

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

Friederike Klippel



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 **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 Gavrilidou, 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 **Speech and Debate as Civic Education** J. Michael Hogan, Jessica A. Kurr, Michael J. Bergmaier, Jeremy D. Johnson, 2017-11-08 In an era increasingly marked by polarized and unproductive political debates this volume makes the case for a renewed emphasis on teaching speech and debate both in and outside of the classroom Speech and debate education leads students to better understand their First Amendment rights and the power of speaking It teaches them to work together collaboratively to solve problems and it encourages critical thinking reasoned and fact based argumentation and respect for differing viewpoints in our increasingly diverse and global society Highlighting the need for more emphasis on the ethics and skills of democratic deliberation the contributors to this volume leading scholars teachers and coaches in speech and debate programs around the country offer new ideas for reinvigorating curricular and co curricular speech and debate by recovering and reinventing their historical mission as civic education Combining historical case studies theoretical reflections and reports on programs that utilize rhetorical pedagogies to educate for citizenship Speech and Debate as Civic Education is a first of its kind collection of the best ideas for reinventing and revitalizing the civic mission of speech and debate for a new generation of students In addition to the editors the contributors to this volume include Jenn Anderson Michael D Bartanen Ann Crigler Sara A Mehlretter

Drury David A Frank G Thomas Goodnight Ronald Walter Greene Taylor W Hahn Darrin Hicks Edward A Hinck Jin Huang Una Kimokeo Goes Rebecca A Kuehl Lorand Laskai Tim Lewis Robert S Littlefield Allan D Loudon Paul E Mabrey III Jamie McKown Gordon R Mitchell Catherine H Palczewski Angela G Ray Robert C Rowland Minhee Son Sarah Stone Watt Melissa Maxcy Wade David Weeks Carly S Woods and David Zarefsky **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 *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 **Resources in Education** ,2000 The New Cambridge English Course 3 Teacher's Book Michael Swan, Catherine Walter, Desmond O'Sullivan, 1992-09-10 The New Cambridge English Course is a four level course for learners of English **Undergraduate Announcement** University of Michigan--Dearborn, 1989 **A Dynamic Approach to Language Arts** Lillian M. Logan, Vigil G. Logan, 1967 **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

Study Abroad and the Second Language Learner Martin Howard, 2020-12-10 Situated at the interface between study abroad and second language acquisition research this book adopts a threefold thematic focus to study abroad and the language learner investigating learner beliefs about study abroad learner experiences of study abroad in relation to a range of individual cultural and social factors and the nature of learner development while abroad at an intercultural personal and linguistic level Chapters present studies of learners in different geographical contexts with different first and second language combinations The studies draw on different methodologies incorporating quantitative qualitative and mixed method approaches Presenting findings with implications for learner preparation expectations and support during study abroad and

highlighting developmental issues within second language acquisition Study Abroad and the Second Language Learner will be of interest to all study abroad and second language acquisition researchers as well as programme organisers language instructors and other stake holders

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

This book delves into Talk About Values Conversation Skills For Intermediate Students. Talk About Values Conversation Skills For Intermediate Students is an essential topic that must be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Talk About Values Conversation Skills For Intermediate Students, encompassing both the fundamentals and more intricate discussions.

1. This book is structured into several chapters, namely:
 - Chapter 1: Introduction to Talk About Values Conversation Skills For Intermediate Students
 - Chapter 2: Essential Elements of Talk About Values Conversation Skills For Intermediate Students
 - Chapter 3: Talk About Values Conversation Skills For Intermediate Students in Everyday Life
 - Chapter 4: Talk About Values Conversation Skills For Intermediate Students in Specific Contexts
 - Chapter 5: Conclusion
 2. In chapter 1, this book will provide an overview of Talk About Values Conversation Skills For Intermediate Students. This chapter will explore what Talk About Values Conversation Skills For Intermediate Students is, why Talk About Values Conversation Skills For Intermediate Students is vital, and how to effectively learn about Talk About Values Conversation Skills For Intermediate Students.
 3. In chapter 2, the author will delve into the foundational concepts of Talk About Values Conversation Skills For Intermediate Students. The second chapter will elucidate the essential principles that must be understood to grasp Talk About Values Conversation Skills For Intermediate Students in its entirety.
 4. In chapter 3, this book will examine the practical applications of Talk About Values Conversation Skills For Intermediate Students in daily life. The third chapter will showcase real-world examples of how Talk About Values Conversation Skills For Intermediate Students can be effectively utilized in everyday scenarios.
 5. In chapter 4, this book will scrutinize the relevance of Talk About Values Conversation Skills For Intermediate Students in specific contexts. The fourth chapter will explore how Talk About Values Conversation Skills For Intermediate Students is applied in specialized fields, such as education, business, and technology.
 6. In chapter 5, this book will draw a conclusion about Talk About Values Conversation Skills For Intermediate Students. The final chapter will summarize the key points that have been discussed throughout the book.
- The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Talk About Values Conversation Skills For Intermediate Students.

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Talk About Values Conversation Skills For Intermediate Students Introduction

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