

# Speaking - general - intermediate +

1 minute speaking

What do you think  
is the best age  
to get married?  
Why?

What would you  
like to change  
about your  
character? Why?

Do you have  
any habits  
which you consider  
bad habits?

What are you  
proud of?  
Why?

Who do you  
look up to?  
Why?

Where would you  
like to live if you  
had a choice?  
Why?

What is your best  
friend like?  
Why do you think  
you are best  
friends?

What would you  
like to change  
about your  
appearance?  
Why?

What is the most  
exciting place  
you've ever been to?

What is your first  
childhood  
memory?

What are the  
pros and cons  
of being an only  
child?

What is your  
idea of  
happiness?

Which do you  
prefer  
summer or  
winter? Why?

If you could turn  
back the clock,  
what would you  
change about your  
life?

What would you  
like to change  
about your life?

What do you want  
to achieve  
in the future?

What are the  
advantages  
and disadvantages  
of  
being single?

Are you  
an early bird  
or a night owl?  
Why?

# Talk About Values Conversation Skills For Intermediate Students

**CO Houle**



## **Talk About Values Conversation Skills For Intermediate Students:**

*Talk about Values* Irene Schoenberg, **Talk about Values** Irene E. Schoenberg, Irene Schoenberg, 1989 *Talk about Values* presents values oriented topics of particular interest to older teenagers and adults Illustrations short readings surveys of personal experiences and opinions role plays and jokes are the source materials for conversation starters Each chapter also includes suggestions for writing activities 1989 103 pp Paper 0 8013 0011 8 GV681 7 Course Guide Page [Pathways to Intermediate Speaking](#) Monica Ella Harendita, 2020-09-30 English proficiency is a crucial skill in this era of globalization The increasingly borderless world allows interactions among nations and language communities to use English as an international language for communication However for many English language learners speaking in English is challenging A lot of them still feel anxious and insecure when speaking in English especially in front of many people This may be due to the limited opportunities that they have in using the language in their daily lives Although English has been taught in primary and secondary education the opportunities to learn the language in daily life are very limited Learning English in the students prior formal education might not endow them with sufficient space and time to practice their speaking skills It may only focus on how students are prepared to answer the questions in the test Another possible problem that English language learners face is the materials that are less relevant to their context in which English is not their first language Commonly teachers only use the provided sources and materials designed by experts in English speaking countries It may become problematic considering that language and culture are closely related Studying the language also requires students to know the culture in which the language is used In this vein English reference books generally refer to the cultural context in the UK and America The books are usually designed by adopting the English as a Foreign Language Paradigm In that paradigm learning English culture is unavoidable Yet it may post some problems and challenges as the learners are not familiar with the context and what they study may be irrelevant Therefore there is a need to tackle this problem by adopting English as an International Language EIL paradigm In EIL local content or content which represents within the social and cultural context of the learner should be accommodated **The Art of Teaching Speaking** Keith S. Folse, 2006-04-06 What elements make a speaking activity successful Which tasks or activities really help build speaking fluency What does the research show regarding speaking activities What mistakes do ESL teachers often make in speaking activity design In this highly accessible and practical resource Keith S Folse provides a wealth of information to help ESL EFL teachers design and use speaking tasks that will actually improve students speaking fluency The book presents and discusses the relevant research and assessment issues and includes case studies from twenty different settings and classrooms around the world so that readers learn from others about the problems and successes of using various speaking activities Teachers will find the chapters on Twenty Successful Activities and Ten Unsuccessful Activities particularly valuable The successful activities are provided for classroom use and are reproducible The book also contains five appendixes that explain what teachers need to know about

vocabulary pronunciation and grammar and how they affect the teaching of speaking Samples of successful lesson plans and a list of resources useful for teaching speaking are also included Keith S Folse Ph D is Coordinator TESOL Programs University of Central Florida Orlando He is the author of *Vocabulary Myths* University of Michigan Press 2004 and more than 35 second language textbooks including texts on grammar reading speaking listening and writing *Keep Talking* Friederike Klippel,1984 Here is a practical tool for teaching communication in the language classroom suitable for use with students from elementary to advanced level The book contains instructions for over 100 different participatory exercises For each activity notes are provided for organization time and preparation A comprehensive table of activities and an index also are included Copyright Libri GmbH All rights reserved **English as a Second Language** ,1993 *Literature, Spoken Language and Speaking Skills in Second Language Learning* Christian Jones,2019-11-07 Explores how literature is used as a model of spoken language and to develop speaking skills in second language learning *International Journal of Language Studies (IJLS)* □ volume 11(1) Mohammad Ali Salmani Nodoushan,2017-07-25 PAPERS Public health reasoning The contribution of pragmatics Louise CUMMINGS pp 1 18 Indirectly reporting grammatical lexical and morphological errors Alessandro CAPONE pp 19 36 Exploring attitude and test driven motivation towards English at Chinese universities Junping HOU Hanneke LOERTS Toward a taxonomy of errors in Iranian EFL learners basic level writing Mohammad Ali SALMANI NODOUSHAN pp 61 78 A structural move analysis of research article introduction sub genre A comparative study of native and Iranian writers in applied linguistics Arezou PASHAPOUR Farid GHAEMI Teaching English pronunciation beyond intelligibility Frans HERMANS Complexity and likely influence of teachers and learners beliefs about speaking practice Effects on and implications for communicative approaches Edgar Emmanuell GARC A PONCE Troy CRAWFORD M Martha LENGELING Irasema MORA PABLO pp 125 146 **Situating Language Learning Strategy Use** Zoe Gavriilidou, Lydia Mitits,2021-01-06 This book presents the latest research on the role of strategy use and development in second and foreign language teaching and learning It comprises a wide selection of studies which cover topics such as strategic training of young EFL learners promoting critical thinking through video gaming language learning strategies for languages other than English and the contribution of language learning strategies to the development of the four language learning skills It will equip scholars and practitioners with the knowledge to help them better appreciate how language learning strategies contribute to and are linked with language learning processes The contributing authors share research from their various contexts which range from primary to tertiary education and discuss the need for fine tuned strategy categorization conscious self regulation and proposed strategy instruction *Critical CALL - Proceedings of the 2015 EUROCALL Conference, Padova, Italy* Francesca Helm,Linda Bradley,Marta Guarda,Sylvie Thouësny,2015-12-02 The theme of the conference this year was Critical CALL drawing inspiration from the work carried out in the broader field of Critical Applied Linguistics The term critical has many possible interpretations and as Pennycook 2001 outlines has many concerns It was

from these that we decided on the conference theme in particular the notion that we should question the assumptions that lie at the basis of our praxis ideas that have become naturalized and are not called into question Over 200 presentations were delivered in 68 different sessions both in English and Italian on topics related specifically to the theme and also more general CALL topics 94 of these were submitted as extended papers and appear in this volume of proceedings *Technology in Education. Innovative Solutions and Practices* Simon K.S. Cheung, Jeanne Lam, Kam Cheong Li, Oliver Au, Will W.K. Ma, Wai Shing Ho, 2018-04-12 This book constitutes extended papers from the Third International Conference on Technology in Education ICTE 2018 held in Hong Kong China in January 2018 The 27 full papers presented in this volume were carefully reviewed and selected from 88 submissions They are organized in topical sections on new learning experience with technologies mobile learning and flipped classrooms instructional design and teaching practices learning administration with technologies *Resources in Education*, 2000 *Caught in the Middle* David Booth, 2011 Both philosophical and practical this thoughtful book presents a richly textured picture of today's middle school student *The New Cambridge English Course 4 Teacher's Book* Michael Swan, Catherine Walter, Desmond O'Sullivan, 1993-06-24 The New Cambridge English Course is a four level course for learners of English *A Dynamic Approach to Language Arts* Lillian M. Logan, Vigil G. Logan, 1967 *Communication Disorders Following Traumatic Brain Injury* Skye McDonald, Chris Code, Leanne Togher, 2016-05-06 There are very few books available which are concerned with the unique communication problems that can come with traumatic brain injury TBI In recent years there has emerged a realisation that these difficulties in communication are closely tied to the cognitive behavioural and social problems observed following traumatic brain injury This is changing the way people with TBI are assessed and is generating new approaches to rehabilitation This volume will be of interest to psychologists speech pathologists and therapists and linguists Clinicians and researchers working with people with traumatic brain injury and their students will find it a comprehensive source of contemporary approaches to characterising the communication problems of people with TBI and for planning rehabilitation *Teaching Speaking* Christine C. M. Goh, Anne Burns, 2012-01-31 Drawing on wide ranging literature from a variety of relevant disciplines as well as their own extensive experience in teaching spoken English the authors give a fascinating comprehensive and insightful account of the nature of second language speaking skills The research and theory they survey then serves as the basis for the principles strategies and procedures they propose for the teaching of spoken English This book will therefore provide an invaluable resource for teachers teachers in training and researchers providing both a state of the art survey of the field as well as a source of practical ideas for those involved in planning teaching and evaluating courses and materials for the teaching of spoken English *Multilingual Online Academic Collaborations as Resistance* Giovanna Fassetta, Nazmi Al-Masri, Alison Phipps, 2020-08-07 This book details online academic collaborations between universities in Europe the USA and Palestine The chapters recount the challenges and successes of online collaborations which promote academic

connections and conversations with the Gaza Strip despite a continuing blockade imposed on Gaza since 2007 and forge relationships between individuals institutions and cultures The chapters examine from different perspectives what happens when languages and the internet facilitate encounters and the fundamental importance this has as a form of defiance and of resistance to the physical confinement experienced by Palestinian academics students and the general population of Gaza They highlight the limitations of multilingual and intercultural encounters when they are deprived of the sensory proximity of face to face situations and what is lost in the translation of languages practices and experiences from the real to the virtual world This book is open access under a CC BY NC ND licence      **Changes 3 Teacher's Book** Jack C. Richards,Jonathan Hull,Susan Proctor,1996-07-18 Changes is a three level general English course for adult and young adult learners Changes ensures that students have every opportunity to develop confident communicative ability as well as accuracy in English

**New Trends in Typical and Atypical Language Acquisition** Eliseo Diez-Itza, Alejandra Auza B.,Victoria Marrero-Aguilar,Eva Aguilar-Mediavilla,2025-03-10 This Research Topic is associated to the AEAL International Congress for the Study of Language Acquisition The triennial AEAL conference is one of the most important scientific events in the field of language acquisition and brings together experts in language acquisition in areas as diverse as grammar lexicon discourse pragmatics psycholinguistics neurolinguistics sociolinguistics and language teaching and education The Association for the Study of Language Acquisition AEAL promotes the study of language acquisition and development both in monolingual and multilingual situations paying special attention to the acquisition of Spanish Basque Catalan and Galician as well as to the relationship of language with psychological social educational and biological processes

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In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing in short supply of extraordinary. Within the captivating pages of **Talk About Values Conversation Skills For Intermediate Students** a literary masterpiece penned with a renowned author, readers set about a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting impact on the hearts and minds of those who partake in its reading experience.

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