

Online forum

Integrating skills in language teaching

Claire Ross



Which of these things have you done recently?

1. Called a friend
2. Watched the news
3. Sent an SMS to a family member
4. Bought something online

What language skill(s) does each one involve?



Integrated skills

- It's how we use language skills in real life.
- Learning strategies are transferrable.
- More opportunities to practise language (speaking / writing).
- Active learning requires doing, speaking and writing.
- Personalisation.
- ***It's really hard, and unnatural, not to integrate language skills!***

What's the skills focus?

Science smart time 3

1 Say and point.
Скажи та покажи.

fathers

mothers

babies

1. In pairs, point and say the members of each family (father cat - mother cat - baby cat).

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What's the skills focus?

The Time Travellers

1 Look at the pictures and guess answers to the questions.

- How many machines does the professor show them?
- Is Professor Potts a good inventor?

2 Read and listen to the story to check your answers.

Professor Potts

The professor is showing them a strange machine. 'This is my new painting machine,' he says. 'Wow! Can we see it painting something?' asks Phoebe excitedly. 'Certainly,' says the professor. 'I know, let's paint this chair. What colours would you like?' 'Red and yellow,' says Phoebe. 'And would you like spots or stripes?' asks the professor. 'Really? Can we do that?' asks Phoebe. 'No problem!' says the professor. He pushes some buttons, and the machine makes a strange noise. A big wheel with paintbrushes on it starts turning around. A few seconds later, the cat, but not the chair, is covered in green and blue spots. 'Oh dear,' says the professor.



'Can you tell me what this machine does?' asks Patrick. 'Ah, my Homework Express! This machine does homework for you – any subject you want.' 'Can we choose Maths?' asks Alex. 'I hate Maths.' 'Certainly,' says the professor. 'What question do you want to ask?' 'What's 35 x 67?' The professor types in the sum and some coloured lights flash on the machine. They all look at the screen. It says, 'Paris'. 'I don't think that's right,' says Phoebe.



'This invention is very exciting,' the professor says. 'It's a tele-transporter. You can put any object in this machine here, press a button and then it travels to that other machine,' he says. 'Let me show you with my bike.' He puts his bike inside the machine and presses a button. Black smoke fills the room. 'Oh dear,' says the professor, 'now I have to get my tools to fix it.'



'Hey, professor? What happens if I pull this lever?' asks Patrick. 'Don't touch that!' shouts the professor. Too late! Patrick pulls the lever. There's a loud 'bang!' and the lever falls off. 'Oh no!' says the professor. 'That was my best invention!' 'I'm sorry, professor,' says Patrick. Suddenly, a yellow light appears by the machine. 'Now that's strange,' says the professor. 'I've no idea what that is.' 'But we know,' says Phoebe. 'We have to go. Goodbye, Professor.' The children walk into the light. They disappear in a flash.



3 Look at the pictures. Read and say the correct answers.

Think!



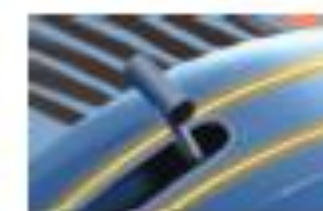
1 What goes wrong with this?



2 What goes wrong with this?



3 What goes wrong with this?



4 Who pulls this lever?

4 Listen and say.

Phonics



Hugh Come on, Sue. It's eight and we're late, the plane can't wait!

Sue Oh, please be nice, Hugh. You know I'm frightened of flying at night!



Integrating speaking



<https://unsplash.com/photos/UqTrGSohyCs>

Using pictures



How could you get
your learners
talking, using
these pictures?



Pair checks

The Time Travellers

1 Look at the pictures and guess answers to the questions.

- How many machines does the professor show them?
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2 ^{CD1} Read and listen to the story to check your answers.

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3 Look at the pictures. Read and say the correct answers.

Think!



1 What goes wrong with this?



2 What goes wrong with this?



3 What goes wrong with this?



4 Who pulls this lever?

4 ^{CD2} Listen and say.



Hugh Come on, Sue. It's eight and we're late, the plane can't wait!

Sue Oh, please be nice, Hugh. You know I'm frightened of flying at night!



Phonics

Responding to texts



<https://unsplash.com/photos/qDY9ahp0Mto>

What do you do
when you read or
watch something
interesting?

World's First 3-D Printed School Poised to Be Built in Madagascar For Half the Price of Traditional

Mar 18, 2021

World

As a woman, I just want the same rights as a rattlesnake



Getting learners talking or writing *in response to a text*

Speaking

Act out the story.

Predictions > Were you right?

What do you think?

What would you do if...?

What did/didn't you like?

Do you agree? Why?

What did you learn?

Tell your partner about a time when **you**...

Writing

Write about a time when **you**...

Write questions for your partner.

Write a one sentence review / summary / your opinion.

What happened next / before

The characters meet 10 years later. Write the dialogue.

Reply to the email / advert;
Comment on the post;
Forward the video

Different ways to approach texts



<https://unsplash.com/photos/CT7IWRM7G5k>

Jigsaw

1. Divide students: As and Bs
2. As *read / listen / watch* text A. Bs *read / listen / watch* text B.
3. Pair up A+B to share information, solve a puzzle, complete a task.

**What skills does
this practice?**



Running dictation

1. Stick short texts around the classroom.
2. Group students. They choose a runner and a writer.
3. The runner runs, reads, tries to remember the text, tells their group. The writer writes.
4. Repeat until the runners have dictated all the text.
5. Groups check their text against the original.

**What skills does
this practice?**



‘Stop and think’ planning



https://unsplash.com/photos/VL9ugqp_mko



Summary: ‘Stop and think’ planning

- *What is the lesson focus? What skills are already there? What do I need to add?*
- **Grammar / vocabulary:** Is there speaking practice? Writing? How can I help my learners to **use** this language in a meaningful way?
- **Reading / listening:** Are there speaking opportunities before/after? Can learners **respond** to the text by writing or speaking?
- **Writing:** How can I integrate other skills? Get learners talking?
- **Speaking:** Can I extend it? How can I get my learners really listening to each other? Is there an opportunity for some writing?

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Thank you!

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