As landing on a brainstorm square, the other team count one minute for brainstorming as many things as they can and note down what they have said. They get one point for each relevant thing. If the brainstorm square has already been brainstormed, they should move to the next. And the winner is the team with the most points at the end of the game.

This activity could be used to review what students have learned or test what they have known. It could be a whole-class activity as well. The follow up activity could be copy what they have brainstormed and make sentences.

### 2. Cohesion and coherence: using linking words efficiently

Rule: Give groups of four students a topic, e.g. going abroad for a year to work or study. They have a pile of cards (see picture 10), face down, within linkers on them. Student A starts with a complete sentence, then each one takes a turn picking up one of the linker and continues the conversation according to the linker. This continues round the group with each student adding a phrase or sentence each time.

This is very interesting and exciting speaking activity for advanced learners. Students

could make up a peculiar and amusing story together; meanwhile, they practice the cohesion and coherence as a speaking tool.

### **3. Practicing interrupting**

Rule: Work in pairs. Student A talks about one topic and try not let his/her partner interrupt. Student B thinks his/her partner is really boring and tries to interrupt them with the following ways of expressing interest:

*Oh really?                  Wow!                  Did you?                  That's interesting.*

*Uh huh?                  I see what you mean.*

Students take turns to interrupt with the above expressions. Teachers may introduce many ways of interrupting, for instance, excuse me, but.../can I just say something here/ yes, but what about.../ sorry to interrupt but...and so on. Students learn to practice how to communicate with others in authentic context. Teachers may let students prepare the topic in advance to ease the anxiety and record what they have said to enhance their speaking.

### **4. Formal and informal interrupting expression**

It's formal to interrupt others with "Can I interrupt ....?", "Can I say just something here?" It's informal to interrupt with "Yes, but what about...?" For friends, you may interrupt with "Excuse me, but...", "If I could just say...", "Sorry to interrupt but..." The usage of interruption should also make clear to students. In this way, they could speak with others properly.

### **5. Stresses, intonation and politeness**

The lecture notified the different stress would connote politeness or impoliteness within

the same phrase. As teachers, we should be aware to distinguish the differences to students. For instance, “If I could just **fin**ish. (impolite) vs. If I **could** just finish.(polite).

### **III. Reflections and Suggestions**

EFL (English as a Foreign Language) learners have less chance or more anxiety to speak in English so that teachers should try to build up a semi-authentic and relaxed environment to motivate students. Teachers should try hard to help students expand their vocabulary repertoire and phrases, encourage them speaking with meaningful tasks and interesting activities rather than mechanical drills, focus on their accuracy and fluency, develop their speaking strategies to accomplish oral communicative purposes, and inform them the decent ways of speaking in different culture or situation. For elementary students, they still have a long way to go but we could give them the concept and knowledge of appropriate speaking as much as we can do with various speaking activities.

I’m grateful to meet many great Taiwan and foreign teachers during the two weeks. It was a precious experience to enjoy the life in Cambridge, experience the British culture and have fantastic lessons and speeches from the talented speakers. The last but not the least, I would like to express my sincere appreciation to the Educational Bureau of New Taipei City, British Council and all the lecturers for making this in-service English teacher training possible, pleasant and practical.



*Summer, 2011. At Homerton College, Cambridge, London.*

## Appendix

TOYS AND GAMES - 81

20								
19								
18								
17								
16								
15								
14								
13								
12								
11								
10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
	ball	teddy bear	doll	kite	puzzle	computer game	garage	paints

1 ..... people like the ball.

2 ..... people like the teddy bear.

3 ..... people like the doll.

4 ..... people like the kite.

























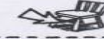





5 ..... people like the computer game.

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picture 01

**onestopenglish.com**  
 Solutions for English Teaching  
 SHEET 30

### WHERE ARE GRANDMA'S TEETH?

They aren't in a cupboard. 	They aren't in the bathroom. 
They aren't in the toilet. 	They aren't on a cupboard. 
They aren't in the bath. 	They aren't in the vase. 
They aren't on a table. 	They aren't in the video. 
They aren't under a table. 	They aren't in the bedroom. 
They aren't on the sofa. 	They aren't in the bed. 
They aren't on the television. 	They aren't on the fridge. 
They aren't under the sofa. 	They aren't in the washbasin. 
They aren't under the bed. 	They aren't on the armchair. 
They aren't on the bed. 	They aren't on the wardrobe. 
They aren't under the television. 	They aren't in the wardrobe. 
They aren't on a chair. 	They aren't on the telephone. 
They aren't under a chair. 	They aren't under the lamp. 
They aren't on the cooker. 	They aren't in the armchair. 
They aren't in the living room. 	They aren't on the cooker. 

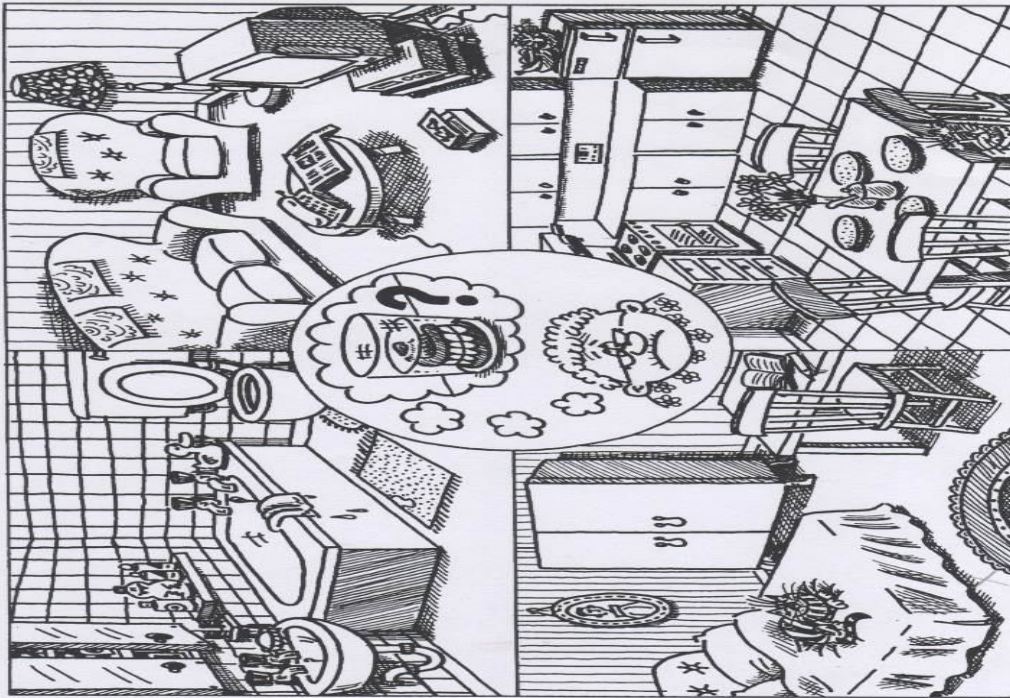
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picture 02



WHERE ARE GRANDMA'S TEETH?

SHEET 31



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81

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picture 03

SHEET 27

ACTIVITY CHANCES

reads a newspaper every day	He	watch television every day	She
listens to the radio every morning	He	watches television every evening	He
eats fish every day	She	live in a block of flats	It
eats meat for dinner	He	lives in a house	He
likes cheese	They	plays football on Mondays	She
plays the guitar	They	eat sandwiches for lunch every day	She
play basketball every Saturday	They	does homework every day	They

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picture 04

**one stop english**  
Solutions for English Teaching  
SHEET 26

**ACTIVITY HONIGES**

goes to bed at 10 o'clock every day 	She	does ballet on Thursdays 	He
go to karate class on Tuesdays 	He	has a shower every morning 	They
goes to piano classes on Fridays 	She	plays tennis on Sundays 	She
drink coke every day 	It	goes dancing every Saturday evening 	They
goes swimming every week 	They	listen to music every day 	He
play games every day 	They	go to the library every week 	They
gets up at 7 o'clock every day 	They	go to the cinema every week 	He

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picture 05

Name: \_\_\_\_\_ Class: \_\_\_\_\_

	A	B	C	D	E
1					
2					
3					
4					
5					

Find the 6 differences.





















- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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picture 06

Name ..... Class .....

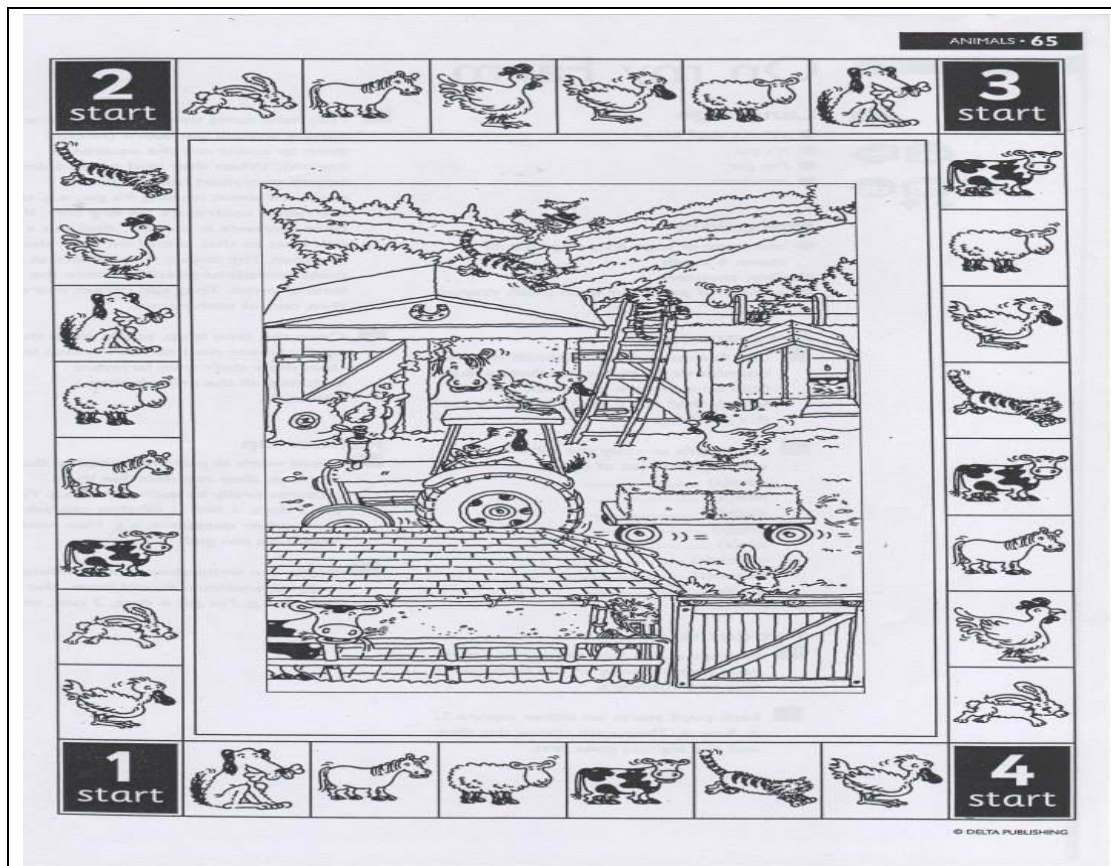
	A	B	C	D	E
1					
2					
3					
4					
5					

Find the 6 differences.

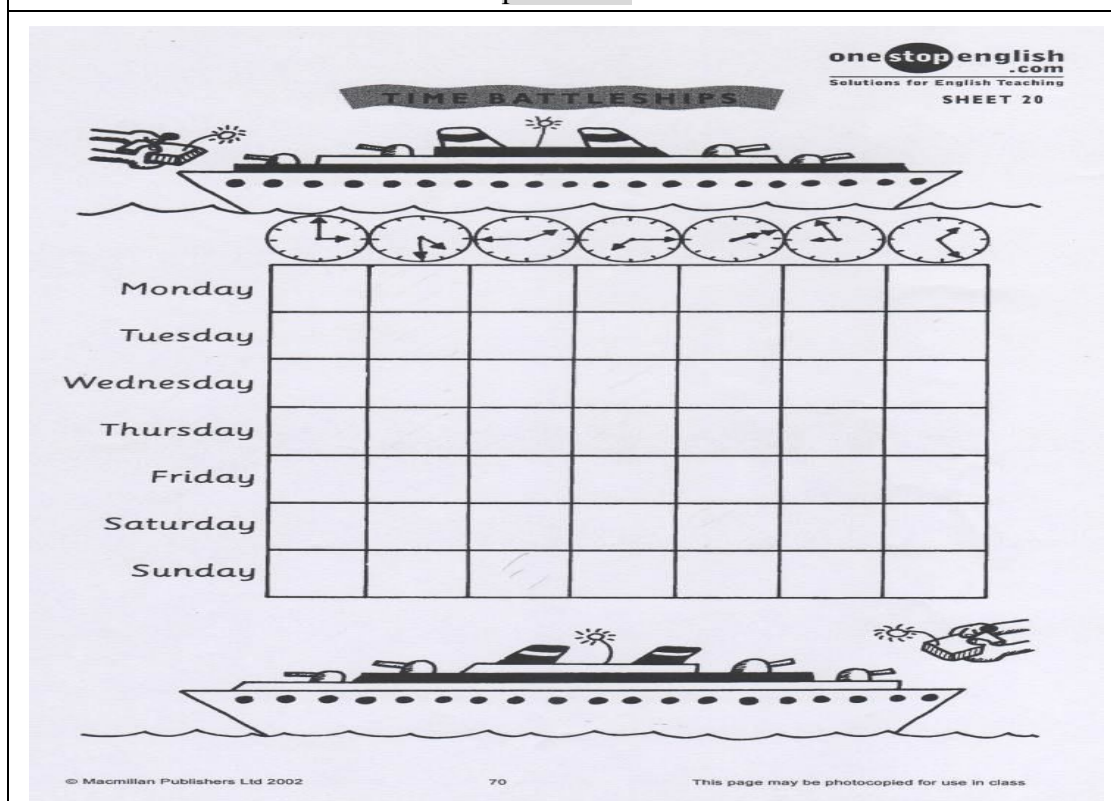
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picture 07



picture 08



picture 09

**Unit 8 photocopyable activity**  
**The brainstorming game**

START	1	2 BRAINSTORM names of adventurous sports, e.g. climbing	3	4 BRAINSTORM typical student jobs, e.g. waiter
5	6 BRAINSTORM different environmental problems, e.g. acid rain	7	8 BRAINSTORM sports facilities in the area where you live, e.g. tennis courts	9
10 BRAINSTORM names of subjects you can study at school, e.g. history	11	12 BRAINSTORM enjoyable things to do during a rainy weekend, e.g. watch TV	13	14 BRAINSTORM places of entertainment in the area where you live, e.g. cinema
15	16 BRAINSTORM types of holiday accommodation, e.g. hotel	17	18 BRAINSTORM types of relative, e.g. uncle	19
20 BRAINSTORM ways of communicating with friends in another country, e.g. email	21	22 BRAINSTORM different types of family home, e.g. a flat	23	24 BRAINSTORM different clothes people wear, e.g. a shirt
25	26 BRAINSTORM different means of transport, e.g. trains	27	28 BRAINSTORM different geographical features, e.g. mountains	29
30 BRAINSTORM different types of holiday, e.g. a cruise	31	32 BRAINSTORM different household tasks, e.g. making the beds	33	34 BRAINSTORM different types of fast food, e.g. pizza
35	36 BRAINSTORM names of indoor sports, e.g. squash	37	38 BRAINSTORM hobbies which are not sports, e.g. photography	39
40 BRAINSTORM different places for tourists to visit, or things for tourists to do in your area, e.g. the archaeological museum	41	42 BRAINSTORM things you can do to stay healthy, e.g. take regular exercise	43	44 BRAINSTORM nouns in English which are uncountable, e.g. sugar
45	46 BRAINSTORM the benefits of taking exercise, e.g. to keep fit	47	48 BRAINSTORM types of educational institution, e.g. college	49
50 BRAINSTORM the advantages of studying abroad, e.g. to learn a foreign language	51	52 BRAINSTORM the advantages of living at home with your parents, e.g. it's cheaper	53	54 BRAINSTORM the advantages of learning English, e.g. travelling is easier
55	56 BRAINSTORM the advantages of living in a big city, e.g. libraries and universities are nearer	57	58 BRAINSTORM the disadvantages of living in a city, e.g. the pollution	59
60 BRAINSTORM ways you personally can protect the environment, e.g. by recycling paper	FINISH			

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picture 10

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