

Teaching strategies to teenagers

Kateryna Protsenko
Lugano, November 2023

Household rules

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protsenko.kateryna@gmail.com

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- there's going to be a short break halfway through the session

Who is Kate and why is she here?

Teaching **teenagers** since 2010

Cambridge CELTA trainer since 2013

Cambridge Delta trainer since 2016

Cambridge CELT-P / **CELT-S trainer** since 2017

Organized 2 conferences for teachers in Ukraine and 1 in Edinburgh

Worked in 13 countries

Trained more than 1500 teachers worldwide

Working for a language learning app Promova



Managing an online language school which works worldwide 24/7

Training teachers at NILE



Cambridge Assessment
English

2 truths and 1 lie (your favorite 😄)

A few things about me (one is not true)

1. I have a group of 24 teachers on my CELTA course in the Kazakhstan.
2. Yesterday evening I had melanzane alla parmigiana for dinner.
3. I'd like to run a marathon one day.

A few things about me (one is not true)

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2. Yesterday evening I had melanzane alla parmigiana for dinner.
3. I'd like to run a marathon one day.

Normally I would ask my students to ask me questions to find out which one is not true. However, with low levels, ask them to add 1-2 sentences about each fact.



A few things about me (one is not true)

I have a group of 24 teachers on my CELTA course in the UK.

In 2019 I started a CELTA centre in Kazakhstan. I wanted to go there and do CELTA face-to-face, but COVID started in 2020, so I didn't. I have been working online for them since then.

Yesterday evening I had melanzane alla parmigiana for dinner.

I don't eat carbs (pasta, pizza etc.), so it's a little difficult for me to find food when I'm traveling. Melanzane alla parmigiana is perfect for me because it has eggplant and cheese in it, and this is the food I like.

I'd like to run a marathon one day.

I like sports very much. I go to the gym two or three times a week for one hour, but I don't usually do heavy workouts, I only run.

A few things about me (one is not true)

I have a group of 24 teachers on my CELTA course in the UK.

In 2019 I started a CELTA centre in Kazakhstan. I wanted to go there and do CELTA face-to-face, but COVID started in 2020, so I didn't. I have been working online for them since then.

Yesterday evening I had melanzane alla parmigiana for dinner.

How do we solve this mystery?

(pasta, pizza etc.), so it's a little hard to find good food when I'm traveling. Melanzane alla parmigiana is perfect for me because it has a lot of plant and cheese in it, and it's healthy.

I'd like to run a marathon one day.

I love running very much. I go to the gym three times a week for one hour, but usually do heavy workouts, I only



Over to you

1. Write three sentences
 - a. One about your work
 - b. One about your hobbies
 - c. One about your skills, abilities, experience, or a fact about you.
2. Think of **(do not write)** 1-2 sentences with details about each statement.
3. Check that those sentences help understand which one is false, but do not reveal everything.

Over to you

1. Write three sentences

- a. One about your work
- b. One about your hobbies
- c. One about your skills, abilities, experience, or a fact about you.

2. Think of **(do not write)**

about each statement.

3. Check that those sentences do not reveal everything.

at least one is false, but do not

How do we
approach this
task?



Over to you

1. Write three sentences
 - a. One about your work
 - b. One about your hobbies
 - c. One about your skills, abilities, experience, or a fact about you.
2. Think of **(do not write)** 1-2 sentences with details about each statement.
3. Check that those sentences help understand which one is false, but do not reveal everything.
4. Show your sentences to your partner and tell them the details.
Let them ask additional questions and guess the true sentences.
5. Think back to your sentences with details. Did you reveal too much?
Did they help? What should you have done differently?

Over to you

1. Write three sentences
 - a. One about your work
 - b. One about your hobbies
 - c. One about your skills, abilities, experience, or a fact about you.
2. Think of **(do not write)** each statement.
3. Check that those sentences are false, but do not reveal everything.
4. Show your sentences to a friend. Let them ask additional questions. Do not give so many details.
5. Think back to your sentences. Did they help? What should you have revealed too much or not enough? Did they help? What should you have done differently?

What strategies
did we use?



(Metacognitive) strategies involved

1. Identifying appropriate strategies to complete a task
2. Planning how to approach a learning task

1. Evaluating progress

2. Monitoring comprehension



(Metacognitive) strategies involved

1. Identifying appropriate strategies to complete a task
2. Planning how to approach a learning task

1. Evaluating progress

2. Monitoring comprehension



1. Do a demo of how to do the task.
2. Ask students what they should / shouldn't do.
3. Let students plan their speaking.
4. Create a checklist on how to complete the task they're working on.
5. Ask students to reflect on how they completed the task.
6. Ask students what they found easy / difficult.

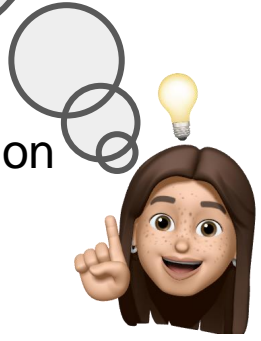
(Me

olved

Ask students about what was easy / difficult / what they enjoyed / didn't enjoy - rather than what worked. In other words, instead of factual questions, ask questions about feelings.

1. Do a demo of how to do the task.
2. Ask students what they should / shouldn't do.
3. Let students plan their speaking.
4. Create a checklist on how to complete the task they're working on.
5. Ask students to reflect on how they completed the task.
6. Ask students what they found easy / difficult.

1. Evaluating prog.
2. Monitoring comprehension



Plan for today:

1. Plan what you want to express taking into account the situation
2. Use pictures to set the context for skills lessons more effectively
3. Learn to read menus and choose the dish you like
4. Push students to justify their answers and the strategies applied to judge their effectiveness
5. Look at a bus timetable and plan your journey (and hence apply strategies you already have in your first language)
6. Pick out words from texts and guess their meaning from context
7. Identify the communicative purpose of the text
8. Look at texts and identify their types, purposes and predict the content
9. Use and templates for different types of text to write short text
10. Evaluate your own piece of writing or a spoken text

What have you...

- read
 - listened to
 - spoken about
 - written
- ...today?

Do we
read / listen / speak / write all those texts
in the same way?

**THE RESULT OF
INFORMATION
OVERLOAD IS USUALLY
DISTRACTION, AND IT
DILUTES YOUR FOCUS
AND TAKES YOU OFF
YOUR GAME.**

Zig Ziglar

PICTUREQUOTES.COM

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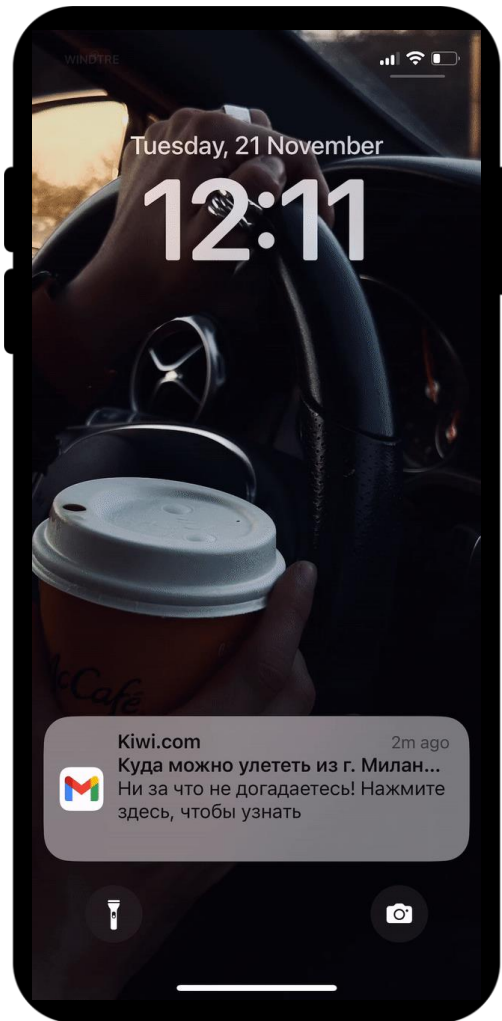
PICTUREQUOTES.COM

**A WEALTH OF
INFORMATION
CREATES
A POVERTY
OF ATTENTION.**

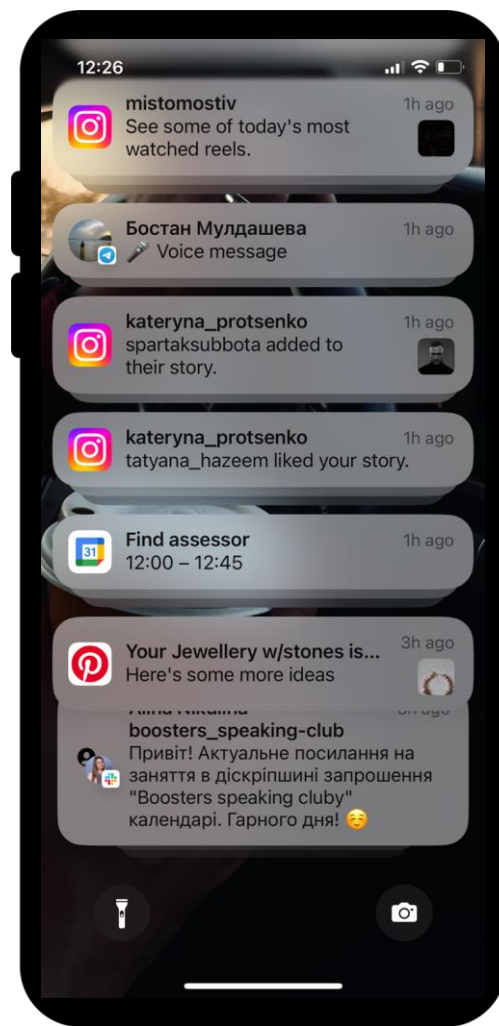
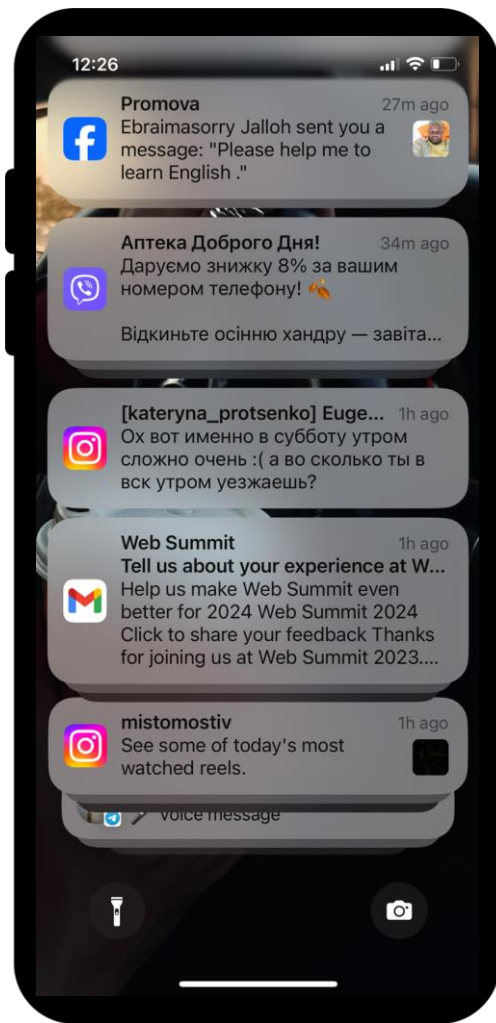
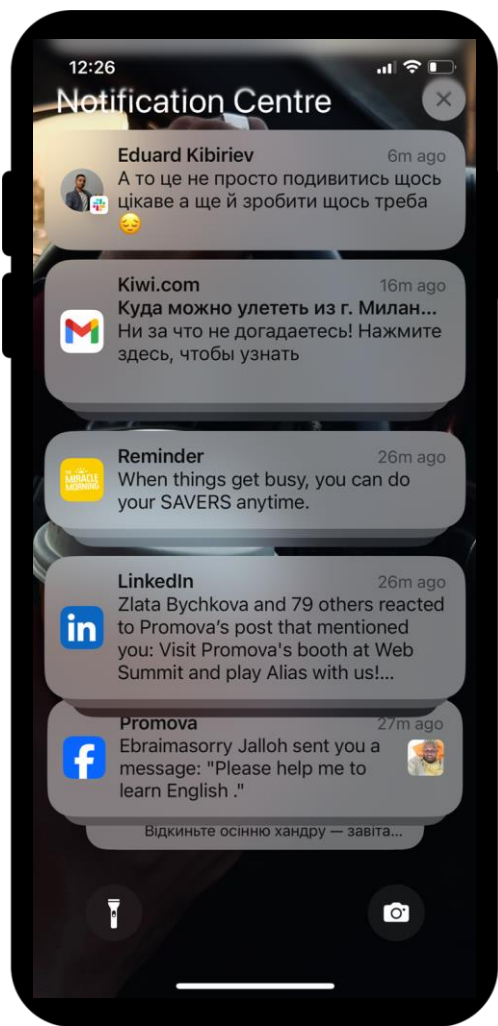
Herbert A. Simon

When information overload occurs, pattern recognition is how to determine truth.

Marshall McLuhan



What information overload looks like



Receptive skills

Demo 1

5 READING

British and American English – the same, but different

British and American people speak the same language, English, but with some small differences.

1 **Vocabulary** Some words are different in American English, for example, they say *ZIP code*, not *postcode*; *vacation*, not *holiday*; and *cell phone*, not *mobile phone*. Some words have different meanings, for example, in British English a *purse* is a thing where women have their money and credit cards. In American English a *purse* is a woman's bag.

2 _____ *Colour, favour*, and other words that end in *-our* in British English end in *-or* in American English. *Centre, theatre*, and other words that end in *-tre* in British English end in *-ter* in American English.

3 _____ There are some small differences, especially prepositions. For example, Americans say *See you Friday*, but British people say *See you on Friday*.

4 _____ This is the really important difference between American and British English. American accents and British accents are very different. When an American starts speaking, British people know he or she is American, and vice versa.

a Read the article once. Complete it with the headings.

Grammar Pronunciation Spelling ~~Vocabulary~~

Task

Read the text.

Complete it with the headings.

Grammar

Pronunciation

Spelling

Vocabulary

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Task

Read the text.

Complete it with the headings.

Grammar

Pronunciation

Spelling

Vocabulary

British and American English - the same, but different

British and American people speak the same language - English. There are some differences.

1 **Vocabulary** Some words are different in British and American English, for example *holiday* in British English, but *vacation* in American English.

An idea for you: remove all words except for (verbs / nouns / adjectives) instead of sentences.

2 **Grammar** Some words are different in British and American English. For example, British people say *our* in *our* but Americans say *your* in *your*.

3 **Pronunciation** There are some differences, especially prepositions. For example, Americans say *See you Friday*, but British people say *See you on Friday*.

4 **Spelling** This is the really important difference between American and British English. American accents and British accents are very different.

Look at the following text.
What genre is it?
How do you know?

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Look at the following text.
What genre is it?
How do you know?

What's missing here?

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Look at the following text.
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Compare this text
to a text
from the BBC website

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The context for your enjoyment of comfort food – such as this unctuous tartiflette – may matter more than anything else (Credit: Alexander Mychko/Getty Images)

Offered a popular American brand of potato chips or an "exotic" British packet of crisps with flavours like camembert and plum, those with more stability chose the familiar brand. Those without opted for something new. Times of change might actually make us more open to new possibilities, the researchers suggested.

Scientists have also wondered whether the calories in comfort foods might boost mood somehow. There is **some evidence that sweet taste can reduce markers of stress in rats**. And in human babies, **sugar water is thought to provide some amount of pain relief**. But many comfort foods, of course, aren't sweet. In fact, one poll found that **pizza beat all other contenders** for the title of America's favourite comfort food.

What's more, one study that **surveyed around 1,400 people in North America** found that more men reported eating comfort foods as a kind of celebration – in other words, when they were in a good mood – while women tended to report eating comfort foods in a low mood. Eating comfort foods tended to make them feel guilty, not happy.

Attempts to classify comfort food as crunchy or soft, easy to eat or pleasingly difficult, have largely failed to find a pattern, even within a given culture

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Second reading task

Task

c Mark the sentences **T** (true) or **F** (false).

- 1 American English and British English are very different.
- 2 *Holiday* and *postcode* are the same in British and American English.
- 3 *Purse* has a different meaning in American and British English.
- 4 *Kilometer* is the British spelling.
- 5 British and American grammar are not very different.
- 6 It's difficult to know if a person is English or American from their accent.

Task

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- 1 American English and British English are very different.
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- 3 *Purse* has a different meaning in American and British English.
- 4 *Kilometer* is the British spelling.
- 5 British and American grammar are not very different.
- 6 It's difficult to know if a person is English or American from their accent.

How would you approach this task?

Mark the sentences true (T) or false (F).

1. American English and British English are very different.
2. Holiday and postcode are the same in British and American English.
3. Purse has a different meaning in American and British English.
4. Kilometer is the British spelling.
5. British and American grammar are not very different.
6. It's difficult to know if a person is English or American from their accent.

1. American English and British English are very different.

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2. Holiday and postcode are the same in British and American English.

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4. Kilometer is the British spelling.

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5. British and American grammar are not very different.

3 _____ There are some small differences, especially prepositions. For example, Americans say *See you Friday*, but British people say *See you on Friday*.

6. It's difficult to know if a person is English or American from their accent.

4 _____ This is the really important difference between American and British English. American accents and British accents are very different. When an American starts speaking, British people know he or she is American, and vice versa.

What did we just do?

1. Look at the question.
2. Underline key words.
3. Think about the structure of the text and order of information.
4. The answer to the first question might be in the sub heading.
5. Look at the paragraph headings and match the first question to the paragraph.
6. Look for keywords in the paragraph.
If you can't find them, look for synonyms.
If you can find them, stop and read in more detail.

Listening

Look at this picture.
We're going to listen to a story
related to this picture.
What do you think
the story is going to be about?

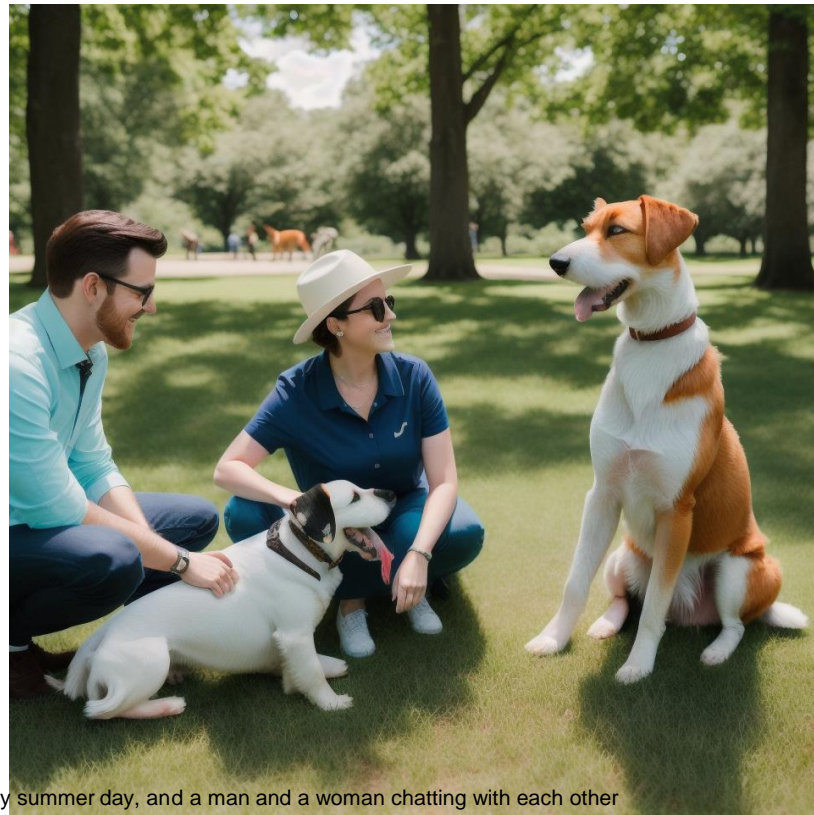


Image generated using instability.ai from the prompt a fox terrier dog and a labrador dog in a park on a sunny summer day, and a man and a woman chatting with each other

Look at this picture.
What can you see?

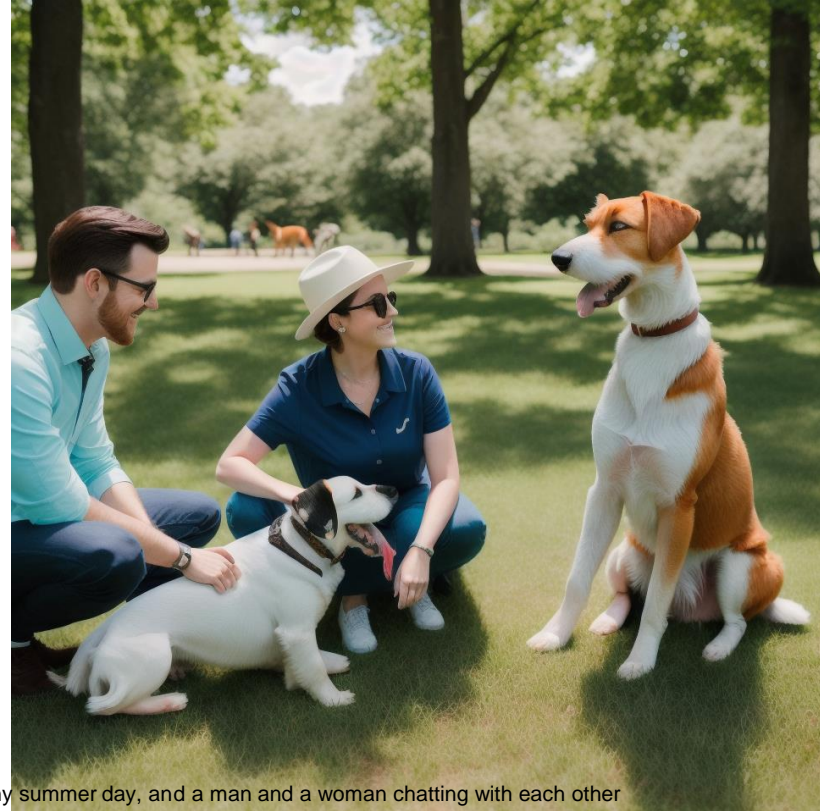


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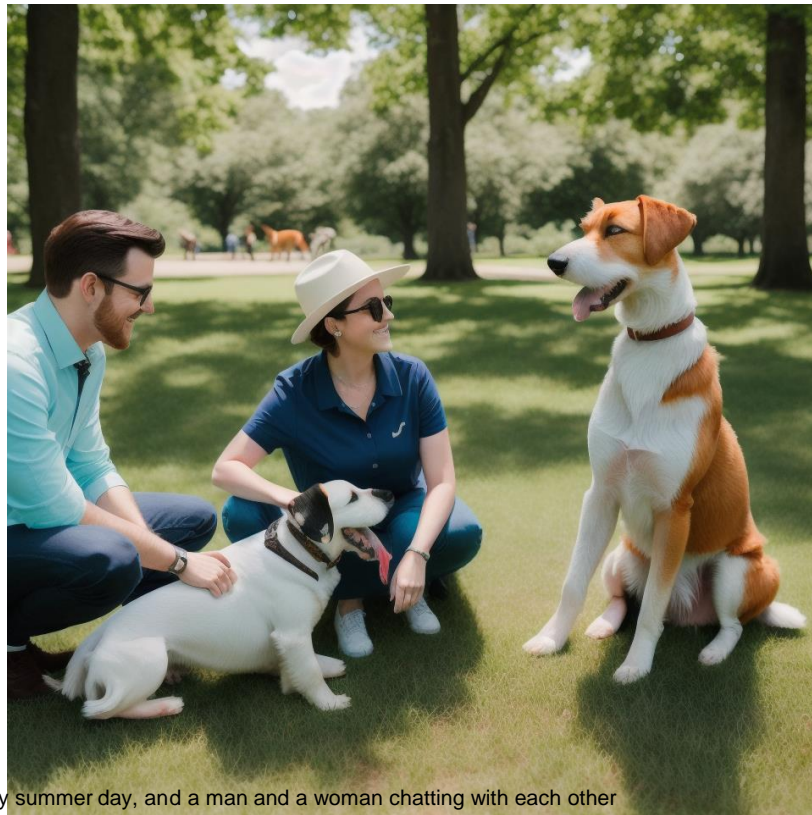


Image generated using instability.ai from the prompt a fox terrier dog and a labrador dog in a park on a sunny summer day, and a man and a woman chatting with each other

A thought

It's not enough to show the picture and ask what the story is going to be about.

It's necessary to:

- ask the students what they can see in the picture and list the objects on the board
- ask students how they can all be connected into a story
- ask students what the story will be about and why they think so, and clarify any possible confusion

Guess my prompt

I generated this picture
with the help of unstability.ai

What was my prompt?




Guess my prompt

I generated this picture
with the help of instability.ai

What was my prompt?

Image generated using instability.ai
from the prompt
a fox terrier dog and a labrador dog
in a park on a sunny summer day,
and a man and a woman
chatting with each other




- a  **3.17** A man and a woman meet in the park. Listen. Match the names to the people or dogs. What do you find out about the dogs?

Becca	his dog
Barry	the man
Dave	her dog
Dolly	the woman





- b  **3.18** Listen to their conversation at the café. What happens in the end?



c Listen again. Complete the questions.

D It's really hot. Would you ¹ *like* _____ a drink?
Or an ice cream?

B Yes, why not? Let's go to the café.

D ² _____ kind of ice cream do you _____?

B Er, a Magnum if they have it...

D Here you are. One Magnum.

B Thanks, Dave.

D ³ _____ do you _____?

B Very near here, in Park Road. And you?

D I live quite near, in Queen's Road. ⁴ _____
do you _____, Becca?

B I'm a journalist.

D Really? How interesting! Do you ⁵ _____
for a newspaper?

B No, for TV. ⁶ _____ about you?

D I'm a teacher. I'm on holiday now.

B Me too. Oh! My ice cream.

D Dolly! Bad dog! I'm really sorry.


B That's OK.

D Do you ⁷ _____ another ice cream?

B No, thanks.

D Are you sure? I'm really sorry. Look, let's have
lunch one day. Are you free on Saturday?


B Oh, well, OK then. Yes. Thanks very much.

- d  **3.19** Read the information box. Listen and repeat the phrases for showing interest. Copy the intonation.

 **Showing interest**

When you have a conversation, show interest in what the other person says. Use *Really?*
How interesting! What about you? Me too., etc.



f  **3.20** Becca goes to Dave's flat. Listen and complete the sentences with **B** (Becca) or **D** (Dave).

1 ____ lives on the first floor.

2 ____ likes the flat.

3 ____ doesn't really like dogs.

4 ____ doesn't have a big flat.

5 ____ has two cats.

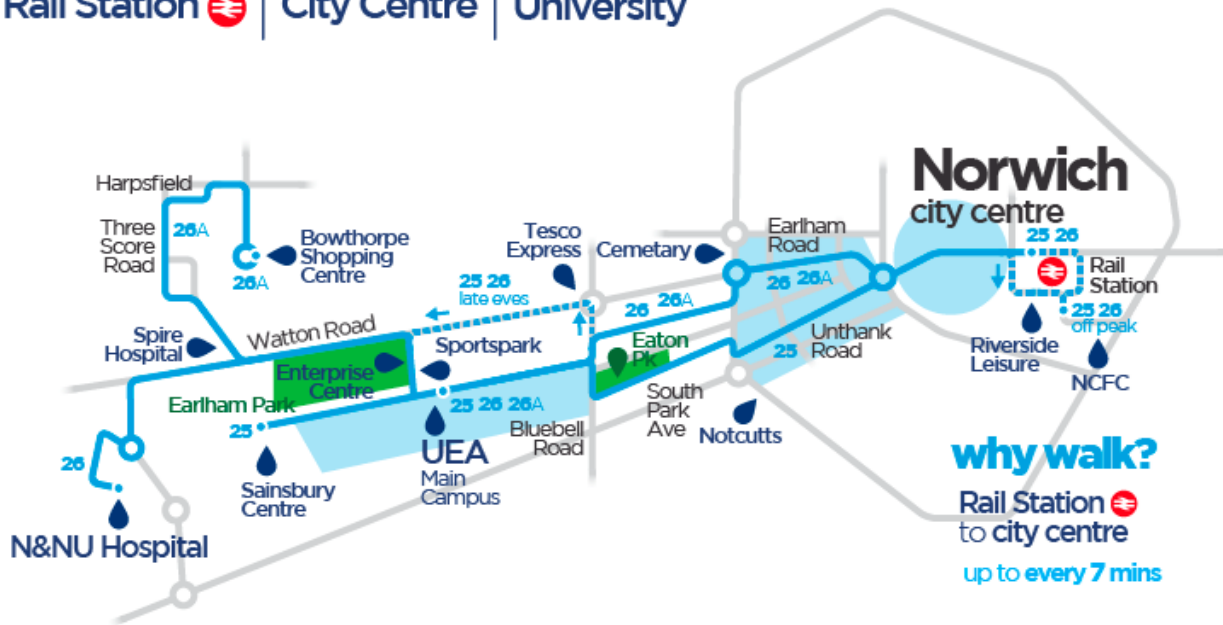
6 ____ makes pasta and ice cream for lunch.



What's this?

up to **every 7 minutes** between

Rail Station  | **City Centre** | **University**



why walk?

Rail Station 
to **city centre**
up to **every 7 mins**

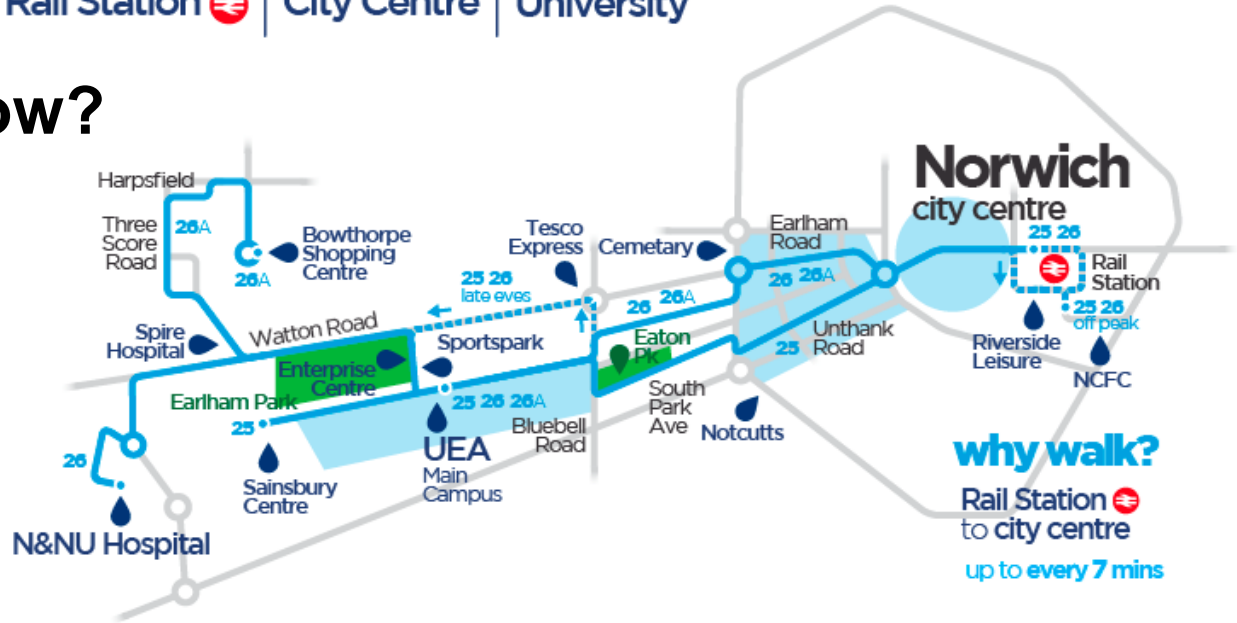
and onto
N&NU Hospital or **Bowthorpe**
up to **every 30 minutes**

What's this?

up to **every 7 minutes** between

Rail Station  | City Centre | University

How do you know?



and onto

N&NU Hospital or **Bowthorpe**

up to **every 30 minutes**

Situation

It's Saturday, November 25th, 2023.

Your students have just arrived in Norwich at Railway station Thorpe Road. It's 11:38 now, and they need to get to the University Drive.

When will they get there?

How long do they have to wait for their bus?

Situation

It's Saturday, November 25th, 2023.

Your students have just arrived in Norwich at Railway station Thorpe Road. It's 11:38 now, and they need to get to the University Drive.

When will they get there?

How long do they have to wait for their bus?

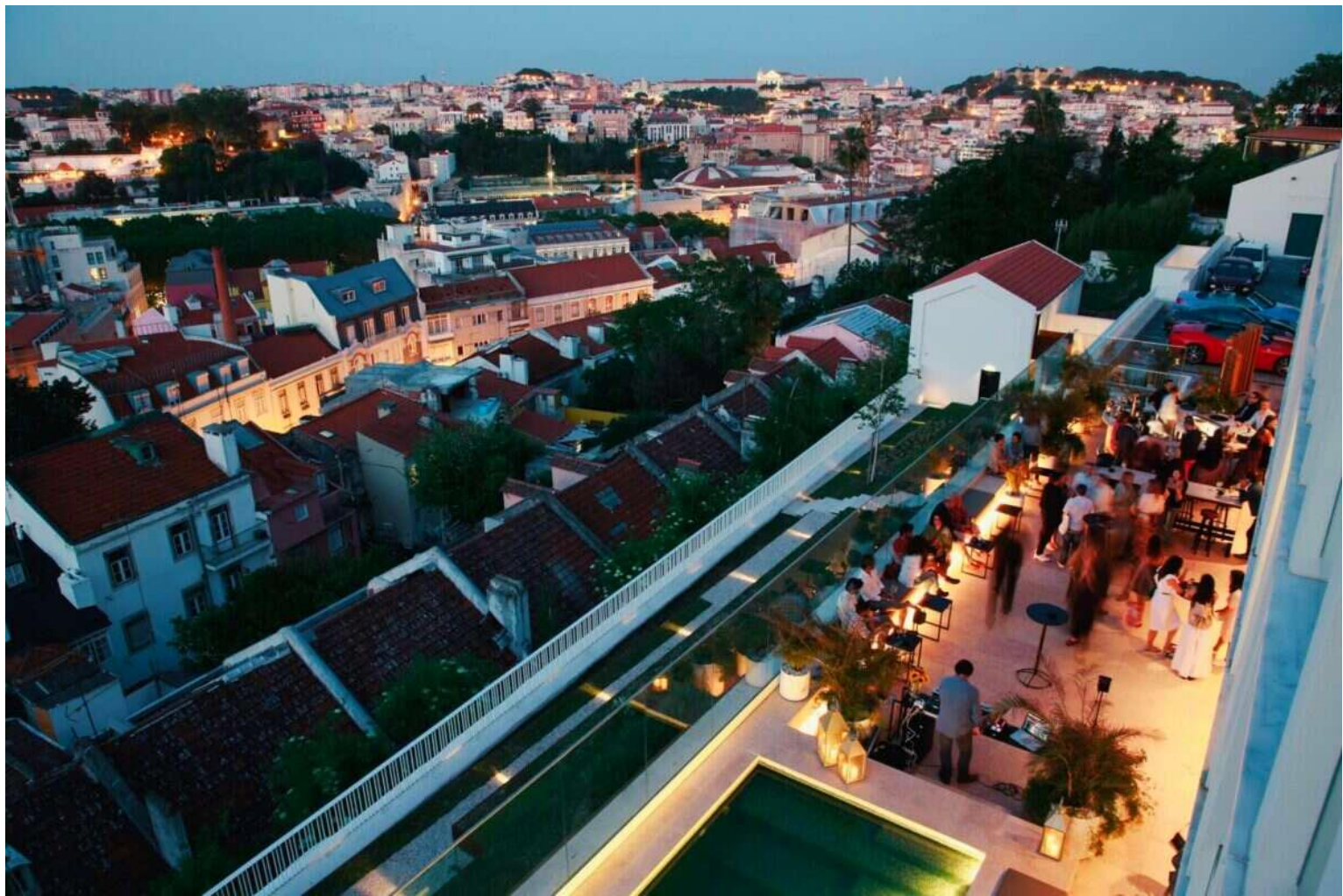
Think on your own for 2 minutes.

How would you approach this task?

What would you look for first?

What would you look for next?

Why?





ENTRADAS | *STARTERS*

CREME DE COUVE-FLOR COM AMÊNDOA LAMINADA E PESTO <i>CAULIFLOWER CREAM SOUP, ALMOND & PESTO</i>	€6
SELEÇÃO DE MINI CROQUETES (PATO COM CHUTNEY DE MANGA E CAMARÃO COM MAIONESE DE CITRINOS) (4 UNI) <i>SELECTION OF MINI CROQUETTES (DUCK, MANGO CHUTNEY & SHRIMP, CITRUS MAYONNAISE) (4 UNI)</i>	€10
FRIGIDEIRA DE COGUMELOS À BULHÃO PATO <i>SAUTÉED MUSHROOMS, GARLIC, LEMON & CORIANDER</i>	€9
TEMPURA DE CHOCO COM MAIONESE DE ABACATE E LIMA <i>CUTTLEFISH TEMPURA, AVOCADO & LEMON MAYONNAISE</i>	€12
GAMBAS NA FRIGIDEIRA COM MOLHO DE CERVEJA E LIMÃO <i>SAUTÉED SHRIMP, BEER & LEMON SAUCE</i>	€16
OVOS ROTOS À PORTUGUESA COM PALETA 100% BOLOTA <i>PORTUGUESE STYLE BROKEN EGGS WITH 100% ACORN SMOKED HAM</i>	€11

advancing
> learning
academic
programme

> Friday 1st December

• LIVE EVENT

Educating Adults Day

- > 10:00 (UK time)
- > 15:00 (UK time)
- > 22:30 (UK time)



Dorothy Zemach



Bahar Gün



Kateryna Protsenko

advancing
> learning
academic
programme

LIVE EVENT

> Friday

Edu
Day

> 10:00 (

> 15:00 (

> 22:30 (



Protsenko

Thank you!

- get in touch with me at protsenko.kateryna@gmail.com
- follow my page

