

WELCOME!



Language
Learning



macmillan
education

Online Conference 2014

Tips for Teaching Teens

Malcolm Mann

Language
Learning



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Tips for Teaching Teens

also known as...

Language
Learning



macmillan
education

Online Conference 2014

***How to get teenagers to
work effectively outside
of the classroom***

Language
Learning



macmillan
education

INTRODUCTION

About Malcolm:

www.macmillanenglish.com/authors/malcolm-mann/

"Don't let your coursebook control you or what you do."

Malcolm Mann



**THE MACMILLAN
EDUCATION
ONLINE
CONFERENCE**

#MEOC2014

Don't let your coursebook control you or what you do. You know your students best and you know what works for them and what interests them, so you're the one who should be in control. Let the materials you use help you, not restrict you.

“Don't let your coursebook control you or what you do.”

Malcolm Mann




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#MEOC2014

-
1. Frustration – course doesn't allow you to do what you want it to

"Don't let your coursebook control you or what you do."

Malcolm Mann




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#MEOC2014

1. Frustration – course doesn't allow you to do what you want it to
2. Complacency – you love the course so much, and it provides you with everything you need, that you don't extend or 'personalise'

"Don't let your coursebook control you or what you do."

Malcolm Mann



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#MEOC2014

The image is a promotional graphic for 'The Macmillan Education Online Conference'. It features a dark grey background at the top with a quote in white text. Below the quote is a circular portrait of Malcolm Mann, a man with short hair, smiling, wearing a dark jacket over a plaid shirt. To the right of the portrait, the name 'Malcolm Mann' is written in a bold, white, sans-serif font. The bottom half of the graphic has a purple background. On the right side, the text 'THE MACMILLAN EDUCATION ONLINE CONFERENCE' is displayed in a stylized, bold, orange and white font. Below this, the hashtag '#MEOC2014' is written in a white, sans-serif font.

In this session

"some successful ways to get teenagers to supplement and consolidate their classroom work outside of the classroom, whether that's at home alone or with their friends and families"

Assumption

- student's book
- workbook
- test generator
- DVD / CD ROM
- Macmillan Practice Online
- etc etc etc

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- etc etc etc

but we want to consolidate / supplement
further: weekends? holidays?

Webquests

Laser A1+ and Laser A2

2 units – song

2 units – webquest

10 topic-based
questions

Webquests


Laser A1+ and Laser A2

2 units – song

2 units – webquest

10 topic-based questions

Units 5–6 | Song

- 1  52 Read the song lyrics. Guess the missing word for each gap. Then listen and check.

TRAVELLING AROUND THE WORLD

London ... Tokyo ... New York ... Paris ... Sydney!

She's taking a (1) _____, now she's taking a train

She's taking a taxi, now she's taking a (2) _____

She's stuck in traffic but she's on her own

She's travelling around the world, all alone

She's in a New York (3) _____ in Central Park

She's got a (4) _____ to the opera after dark

She's in a capital city but she's on her own

She's travelling around the world, all alone

She's going round the world like a butterfly

She's eating up the sights like a crocodile

She's moving place to place like a goldfish in a bowl

She's living very simply like a mouse in a hole

(5) _____, Asia, Africa too

North and (6) _____ America – to see the view

Millions of (7) _____, but she's on her own

She's travelling around the world, all alone

She's going round the world like a butterfly

She's eating up the sights like a crocodile

She's moving place to place like a goldfish in a bowl


She's living very simply like a mouse in a hole

She's going round the world like a butterfly

She's eating up the sights like a crocodile

She's moving place to place like a goldfish in a bowl

She's living very simply like a mouse in a hole

- 2  52 Listen again – and sing along!

Units 7–8 | Webquest

- 1 Find the answers online!

- 1 London has several airports. Heathrow is one of them. What's another airport in London that starts with the letter 'g'?
- 2 You usually need a passport to go from one country to another. Sometimes, you also need another piece of paper. It starts with the letter 'v'. What is it?
- 3 In Britain, there's a metal called aluminium. In the USA, they spell and say the word slightly differently. How do they spell it?
- 4 In what year was Beyoncé born?
- 5 Jay-Z was born in 1969. In which month?
- 6 Most airports have names. What's the name of the main airport in Athens, Greece?
- 7 Some small planes don't have engines. What's the word for a plane with no engine?
- 8 'Aeroplane' or 'airplane'? One of these words is British, and one is American. Which one is British?
- 9 Cotton and leather are materials. Nylon is another material, but it's not natural. It's made by people. In which year did someone first make nylon?
- 10 Is 'cab' another word for 'plane', 'taxi', 'bus' or 'train'?

Webquests

Laser B1 and Laser B1+

Webquest for every 2 units

Webquests

Laser B2

Webquest every unit

all the questions are more closely connected

students can use the answers to write a short paragraph

Webquests

Laser A1+, A2, B1+, B2

digital literacy skills: information literacy

- selection of key words to enter into a search engine
- selecting links to click on (skimming/scanning)
- skimming a webpage to see if it's relevant
- scanning a webpage to find the required information

Webquests - extension

Laser A1+, A2, B1+, B2

students come up with their own questions related to the topic

perhaps:

information comes from each webpage which provides an answer to a Webquest question

Webquests - extension

Laser A1+, A2, B1+, B2

How do the students
get their questions to
the rest of the class?

Webquests - extension

Laser A1+, A2, B1+, B2

traditional ways:

- 1) written on board
- 2) photocopies

Webquests - extension

Laser A1+, A2, B1+, B2

more modern and
effective way:
students share
'content'
via an online class
forum

eg
Facebook group /
page
Google hangouts
website
blog
Tumblr site
dropbox
Viber
WhatsApp
other?

Question

Do you use some kind of online class forum with your teenage students?

Principles of consolidating and supplementing

1

know what you want
to consolidate
/supplement

Principles of consolidating and supplementing

1

know what you want to
consolidate / supplement

vocabulary
grammar
topic
skill

Principles of consolidating and supplementing

2

The more we can get teenagers to do things they're interested in and/or enjoy doing, the more likely it is that they will engage with, complete, and achieve the task.

Principles of consolidating and supplementing

2

The more we can get teenagers to do things they're interested in and/or enjoy doing, the more likely it is that they will engage with, complete, and achieve the task.

evidence:

<http://www.thefuntheory.com/>

Consolidating and supplementing

example:

skill: writing

sub-skill: formality

Consolidating and supplementing

example:

skill: writing

sub-skill: formality

topic:

something that interests them or something that they'll have a strong opinion about

i.e. something motivating

(e.g. state schools to have lessons on Sundays)

class discussion:

advantages and disadvantages – opinion – how to react

Consolidating and supplementing

example:

skill: writing

sub-skill: formality

task:

students produce a range of compositions on the topic

each student/pair/group focuses on one composition type (ie one level of formality/register)

Consolidating and supplementing

Possible composition types:

- Facebook / social network / blog post
- letter to Minister of Education
- letter to editor of a newspaper
- essay for teacher
- article for young people's magazine
- letter/email to friend about proposals
- newspaper report on proposals
- report on proposals for Ministry
- poster advertising demonstration
- newspaper report on demonstration
- letter/email to friend about demonstration
- narrative about demonstration
- series of text messages

Principles of consolidating and supplementing

3

You don't have to have all your students doing the same thing.

Principles of consolidating and supplementing

3

You don't have to have all your students doing the same thing.

It's often better if they don't do the same things.

Principles of consolidating and supplementing

3

You don't have to have all your students doing the same thing.

It's often better if they don't do the same things.

- individual strengths
- individual interests
- content will be shared with the others

Principles of consolidating and supplementing

4

Wherever possible, encourage
peer-to-peer
commenting/correction/feedback
rather than do it yourself.

Consolidating and supplementing: 'content'

written texts

eg

different compositions on one topic

Consolidating and supplementing: 'content'

photo / jpg / artwork + text

Consolidating and supplementing: 'content'

video/audio



3rd party
generated

eg

YouTube link

student
generated

eg

using smartphone / tablet

Consolidating and supplementing: 'content'

video/audio



student
generated

eg
using smartphone /
tablet

eg
interview with family
member / friend who
speaks English

short play or
documentary

video blog/diary

instructional video
(hobby/sport/etc)

simple self-recording:
pronunciation,
grammar, song, etc

Consolidating and supplementing: 'content'

video/audio



3rd party generated

eg

YouTube link

eg

quiz/game show in English

(The Chase, Who Wants To Be A Millionaire / etc)

karaoke version of song

clip providing example of vocab/grammar/pronunciation/etc

Consolidating and supplementing: 'content'

online...

crossword

wordsearch

Buzzfeed-style list

quiz

grammar/vocab/etc tests

jigsaw

Consolidating and supplementing: 'content'

online...

crossword

wordsearch

Buzzfeed-style list

quiz

grammar/vocab/etc tests

jigsaw

links – Word docs – jpgs –
screenshots – comments –
video/audio files / etc

Consolidating and supplementing: 'content'

links – Word docs – jpgs –
screenshots – comments –
video/audio files / etc

Malcolm's example online jigsaw
<http://www.jigsawplanet.com/?rc=play&pid=26af8b0c485b>

Consolidating and supplementing: 'content'

song (from *Laser* / the internet / their own)
recipe
text message thread
diary entry
comparison (eg Amazon UK products/prices
and own country)
etc etc etc...
rebus

Consolidating and supplementing: 'content'

rebus: pictorial representation of language

Consolidating and supplementing: 'content'

rebus: pictorial representation of language

eg phrasal verbs



Consolidating and supplementing: 'content'

rebus: pictorial representation of language

eg phrasal verbs

f a l l

Consolidating and supplementing: 'content'

rebus: pictorial representation of language

eg phrasal verbs

a
p
a
r
t

Consolidating and supplementing: 'content'

rebus: pictorial representation of language

eg phrases, idioms, etc

control

it's

Consolidating and supplementing: 'content'

rebus: pictorial representation of language

eg phrases, idioms, etc

belief it's

Also check out

myrebus.com

different kind of rebus – letter substitution

rebus1.com

combination of letter substitution and pictorial representation

Also check out

Macmillan Practice Online:

<http://www.macmillanpracticeonline.com/>

Facebook: Free and Fair ELT

<https://www.facebook.com/free.elt?fref=nf>

information for teachers

<http://www.edutopia.org/social-media-education-resources>

Google: "Free ELT resources"

Laser teaching tips (31 videos / almost 2 hours of material):

https://www.youtube.com/playlist?list=PLbEWGLATRxx_PWLRKoLFSdNt3PgYF0tC9

Facebook: "Malcolm Mann"