WRITING *for* SPEAKING

Manual & Syllabus

GUNTHER BREAUX

Contents

We use partners, not grammar

The engine of improvement is a lot of conversations with a lot of partners.
The repetition makes them smoother, and half the time their partner is a better speaker.
Test partners of similar ability gives fair and accurate testing. *Simple.*

This is the Class

The class is pair conversations. Speed Dating.
You get a new topic every 2 weeks, and a new partner every 7 minutes.
Everybody is speaking half the time, and half the time your partner is a better speaker.

Phone attendance sheet

This is the Test

Three students of similar ability have a 17-minute conversation.
They record it with their phones, and transcribe just what they said.
The first test measures their ability, the second test measures their improvement.

1 The Book
Do it at home. Write what you will say.

2 The Class
Talk about what you wrote, with 6 partners.

3 The Test
Shows your ability and your mistakes.

The Result
Your speaking improved, and you can prove it.

	How many times I spoke	Average words per utterance	Total words I spoke
Midterm test	40	10	400
Final test	28	17.5	500
Improvement		**75%**	**25%**

And when Speaking improves 50%, TOEIC scores improve 20%.

From first-day placement test to last-day improvement data

1 Placement Test
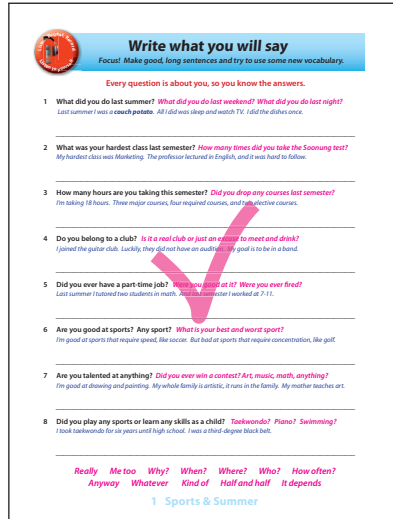Gives your ability, and your first test partners.

Placement Test Score	First Test Partners
99 92 90	1
89 88 87	2
85 83 80	3
79 78 76	4
73 72 68	5
67 64 58	6
57 57 54	7

2 Homework Check
Forces you to do the book, prepares you to speak, and it's easy to count.

Write what you will say
Focus! Make good, long sentences and try to use some new vocabulary.

Every question is about you, so you know the answers.

1 What did you do last summer? *What did you do last weekend? What did you do last night?*
Last summer I was a **couch potato**. All I did was sleep and watch TV. I did the dishes once.

2 What was your hardest class last semester? *How many times did you take the Soonung test?*
My hardest class was Marketing. The professor lectured in English, and it was hard to follow.

3 How many hours are you taking this semester? *Did you drop any courses last semester?*
I'm taking 18 hours. Three major courses, four required courses, and two elective courses.

4 Do you belong to a club? *Is it a real club or just an excuse to meet and drink?*
I joined the guitar club. Luckily, they did not have an audition. My goal is to be in a band.

5 Did you ever have a part-time job? *Were you good at it? Were you ever fired?*
Last summer I tutored two students in math. Another semester I worked at 7-11.

6 Are you good at sports? Any sport? *What is your best and worst sport?*
I'm good at sports that require speed, like soccer. But bad at sports that require concentration, like golf.

7 Are you talented at anything? *Did you ever win a contest? Art, music, math, anything?*
I'm good at drawing and painting. My whole family is artistic, it runs in the family. My mother teaches art.

8 Did you play any sports or learn any skills as a child? *Taekwondo? Piano? Swimming?*
I took taekwondo for six years until high school. I was a third-degree black belt.

Really   Me too   Why?   When?   Where?   Who?   How often?
Anyway   Whatever   Kind of   Half and half   It depends

1   Sports & Summer

3 Speed Dating
One topic, many partners.
Focus + Repetition = Improvement

Switch every 7 minutes
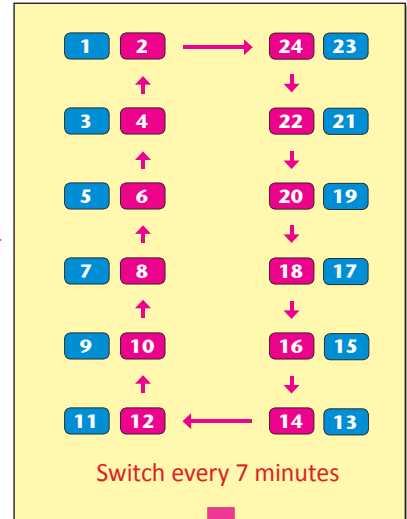
6 Ability
The first test gives your ability, and your second test partners.

	Total Words Spoken	Second Test Partners
A	662 649 621	1
B	582 569 552	2
	549 523 518	3
C	451 427 423	4
	360 341 314	5
D	291 254 225	6
D-	172 140 129	7

5 Transcript
Personal feedback for students and accurate grading data for teachers.

C16 Kim, Choi-lee
I spoke 180 words ÷ 25 times = 7.2 words per utterance

1. So they also good at English?
2. Yes
3. you love to listen music?
4. I tried that class twice but all fail.
5. Is that class very popular to student? Is it hard to listen that class?
6. Yes very popular, yes
7. Why? the test is difficult?
8. I failed to enter the class.
9. I heard that class is really expensive.
10. Yes. It's really expensive to me.
11. Can you swim?
12. Do you join any club or study club?
13. Oh, my friend also join that club. She says it's very interested.
14. Oh, yes. But I didn't go.
15. I heard they went China and... What they did in China?
16. I think they go there to teaching......
17. Teaching Chinese?
18. No. They just exchange culture things.
19. They went China and met China university students?
20. Um. High school.
21. Oh, then gave Chinese students about Korea cultures and they introduced Chinese students.
22. Yes. And then I falled off and that when I went hospital.
23. Why you didn't go there?
24. Because I think It is really long span.
25. About 10 days? What about you?

4 Conversation Test
3 students, 17 minutes
Students record and transcribe.

After midterm, do it again.

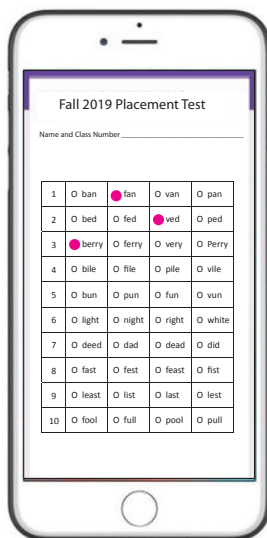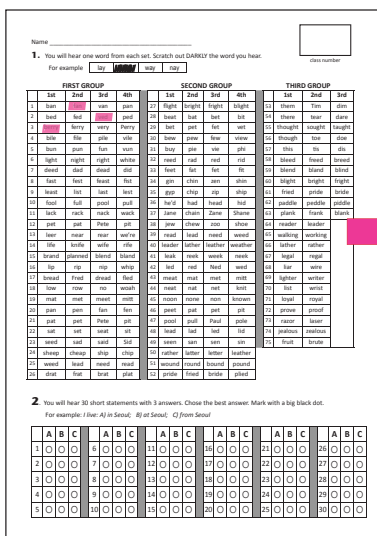### A comparison of midterm and final test data will show 50% improvement.

50% Improvement

	How many times I spoke	Average words per utterance	Total words I spoke
Midterm test	40	10	400
Final test	28	17.5	500
Improvement		75%	25%

This Test Changes Everything

It changes the mindset, which changes the class from grammar based to ability based.

12 minutes to give, 5 minutes to grade. And more accurate than the 3-hour American SAT test.

Fall 2019 Placement Test

Name and Class Number _____

1	O ban	● fan	O van	O pan
2	O bed	O fed	● ved	O ped
3	● berry	O ferry	O very	O Perry
4	O bile	O file	O pile	O vile
5	O bun	O pun	O fun	O vun
6	O light	O night	O right	O white
7	O deed	O dad	O dead	O did
8	O fast	O fest	O feast	O fist
9	O least	O list	O last	O lest
10	O fool	O full	O pool	O pull

The test can be Google graded. Grade hundreds in 2 minutes.

Students mark their answer on paper (for a permanent record).

Then, they enter answers on their phones.

1. Because you know their ability on the first day, everything after is to improve ability, not determine it.
2. You don't have to waste class time and midterm and final weeks on grammar-grades tests to determine their ability and provide a basis for grades.
3. Ultimately, *how can you improve their ability if you don't know their ability?*

The university entrance exam measures intelligence and attention span for cramming. **This test measures their ABILITY.**

This is also a levels test for the first conversation test. Partners are grouped by similar ability. This makes the test fair, and accurate.

Knowing their ability on the first day POWERFULLY changes your mindset. It's like you're a superhero with magic psychic powers. You know their ability, and you have not even spoken to them yet.

On the first day of class I know their:

1. Speaking ability
2. Pronunciation problems
3. Prepositions problems
4. First conversation test partners

That's a pretty good use of 20 minutes.

Pronunciation	Prepositions	Score	1st conversation test partners
74	25	99	1
70	22	92	
69	21	90	
69	20	89	2
65	23	88	
66	21	87	
65	20	85	3
67	16	83	
64	16	80	
60	19	79	4
58	20	78	
63	13	76	
59	14	73	5
58	14	72	
53	15	68	
54	13	67	6
52	12	64	
48	10	58	
49	8	57	7
47	10	57	
45	9	54	

2 Homework

Homework is important. It's worth 40%. They do it or they fail.

This is a new century with new technology. Every page is on audio. They do the book at home.

Each unit has 12 pages, 9 of them require student input. Each page is worth 1 homework point.

1 Warm up

2 Writing for Speaking

3 Vocabulary & Pronunciation

4 Short Paragraphs with details

5 Descriptive Paragraph & TOEFL Essay

6 Advanced Questions & Conversations

I collect their books and count pages while they use their essays to talk.

Their homework grades are usually so wide that I can give high conversation tests grades. They like that.

	Birthday	Unit 1	2	3	4	5	6	Total		Score
1	3.24	8	9	8	8	8	8	49	2	98
2	5.01	8	8	8	8	8	8	48	2	96
3	6.29	8	8	7	8	8	8	47	2	94
4	4.14	6	7	8	8	8	8	45	2	90
5	3.12	8	6	6	8	8	8	44	2	88
6	10.16	6	7	6	8	8	8	43	2	86
9	4.04	4	8	6	8	8	8	42	2	84
7	9.17	5	7	6	8	6	8	40	2	80
8	8.12	4	7	6	8	6	8	39	2	78
10	8.21	2	6	8	8	8	6	38	2	76
11	7.06	4	8	6	4	7	8	37	2	74
12	4.08	2	8	6	4	8	8	36	2	72
13	12.14	2	8	6	4	7	8	35	2	70
16	10.22	4	5	4	4	8	8	33	2	66
14	6.08	4	5	4	4	7	8	32	2	64
15	11.21	4	3	4	4	8	8	31	2	61
17	7.23	4	3	4	4	8	7	30	2	60
18	6.04	0	2	5	6	8	8	29	2	58
19	12.19	0	4	8	8	0	4	24	2	48
20	7.25	2	0	2	3	6	8	21	2	42
21	2.21	0	0	3	4	4	8	19	2	38

Typical objective and wide-spread homework grades

3 The Class: Speed Dating
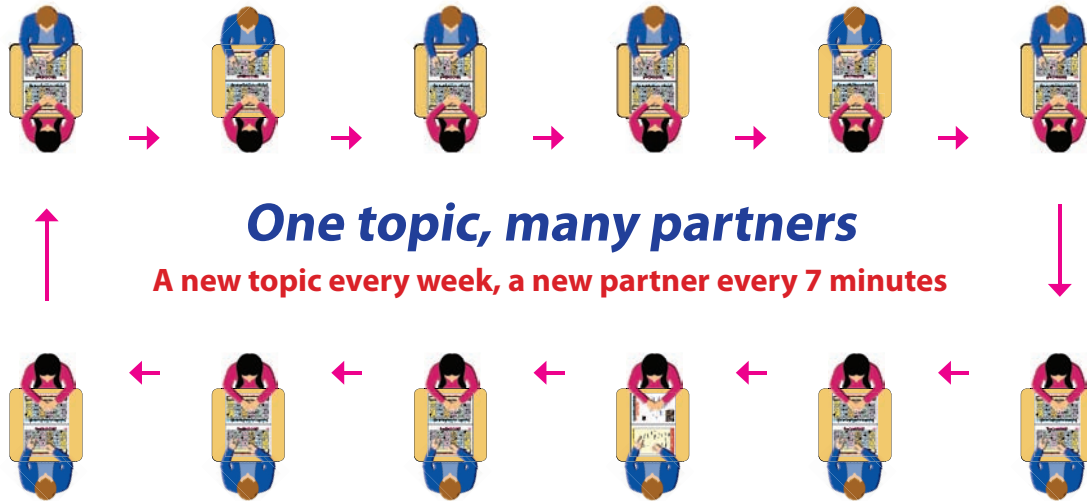
One topic, many partners

A new topic every week, a new partner every 7 minutes

The bigger the class the better.

More partners = more variety = more interesting = more repetition = more improvement

1. Walk in, put your phone on the roll sheet, look at the board, find your seat and partner, and sit.
2. Meet, greet, introduce yourself, and chat. After 7 minutes, the teacher yells, *SWITCH!*
3. Students seated on the inside say, *Bye, Gotta go, Nice meeting you, See you later*, and move on.
4. Next class you'll do it again, better, smoother, with new partners.

We don't give you new grammar to study every week. *We give you new partners!* THEY provide you with new information, pronunciations, vocabulary, and questions.

We don't give you advanced (and irrelevant topics), we give you advanced ways to talk about yourself. That's a very relevant topic on a job interview.

How do you get good at something? *You do it more than once.*

4 Conversation Test

MS Word can measure speaking ability.
It's as easy as 1, 2, 3.

1

1. Three students of similar ability have   a 17-minute conversation.

2. Students record with their phones.

3. Students transcribe just what they said on MS Word (about 2 hours).

4. MS Word gives the total words spoken, and how many times they spoke.

5. Simple division gives their average words-per-utterance.

2 Students go home or to the computer lab and type just what they said. It takes 2 hours or less. *Easy.* They email or upload it, and go meet their friends.
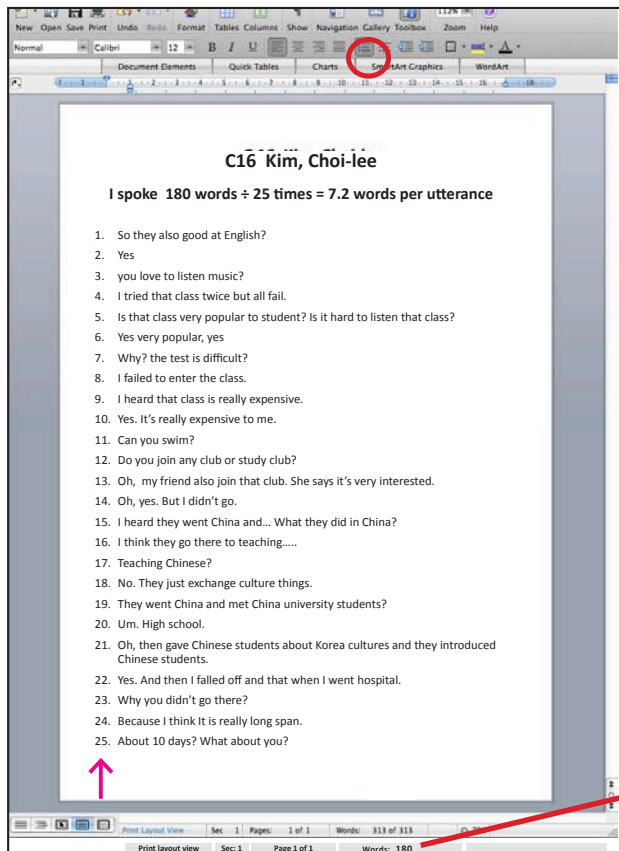
3

Total Words is their speaking ability

C16 Kim, Choi-lee

I spoke 180 words ÷ 25 times = 7.2 words per utterance

1. So they also good at English?
2. Yes
3. you love to listen music?
4. I tried that class twice but all fail.
5. Is that class very popular to student? Is it hard to listen that class?
6. Yes very popular, yes
7. Why? the test is difficult?
8. I failed to enter the class.
9. I heard that class is really expensive.
10. Yes. It's really expensive to me.
11. Can you swim?
12. Do you join any club or study club?
13. Oh, my friend also join that club. She says it's very interested.
14. Oh, yes. But I didn't go.
15. I heard they went China and... What they did in China?
16. I think they go there to teaching.....
17. Teaching Chinese?
18. No. They just exchange culture things.
19. They went China and met China university students?
20. Um. High school.
21. Oh, then gave Chinese students about Korea cultures and they introduced Chinese students.
22. Yes. And then I falled off and that when I went hospital.
23. Why you didn't go there?
24. Because I think It is really long span.
25. About 10 days? What about you?

	Total words
1	695
2	668
3	643
4	582
5	564
6	544
7	521
8	509
9	453
10	421
11	421
12	398
13	367
14	345
15	321
16	288
17	267
18	245
19	180
20	167
21	149

After 10 years of English education, and two hours after the test, the speaking ability of everyone in class is known.

Total words on the first test determines partners for the second test. This ensures fair and accurate testing.

For example, these three students will be partners on the second test.

They are beginning speakers, speaking as fast as they can.
It's a communicative test, and MS Word measures precisely how much they communicated.

Their second test partners are determined by their total words spoken on the first test.

This makes the test fair and accurate.

C24 Park, Lee kim

2nd conversation test

	How many times I spoke	Average words per utterance	Total words I spoke
Midterm test	25	8.4	210
Final test	22	15.4	285
	Improvement	84%	36%

Thus, my speaking improved 60% this semester.

VOCABULARY

MOVIES	FOOD & FITNESS	SUMMER BREAK
Love at first sight	Pig out	Weekend warrior
Crush on someone	Appetizer	Couch potato
Soul mate	Freebie	
Steady girlfriend		
Outdoor person		

The top 5 mistakes and how to fix them.

1. No, I didn't heard about that.
   No, I didn't hear about that.
2. I have never been gone to there.
   I've never been there.
3. I am interesting in that.
   I am interested in that major.
4. What is your best favorite movie?
   What is your favorite movie?
5. Will you go to a festival or them park on this winter vacation?
   Will you go to any festivals or theme park this winter vacation?

1. Usually I'm weekend warriors, but last weekend I stayed at home because this week is midterm exam, so I was staying at home and studying for midterm exam. What did you do last weekend?
2. No, I didn't heard about that.
3. Last weekend I was couch potato. What about you?
4. I don't like gory films. I like superhero movies, like the Avengers and Ironman.

Each semester every student has about 100 conversations with about 25 different partners. Of course they improve. *But, exactly how much?*

There. That's how much.

Their utterances are 84% longer. Longer speaking is smoother speaking.

They spoke 36% more. That means shorter pauses and fewer pauses.

This is a **direct measure** of speaking ability, and improvement.

What about mistakes?
They find and fix their own mistakes. This is a new world, and finding mistakes is no longer part of the teacher's job.
Get a hobby.

Measure how much students do, not how much they do wrong.

That's it. It's a communicative test and MS Word gives you *precisely* how much they communicated. And, how much *more* they communicated on the second test. *What about mistakes?* It's not a mistake test, it's a conversation test. You let your students speak. They improved, and you can prove their improvement.

Grading The Test

This is a test, like any other test. It has different grading criteria. That's all.

Raw scores		Converted scores					Grade	
Basic Ability	Total Words	Ability 20%	Total words 20%	Vocabulary 20%	My Top 5 mistakes 10%	Transcript 30%	Grade 100%	
85	812	18	20	20	10	30	98	
90	711	19	18	18	10	30	95	A
95	706	20	19	20	10	25	94	
85	693	19	17	19	10	25	90	
86	572	19	14	20	10	25	88	
79	645	17	16	18	10	25	86	
76	460	19	12	20	10	25	86	B
78	447	20	11	14	10	30	85	
86	525	19	13	10	10	30	82	
79	432	18	11	15	10	25	79	
86	557	17	14	12	10	25	78	
83	540	18	14	14	10	20	76	
73	451	16	14	15	10	20	75	C
70	443	14	11	14	10	25	74	
90	503	17	13	7	10	25	72	
73	433	17	11	12	10	20	70	
78	433	15	11	11	5	25	67	
69	324	16	8	11	10	20	65	D
83	373	15	9	10	5	25	64	
81	337	17	8	10	5	20	60	
71	305	15	8	12	0	22	57	
70	397	15	10	8	5	15	53	F
69	281	15	7	10	0	20	52	
70	266	15	8	5	0	20	48	

1. The **basic ability**, holistic speaking score is something that any teacher, native-speaker or non-native speaker can give. It's a reasonable person's impression. While this is subjective, it is also very lenient, especially at the low end. The stricter the basic ability criteria, the fewer the teachers who would use the test.

2. **Basic ability** also serves as a fair counter-balance to the total-words count. Often, better speakers speak less to accommodate lower ability partners. This reduces their total words score, which is offset by a high basic ability score. This allows the better speakers to help such partners without worry of penalty.

3. **Total words** is objective, accurate and easily counted. And it prompts students to speak more.

4. **Vocabulary** is also easily counted, and it's a good indicator of preparation, skill, and improvement.

5. **Finding their own Top 5 Mistakes** shifts learning from teacher-talking to self-correction.

6. **Transcripts**. This is a data driven test, and I need data. This 30% weight enables diligent, low-ability students to make an '**A**', and prevents lazy, high ability students from making one. Further, the transcripts are evidence of their ability, and test performance. A test without evidence is not a valid test.

The percentages shown are for the 2nd test. The percentage weights vary, depending on the class level. Any language features that can be underlined (for example, follow-up questions), can be included.

Total words is worth only 20% of their test grade, and about 8% of their final grade. However, this direct, objective, and easily-acquired data changes the class from grammar based to conversation based.

Semester Results

You know their ability

Average of 3 tests		
Total words spoken	Words per minute	
682	40	
649	38	A
621	37	
582	34	
569	33	
552	32	B
549	32	
523	31	
481	28	
451	27	
427	25	
423	25	C
360	21	
341	20	
314	18	
291	17	
254	15	D
225	13	
196	12	
184	11	D-
172	10	

You have wide-spread grades

Homework	Conversation Tests	Attendance	Final grade	
40%	40%	20%	100%	
39	38	20	98	A+
38	36	20	96	A+
39	34	20	95	A+
37	33	20	92	A
38	30	20	91	A
36	30	20	89	B+
36	29	20	88	B+
33	29	20	85	B+
34	25	20	83	B
33	25	20	82	B
32	23	20	78	C+
29	25	20	78	C+
35	16	20	77	C+
28	22	18	74	C
28	22	16	73	C
27	22	18	71	C
25	25	16	70	C
24	18	16	63	D
22	9	12	51	F
12	9	14	42	F
10	7	12	31	F

You can prove they improved

	How many times I spoke	Average words per utterance	Total words I spoke
4 week test	50	8.6	436
9 week test	36	13.4	482
14 week test	30	17.2	523
Improvement		**100%**	**20%**

Therefore, my speaking improved 60% this semester.

RESULTS

ABILITY You had 3 tests, with 6 different partners, for a total of 51 minutes. The result is a fair and accurate measure of your speaking ability. You can see your ability compared to the rest of the class.

GRADES Your grade is YOUR grade. It's a measure of what YOU did. On the first day, I told you that HOMEWORK was 40% of your grade.

IMPROVEMENT This semester you had about 100 conversations with about 25 different partners. Of course your speaking improved. But, how much, and how do you measure that. Right there. That is how much you improved. YOUR IMPROVEMENT IS AWESOME!

We use Partners, not grammar

The engine of improvement is a lot of partners.
A lot of partners make you smoother, better partners make you better.
Test partners of similar ability make the test fair and accurate.

With a class of 30 it's common for some students not to be partners until well after midterm. That means that for eight weeks of classes, for most students, every new partner was a stranger. That's a lot of getting-to-know-you conversations (real world and personally relevant).

1st CLASS

1	2	→	24	23
3	4		22	21
5	6		20	19
7	8		18	17
9	10		16	15
11	12	←	14	13

Switch every 5 minutes
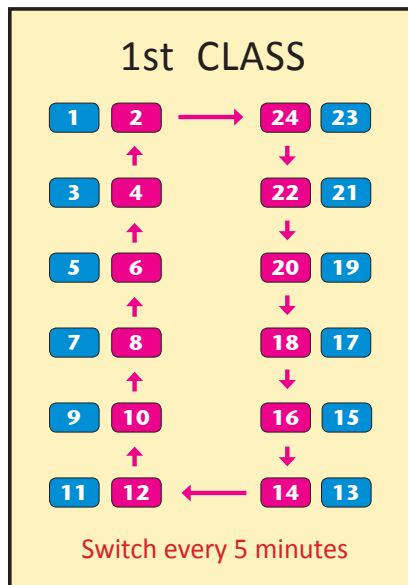
1. Sit like this in straight rows.
2. A lot of distance between pairs.
3. Every 5 minutes you switch partners.

2nd CLASS

1	14	→	12	23
3	16		10	21
5	18		8	19
7	20		6	17
9	22		4	15
11	24	←	2	13

Switch every 7 minutes
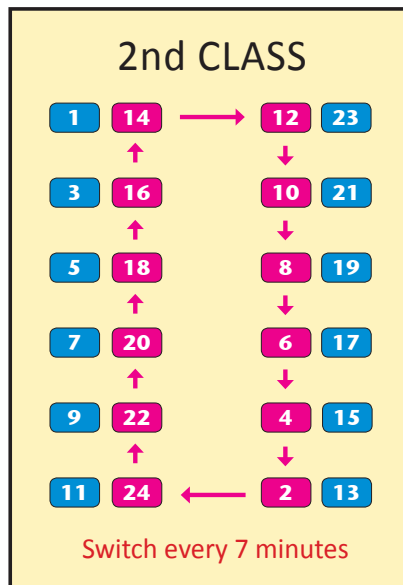
1. Do it all again, smoother and better, with new partners.
2. You can switch 12 times and never have the same partner twice.

3rd CLASS

1	23		2	24
3	21		4	22
5	19		6	20
7	17		8	18
9	15		10	16
11	13		12	14

Switch every 7 minutes
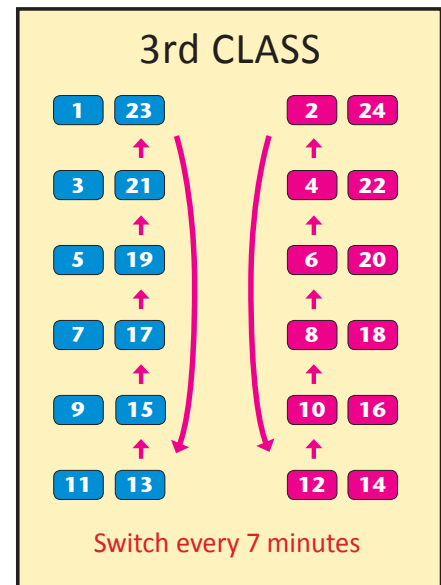
1. OK, evens have never spoken to evens, and odds to each other.
2. So today, evens sit together and odds sit together. All new partners. Again.
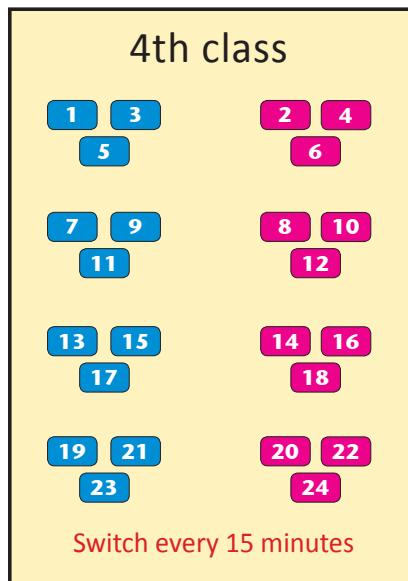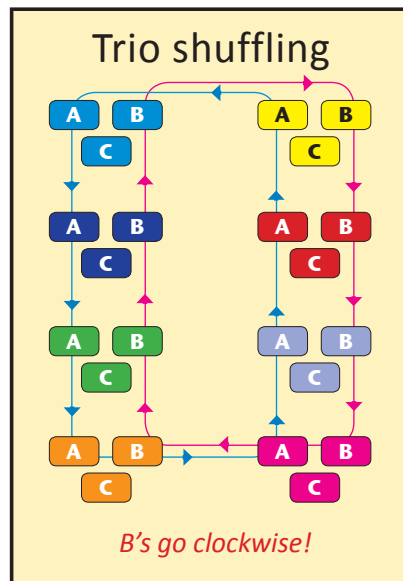
4th class

1	3		2	4
5			6	
7	9		8	10
11			12	
13	15		14	16
17			18	
19	21		20	22
23			24	

Switch every 15 minutes

1. Sit in groups of 3, all new partners.
2. They should sit orderly, like so.

Trio shuffling

B's go clockwise!

1. The teacher says: *Those in the inside get up and go clockwise.*
2. After all of them sit, teachers says: *Those against the wall go the other way.*

Trio shuffling

A's go counter-clockwise!
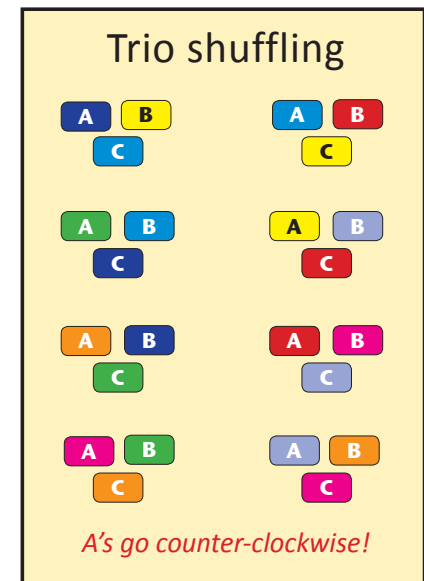
1. Everybody has two new partners! *(Three colors in each group prove it.)*

Questions?

THE CLASS

1 ***What if students are low-level speakers? Can they handle this?***
Yes. Absolutely. They write what they will say, **My father is a teacher** and then say it in class.
Speaking ability is not improved by listening to a teacher talk about the English language.

2 ***What if they don't do the homework?***
They make an **F**. This is a required course. Homework takes 30 minutes, and they are writing about
themselves. Simple. They do homework in other classes. *What's the problem?*

3 ***What about instructions?***
Pre-class instructions and post-class feedback are sent by email or uploaded on the website.
If students can read and hear it at home, teachers shouldn't say it in class.

4 ***What does the teacher do in class?***
 As little as possible. If the teacher is talking, students are not. Students improve when *students*
 are talking. This is a new world with new technology. Input at home, output in class. Simple.

5 ***Are big classes really better?***
Absolutely. More partners = more variety = more repetition = more improvement. Big classes have
more partners of similar ability. Big classes have more energy.

THE TEST

1 ***Is transcribing difficult?***
No. Low-level speakers speak at a low level. They're transcribing what THEY said. *I'm born in Seoul.*
They're not transcribing the **BBC News**.

2 ***How long does it take to transcribe?***
It takes everybody about two hours. There is a YIN and YANG. The better speakers speak more and
have more transcribing ability. The lesser speakers speak less, and have less to transcribe.

3 ***What if students aren't good at MS Word?***
They soon will be. MS Word is an academic, and real-world skill. They will not get a job without it.
If they have to learn it in my class, they will. Besides, they're given a template, they just type. *Simple.*

4 ***What about feedback and error correction?***
Students hear and read their own mistakes when they transcribe, and then fix their top 5 mistakes.
If they can tie their own shoes, they can find their own mistakes: *When I was a middle school.*

5 ***Does speaking really improve 50%?***
 Actually, it's usually more, about 70%. When a student goes from *My hometown is Busan*, (4 words) to
My hometown is Busan. I lived there until I was eight. (11 words), that's a 175% increase.

Details

The engine is repetition
It works like this

One day she came into class with a broken arm.

Her first partner asked, *What happened?*

Then her next partner. And her next.

All of her partners asked that.

By the end of class, she was pretty good at explaining how she broke her arm.

The usual questions in class are:

What's your major?

What did you do last weekend?

What courses are you taking this semester?

Students get better at answering important, personally-relevant questions.

It's not rocket science.
The goal is ability so the best method is repetition.
Speaking is a skill and skills are improved by 95% practice, 5% instruction.

Balancing REPETITION & VARIETY

At the beginning of the semester students have a long attention span. As it decreases, I increase variety with pronunciation activities. Students see this as a good teacher's response to their needs.

And, students do like to improve their pronunciation.

Variety

Attention span

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

13
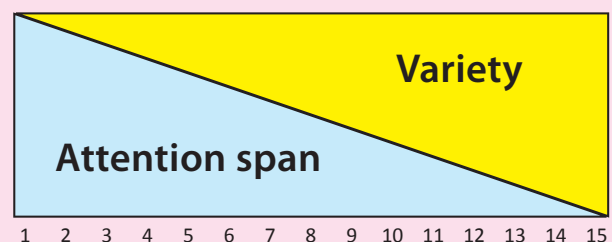
Every unit has 3 phases

While the unit design is systematic and scaffolded, the actual classroom execution is usually quite different. Students just start off with their favorite question, and conversations flow from there.

Phase 1 is to get them speaking

Warm up & Conversation Rehearsal

Get smoother at the Basics

Phase 2: Longer and smoother speaking with new vocabulary

Vocabulary & Idioms, Pronunciation Practice

Longer and Smoother Writing and Speaking

Phase 3 Longer, smoother and Academic Speaking with all new skills

Longer, Smoother, and Academic Speaking

Do it again, better, with new partners
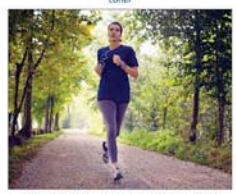
ENGAGING ACTIVITY

1. Students sit in pairs.

2. I might pronounce the personality vocabulary, just to freshen their memory.

3. I might explain and give a few examples of some of the more interesting vocabulary.

4. I definitely read and they repeat the comments and follow up questions at bottom.

5. I tell them to spend about 5 minutes talking about what they did last weekend, then start using page 1.

6. I yell **ACTION** and they start.

7. I go to the class computer, go to the internet stopwatch page, and set the timer for 5 minutes. When the timer rings, I yell **SWITCH!** And say *"Bye bye, gotta go, see you later."*

CONVERSATION REHEARSAL

This page shows how conversations are kept going by **follow-up questions** and **comments**.

1. At home students should have listened, repeated, recorded and listened to themselves. Several times.

2. Some teachers make students record and send their audio file. The teachers do not listen to the files to verify, but most assuredly every student who sent a recording made a recording.

3. Recording forces students to do the page, and emailing the recording is homework points.

4. I might go over the Conversation Skill for a few minutes.

5. If you have a whole lot of time you might do the conversation. You do one part they do the other.

WRITING FOR SPEAKING

1. Each question has three example answers, usually a YES, MAYBE, NO. Hopefully these directly help students write their own answers, or at least give them some idea.

2. The correct answer for them may be a simple "NO", and that's OK, but I prefer they write something longer. They can pretend this is a creative writing class.

Write what you will say
Listen, read and write. Listen, repeat, record, and listen to yourself

Ask ONE question. AFTER they answer, you can ask a red follow-up question.

1   When is your birthday?   *Where were you born? How many times has your family moved?*
1. My birthday is on March 12. But birthdays are not big in my family. In fact, my mother forgot.
2. My birthday is July 22, the longest day of the year. We usually eat out, that's about it.
3. My birthday is November 25. My mother makes a big deal and throws a party.

2   What grade are you in? *What was your favorite class last semester?*
1. I'm in the seventh grade. I am glad middle school is over.
2. I'm in the eighth grade. I miss middle school. It was closer to my home.
3. I'm in the ninth grade. I can't wait to get to high school. I am too old for memorizing.

3   What's your favorite movie? *Who's your favorite movie star? What's your favorite TV show?*
1. My favorite movie is *Guardians of the Galaxy*. That racoon cracks me up. I've seen it seven times.
2. I like Matt Damon in the *Bourne* series. My favorite is the newest one. I get amnesia before every test!
3. I'm not into movies that much. I prefer TV. My favorite TV show is *Friends*.

4   What does your father do? *Does your mother work? Who is more strict?*
1. My father's a computer programmer for Samsung Electronics.
2. My father's a freelance photographer. He mainly photographs weddings.
3. My father owns a Korean restaurant in Gangnam.

5   Are you close to your brother or sister? *Who is smarter, you or them?*
1. Yes, my sister and I are like best friends.
2. My sister and I are not too close. Our age gap is five years.
3. No. My little sister is a blabbermouth who cannot keep a secret, so I never tell her anything.

6   Who's your favorite singer or group? *Who's you favorite? What kind of music do you hate?*
1. My favorite singer is Beyonce. I have all her songs on my phone and computer.
2. I like Shakira because of her singing and dancing. I saw her in concert once in Bogota.
3. My favorite singer is Bruno Mars and my favorite group is Bruno Mars. I hate rap music.

Really.   Me too.   Why?   When?   Where?   Who?   How often?
Awesome   Bummer   For example?

3   1 Family & Favorites

Talk about what you wrote
How do you get good at something? You do it more than once.

Ask any question, ask them in order, or use the die. Choices, cool.

7   What did you do last weekend? *What did you do on Sunday?*   **PAST TENSE**
1. I hate to clean my room. In fact, I hate to clean anything. Dishes, the floor, clothes, whatever.
2. As long as I make A's my parents said that I do not have to do chores and I get a good allowance.
3. I can't stand cleaning the bathroom. And I hate to iron. I really hate to take out the trash.

8   How many times have you moved in your life?   **DURATION**
1. We've moved only once. We lived in Daejeon until I was ten, and then we moved to Seoul.
2. We moved from Pohang when I was three. I don't remember anything about Pohang.
3. I've never moved. I was born and raised in Suyu. I've lived in the same house my whole life.

9   How often do you clean your room? *Make your bed? Study?*   **FREQUENCY**
1. Very often. I clean my room and make my bed every day. I cannot study if my room is not neat.
2. I usually clean my room once a week, on Sunday morning.
3. I clean my room every now and then. About once a month. However, my mother cleans it every other day.

10   Are your parents strict or lenient? *Are they modern or traditional?*   **COMPARISON**
1. My father is strict with me, but lenient with my brother. That's not fair.
2. Half and half. My father is strict and my mother is lenient.
3. They're kind of lenient. They used to be more strict, but I'm the youngest.

11   Do you have a hobby? *Did you ever win a contest? In art, music, sports?*   **QUALITY**
1. I play tennis every weekend if the weather is good.
2. I jog every morning for about 30 minutes, and on Saturday I jog for about an hour.
3. I go to an aerobics class during the week and a yoga class on the weekends.

12   What will you do this weekend? *Will you do any homework?*   **FUTURE TENSE**
1. I have tentative plans to go mountain hiking with my parents, but my father may have to work.
2. I'd like to rest and relax but I have two tests next week, so I will study. Hopefully.
3. Plan A is to study for tests next week and plan B is to sleep a lot.

What about you?

1 Family & Favorites   **4**

IN CLASS

QUESTION OPTIONS:
They can: 1) ask any question they like, 2) ask the questions in order, 3) ask odd numbers one day, and evens the next, 4) do the light blue questions one day, and the white the next, 5) use the die.

Students often go through the questions too quickly. To slow them down, one partner closes their book, so that only one student can ask questions. The partner with the closed book just keeps asking "What about you?".

Another way is that one partner folds their book back so that they can only see and use page 3, and their partner does the same for page 4. In this way, they cannot read which questions they are being asked.

In every unit, questions 7 - 12 use the same conversation skill in each answer.

For example, questions number 7 and 12 should be answered in the past and future tense. **Why?**

Every weekend students don't do 100 things, they do the same three or four things. So, they do not need to learn past and future tense for 100 things, just for three or four. Easy.

Whatever they, did you should be able to answer:

How long they've done it?	**DURATION**	#8
How often they do it?	**FREQUENCY**	#9
Why do they like it?	**COMPARISON**	#10
How was it?	**QUALITY**	#11

This is the only page I cover in class.

VOCABULARY BUFFET

Students listen, repeat, record, and listen to themselves. Hopefully several times.

For further clarity the back of the book has English definitions and example sentences that show how the word is used, for example:

He's messy. He's a messy person.
He's a couch potato. ~~He's a couch potato person.~~

PRONUNCIATION PARTY

The placement test showed students that they had pronunciation problems, and in which areas. This helps them fix their problems.

Student download all at once or go to the website, listen and repeat.

I show how long it takes to emphasize that they can listen several times in only 10 minutes.

Vocabulary Buffet

PERSONALITY OPPOSITES

always doing something	always on the go	1	couch potato	watches a lot of TV
gets up early, 4:00 - 6:00	early bird	2	night owl	stays up very late, past midnight
joins clubs, likes groups	joiner	3	loner	likes being alone
wakes up easily, very little sound	light sleeper	4	heavy sleeper	is hard to wake up
calm, never gets angry	lot of patience	5	short fuse	gets angry quickly
does not get angry	forgive and forget	6	hold a grudge	stays angry for a long time
acts older, like an adult	mature	7	immature, spoiled	acts like a child
tidy, never loses things	well organized	8	often lose things	often lose things
like to party, stay out late	party animal	9	party pooper	goes home early
loves their work and works a lot	workaholic	10	slacker	lazy worker or student

are into, buff *like very much, interested in*
burned out *very tired mentally, like from studying*
catch up on *to catch up, to be current*
chore *duty, like taking out the trash*
fall behind *to be late, not keep up with*
goof off *be lazy, do nothing much*
hang out *meet and do things*

look forward to *happy about future event*
nap *sleep during the day*
play possum *pretend to be sleeping*
quality time *good, relaxing, peaceful time*
recharge my batteries *rest and relax*
tentative plans *maybe, hopeful plans*
wannabe *wants to be good, but doesn't practice*

EXTRA POINTS QUIZ: Put **A** in the box next to the indoors person.
Put **B** in the box next to the outdoors person.

Do you need more time?
Are you sure?

Pronunciation party 3:00

L	R	N	W		B	P	F	V		i	æ	ɛ	ɪ		G, J	Ch	Z	Sh
lip	rip	nip	whip		base	pace	face	vase		reed	rad	red	rid		gin	chin	zen	shin
lay	ray	nay	way		bed	ped	fed	ved		beat	bat	bet	bit		gyp	chip	zip	ship
lead	read	need	weed		berry	Perry	ferry	very		eat	at	et	it		jew	chew	zoo	shoe
low	row	no	woe		bar	par	far	var		feet	fat	fet	fit		Jane	chain	Zane	Shane

5   **2 Weekends & Hobbies**

CONVERSATION SKILL

This is my experience in interviews for schools or jobs.

I ask an easy question. *Do you have hobby?*
If they answer correctly:

- how long they have done it **DURATION**
- how often theya do it, **FREQUENCY**
- why they like it more, **COMPARISON**
- how was it? **QUALITY or ABILITY**

  they are pretty good in English.

If a student can smoothly describe what they did last weekend, they are fluent in English. Describing last weekend is very specific, and needs only specific skills and vocabulary, not knowledge of many verb tenses and clause types.

In short, we do not attempt overall English, we focus ONLY on skills that are used in conversations.

These skills are conversation specific.

Conversation Skill

FREQUENCY

If you do something very often, it must be important to you. And if it's important to you, you should be able to talk about it.

In describing how often, saying "*pretty often*" is not enough information.
How often is "pretty often"? Therefore, try to answer using both sets of FREQUENCY.

GENERAL FREQUENCY

1.	all the time	*I use my cell phone all the time. 200 times a day.*
2.	frequently	*I surf the internet frequently, about twice a day.*
3.	often	*We get food delivered often. Three times a week.*
4.	usually, generally	*I usually wake up at 7:00. Generally before my parents.*
5.	sometimes	*Sometimes I make an A+ on a test, once a month.*
6.	every now and then	*Every now and then I'll cram for an exam. Once a month.*
7.	hardly ever	*My father hardly ever works at home. Once a year.*
8.	never	*I never made the highest grade on a test. Never ever.*

EXACT FREQUENCY
ONCE a day,
week, month, year

TWICE a day
week, month, year

THREE TIMES a day,
week, month, year

For example:
I get 200 texts a day.

DURATION

HOW LONG HAVE YOU?
I started playing tennis lesson when I was ten.
I have been playing tennis since I was ten.
I have been playing tennis for five years.
I played tennis for five years, but not any more.

USED TO
I used to play in middle school but not any more.

HOW OFTEN DO YOU?
I play once / twice / three / four times a week.

ABILITY

If someone asks if you are good at your hobby, you can answer, *Yes, No,* or *So-so.*
Or, you can be more specific:

Are you good at tennis?
I'm bad / pretty bad.
I'm not too good.
I'm OK. I'm so-so.
Not really.
I'm pretty good.
I'm very good.
I'm good. I'm skilled.

How can you tell if he's the real thing or a wannabe?

Look at his fingertips. If they have grooves in them, he's the real thing.

2 Weekends & Hobbies   **6**

LONGER AND SMOOTHER

1. These are the same 12 questions from pages 3 - 4.

2. They answer them with longer sentences, using details, for example, telling where they went, who they went with, why they went, how they went, how long they stayed, what time they got home, how often they went. It's their life, they know the details.

3. Students are encouraged to also use VOCABULARY from the buffet, and new SKILLS from page 6.

4. Whatever they write is OK, it just has to be long. Here is where they transition from short to long answers.

5. If it's impossible for them to answer one or two questions at length, well, OK. But, I prefer they make up something, write some fiction.

IN CLASS

1. Just like on pages 3 - 4, students can ask questions in several ways (in order, by color, at random).

2. I encourage students to start using "*For example?*" with these pages. (Their longer answers should prepare them to respond to this.)

3. For variety I often have students sit in groups of three. Two students might use the book (one page 7, the other 8) and the third student would keep asking "*What about you?*" Or, the third student could use pages 11 or 12.

PARAGRAPH

1. This is another task to help students transition to longer speaking.

2. Each unit usually has a dual topic, for example, **FAVORITES & FAMILY**. Therefore, there should be two example paragraphs, one for each topic.

3. It's possible that students might not need to, or be able to, use new vocabulary in their TOEFL essay. Therefore, this descriptive paragraph is to ensure that students use new vocabulary.

4. It's especially important that they read, record and listen to their paragraph. Several times.

5. Students are encouraged to write it on a computer (spell check) and paste it here.

ESSAY

1. Students answer any question from the unit with a TOEFL essay.

2. Send or students download the MS Word example essay.

3. Students download, delete the example essay and write their own.

4. They are encouraged to use spell check and grammar check.

IN CLASS

1. They sit in pairs and exchange essays. They briefly look them over use them to start conversations.

2. They don't need their books so, I collect their books to check their homework.

3. I do not read or grade their essays. The format and appearance are important.

4. The purpose is speaking preparation, not writing correction.

5. If they do not indent paragraphs correctly, their score is 1 point out of 10.

WRAP PARTY

This is kind of a graduation exercise, where students can use all of their new vocabulary and skills.

1. Every Wrap Party requires students to write a little bit. Without this task, students can just show up in class without previewing this page, and I want them previewing.

2. Student should do the usual listen, repeat, record and listen to themselves.

3. While they are listening and repeating they should mark the top 5 questions on each page that they want to ask. This forces them to preview the questions, and enables me to check that.

IN CLASS

1. If time allows, to remind them, I pronounce the comments and follow up questions.

2. Students sit in pairs or trios and speed date. Because they now have the ability to speak longer and smoother, they might switch partners every 10, 12, or 15 minutes instead of every 5 - 7.

3. If there are three students, then, the third one can always ask "What about you?"

QUESTION OPTIONS:

1) Student can roll the dice and do the whole set of questions, or do just one question and roll again.
2) They could ask any question, using the top 5 they marked.
3) They might do all questions in a certain color, then move on to another color.

For the last 10 minutes of class I usually tell students to talk about their plans for next weekend.

For the last class on the unit, you can use this page spread. You can also have students use their essay. While they are using their essays, you can gather their books and do the homework check, and count how many pages of homework they did. For a class of 30 the homework check takes about 15 minutes.

Homework Check

I usually check the homework in class every unit. After two or three units I show the homework grades on the board. (Their birthday is their secret ID.) I convert their homework grades to a 100-point scale, and students can see that their homework grade is 100, or 20. This motivates students.

HOMEWORK CHECK DAY

I collect their books and students use their essay (or paragraph) or a pronunciation activity. They sit in pairs, exchange essays, quickly look them over, and conversations start.

Once I forgot to bring an activity for them to do while I had their books, so I said:

Your test is next week! I suggest you use this time to practice for the test. No problem.

I set the internet timer for 7 minutes and yell SPEAK! Then I quickly sort their books from 1 - 30. I open a book, count the pages filled in, put a big check on each page, and if 7 pages are filled in, I write 7 on the last page. Then, I write 7 on my grade sheet. After about 5 - 10 minutes, I'm finished entering grades. I hand their books out, and they can then use their books to start conversations. At the end of class I collect their essays or paragraphs.
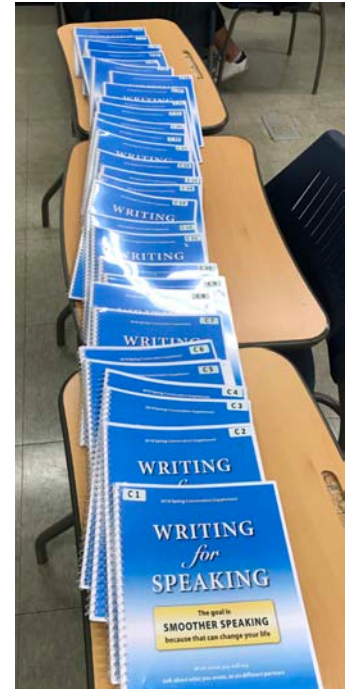
Two Key Points

1 This is a new century, with new technology. Aristotle was certainly a great teacher, but we have technology that enables students to listen to themselves. Use it.

2 The goal is smoother speaking. Thus, pronunciation is much more important that grammar.

Students will spend about 1 to 1.5 hours per week on homework for my class. I use that time for pronunciation rather than grammar. I have students read and record their TOEFL Essays, and send it by email. Alternately, this could also be uploaded on the school portal.

A quick glance at my email box shows who submitted their assignments. You can tell by the memory size of the attachments if students loaded only an MS Word document (150 KB) or included the MP3 audio file (3.2 MB).

I never listen to the audio. If a students is to lazy to make an audio, they are certainly too lazy to upload a blank 3-minute audio file.
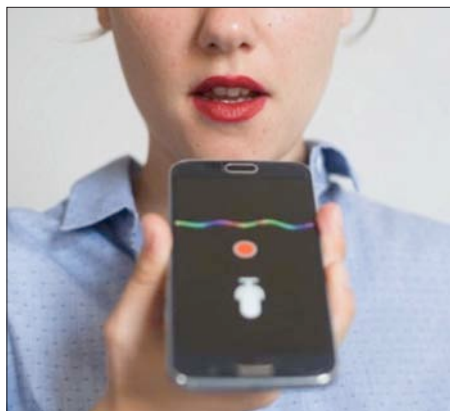
| From	Subject	Date received	Size	
A1	A1 Unit 2 Essay & Audio	April 25, 2017 4:05	150 KB	📎
A2	A2 Unit 2 Essay & Audio	April 25, 2017 5:45	3.2 MB	📎
A3	A3 Unit 2 Essay & Audio	April 25, 2017 6:04	3.4 MB	📎
A4	A4 Unit 2 Essay & Audio	April 26, 2017 7:02	3.2 MB	📎
A5	A5 Unit 2 Essay & Audio	April 27, 2017 8:29	3.1 MB	📎
A6	A6 Unit 2 Essay & Audio	April 25, 2017 9:48	3.2 MB	📎
A7	A7 Unit 2 Essay & Audio	April 26, 2017 10:05	148 KB	📎
A9	A9 Unit 2 Essay & Audio	April 30, 2017 12:04	3.2 MB	📎
A10	A10 Unit 2 Essay & Audio	April 28, 2017 13:02	3.2 MB	📎
A11	A11 Unit 2 Essay & Audio	April 25, 2017 14:06	7 KB	
A12	A12 Unit 2 Essay & Audio	April 25, 2017 15:05	4.2 MB	📎
A13	A13 Unit 2 Essay & Audio	April 25, 2017 16:01	3.8 MB	📎
A14	A14 Unit 2 Essay & Audio	April 26, 2017 17:01	3.2 MB	📎
A15	A15 Unit 2 Essay & Audio	April 27, 2017 18:04	150 KB	📎
A16	A16 Unit 2 Essay & Audio	April 25, 2017 19:05	150 KB	📎
A17	A17 Unit 2 Essay & Audio	April 26, 2017 20:09	3.9 MB	📎
A18	A18 Unit 2 Essay & Audio	April 30, 2017 21:25	3.5 MB	📎
A19	A19 Unit 2 Essay & Audio	April 28, 2017 22:05	3.7 MB	📎
A20	A20 Unit 2 Essay & Audio	April 25, 2017 23:35	3.2 MB	📎
A21	A21 Unit 2 Essay & Audio	April 25, 2017 0:33	3.3 MB	📎
A23	A23 Unit 2 Essay & Audio	April 25, 2017 2:14	3.2 MB	📎
A24	A24 Unit 2 Essay & Audio	April 25, 2017 3:05	3.6 MB	📎
A25	A25 Unit 2 Essay & Audio	April 25, 2017 4:05	4.3 MB	📎
A26	A26 Unit 2 Essay & Audio	April 25, 2017 5:05	3.6 MB	📎
A27	A27 Unit 2 Essay & Audio	April 25, 2017 6:05	4.9 MB	📎

Homework Grades

1
Collect the books, sort them,
and count how many pages are filled in.
The stick-on class numbers are very helpful.
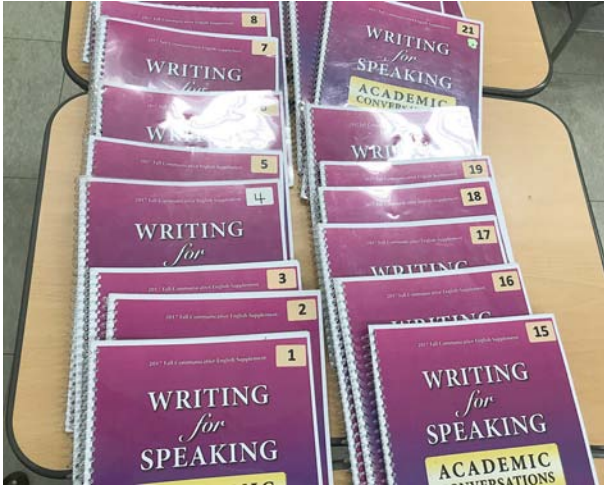
2
Write down how many pages are filled in.
I have 4 classes, which are A, B, C and D.
I count and enter their scores in class.
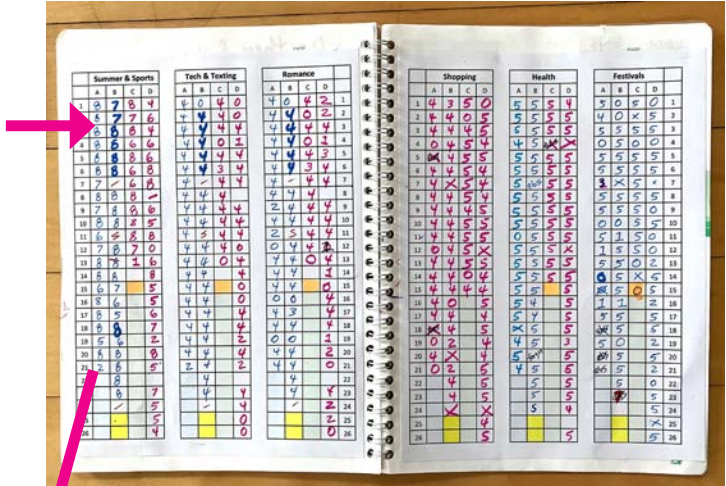
3
Enter their pages on an Excel sheet.
Show to students. Their birthday is their secret ID.

	Typical homework grades point spread								
	Unit 1	2	3	4	5	6	Total		Score
1	8	9	8	8	8	8	49	2	98
2	8	8	8	8	8	8	48	2	96
3	8	8	7	8	8	8	47	2	94
4	6	7	8	8	8	8	45	2	90
5	8	6	6	8	8	8	44	2	88
6	6	7	6	8	8	8	43	2	86
9	4	8	6	8	8	8	42	2	84
7	5	7	6	8	6	8	40	2	80
8	2	8	8	8	8	6	40	2	80
10	4	7	6	8	6	8	39	2	78
11	4	8	6	4	8	8	38	2	76
12	4	5	6	6	8	8	37	2	74
13	2	8	6	4	8	8	36	2	72
16	4	2	4	6	8	8	32	2	64
14	0	4	5	6	8	8	31	2	62
15	0	8	8	8	0	4	28	2	56
17	2	0	6	3	6	8	25	2	50
18	0	0	0	4	8	8	20	2	40

4
Homework can count for up to 40%
of the final grade.

Homework	Conversation tests	Attendance	Final grade	
40%	40%	20%	100%	A+
40	37	20	97.1	A+
38	37	20	95.2	A+
39	35	20	93.7	A+
37	35	20	92.3	A
39	33	20	91.9	A
36	33	20	89.3	B+
36	32	20	88.2	B+
33	32	20	85.6	B+
34	29	20	82.8	B
33	29	20	82.5	B
33	28	18	80.2	B
29	29	20	78.0	C+
35	22	20	77.1	C+
28	25	20	72.8	C
28	22	20	70.1	C
27	23	16	66.8	D+
12	17	16	44.6	F
10	15	10	35.4	F

I'm a stickler for homework. It makes them speak, and gives easily-attained, objective, wide-spread grades. The grades are usually so wide-spread that I must find a way to raise grades. I do this by giving high, lenient, morale-raising grades on the conversation tests. The result is that students like the conversation test. They soon realize that it's an easy way to raise their grade.

Descriptive Paragraph

The purpose of the **Paragraph** is to integrate vocabulary, and the purpose of the **Essay** is to teach them academic format, and using specific, personal examples. **Vocabulary** is underlined, and sometimes listed, and often photographs are inserted.

Templates: Every paragraph and essay in the book has an example template. Students download, open up, and use it. (They also have audio.) The templates are formatted for margins, font, spacing and indent.

PARAGRAPHS: Part of our job is to prepare students for life, and that requires ability with MS Word. Therefore, while students can write their descriptive paragraph in the book, I encourage them to use that as their scratch pad, and for them to print out and bring the paragraph.

Grading: 5 points for a good paragraph, with 6 points for one with a lot of vocabulary (10 or more)

ESSAYS: The essays are always done on Word and proper format is critically important. *This is not a writing contest, this a beauty contest. Your format must be correct. I cannot make you a great writer in one semester, but I can teach you proper format. Your essays must look just like this.* **JUST LIKE THIS**. *You may not be a detail person, but you will be a detail person when you write in English.*

The essays are color coded: A is blue, B is yellow, and C is green. This way, with a glance I can see if there is an ABC in the introduction, ABC paragraphs, and ABC in the conclusion.

GRADING: ABC in the intro, ABC paragraphs, ABC in the conclusion = 9 points.

Proper indent = 1 point, 10 or more vocabulary = 1 point, and photos = 1 point. For a maximum of 12.

I tell students 10 points is an A, more is extra.

However, if the indent is wrong, their max grade is 5. The second time it is 2. Students who do not know how to indent a paragraph are very bad at English or very lazy. And their grade will be punished severely. When my students hand in an English assignment in other classes and later in life, it is going to look like they are very good in English. They may not be, but it will look like they are.

TOEFL Essay

The website has various styles of templates. Students can download and use or modify.

A14 Kim, Park lee

1 Essay: Personality

Are you an introvert or an extrovert?

There is a saying: "Your clothes are your wings" but I think personality is more important. I'm an extrovert. I am a joiner, I an outdoors person, and I'm a weekend warrior. I take after my father, he's a very outgoing person, and actually, he's in sales. My mother's personality is just the opposite, however, I look more like my mom than my dad. So, in personality I take after my father, and in looks after my mother.

First, I'm a joiner. I love doing things with people. For example, I belong to two clubs: an English club and computer club. And, I'm also on my major's soccer team. Actually, my computer club is also an English, which is OK, because most computer terms are English, such as monitor and program. We really work at the computer club, but that is OK by me because I'm a detail person and I have a long attention span.

Second, I hate staying indoors. I'm an outdoors person. I can't study at home because there are too many distractions, like my little brother and our big TV. So after school I study in the library. When I'm at home on the weekends it feels like I'm in jail, so I never stay home. I go jogging every Saturday and every Sunday I go mountain hiking with my family or high school friends. My father is the outdoors type and he's into camping and fishing and we often go with him.

Third, I like to party on the weekends. I am a weekend warrior. During the week I study every night after class so that my weekends are free to socialize. During the week I get stress and on the weekends I relieve stress. Every weekend I meet my friends at the BHC chicken and beer place and I drink two bottles of soju. I am not a foodie, I eat anything. I'm a party animal this semester. I studied hard for 12 years, and I am going to party my freshmen year. Next year I will stop drinking and get a scholarship. That is the plan.

I may not be an average person, but I think that life is short and I want to have fun while I am young. I just feel more alive around a lot of people. That is why I'm an extrovert. I'm a joiner, an outdoors person, and a weekend warrior. My motto is: Let's do it.

NEW VOCABULARY		
joiner	long attention span	party animal
outdoors person	foodie	
weekend warrior	detail person	

A14 Jesse Lawrence

What is your favorite movie?

I love movies - all kinds of movies, every genre. Well, maybe not horror movies, such as the *Curse of Dawn*, that kill people. I usually watch romantic drama and action-adventure. My favorite movie is the *Phantom of the Opera*, it combines both romance and action. I love it because of the story, the acting, and the music.

First, the story is a love triangle. For example, the story takes place in Paris at the turn of the century, around 1860, at the world famous opera house. Raul and Christine are falling in love with each other. But the Phantom also loves her so he is jealous of them and he cries out. The scene was a bit of a tear jerker.

Second, the acting is another reason that I love *Phantom of the Opera*. Gerard Bulter, who plays the Phantom, and Emmy Rossum, who plays Christine, are both great. First of all, they did both acting and singing. I think it is difficult to do. Emmy Rosum was the leading lady in *Tomorrow*, but I didn't know that she is a good singer.

Third, the original sound track is also fantastic. I bought the CD before I saw the movie. *Phantom of the Opera* is based on Opera. I had already read the book and seen the opera in London. I love it when they mix in old classics with new movies. I like the song 'Music of the Night,' which is sung by the Phantom. Sometimes I imagine playing their parts.

Usually, I do not like opera, but *Phantom of the Opera* was special. It breathes with life and passion. It is joyful and intense. The story, acting, and the music were awesome. This movie makes me want to go to an opera house and explore.   (298 words)

Background sentence	I love movies, all kinds of movies, every genre.
Topic sentence	I love Phantom of the Opera because...

The A B C	Specific examples
A the story	Love story set in Paris around 1860
B the acting	Gerard Butler and Emmy Rosum both act and sing
C the music	I love 'Music of the Night'

A14 Jesse Lawrence

What is your favorite sport?

I know that I'll never be very good but I love soccer, both to watch and play. I think soccer is about the best sport there is. I like it because it's inexpensive to play, it's a good exercise for your mind and body, and it's great for companionship.

First, soccer is inexpensive. You don't need a lot of fancy equipment like you do for skiing or rollerblading. All you need is a ball, and every school has a soccer field so it's easy to find a place to play. I always play here at school. And you can play pretty much year round.

Second, soccer is a great exercise. It's great for fitness and for coordination. With baseball there's a lot of standing around. With soccer you can run as much or as little as you like. Soccer is also a pretty safe sport. In taekwondo and skiing, for example, you can get injured pretty easy.

Finally, soccer is good for companionship. It helps turn individuals into team players. I could never be a jogger because it's too lonely. I like team sports. My best friends are all people I met on the soccer team. It's like we'll be friends for life.

I guess soccer is the most popular sport in the world, and I understand why. It's inexpensive, so that anybody can play just about anywhere. It's a great exercise for the body and the companionship is good for mental well being. (244)

Background sentence	I know I'll never be any good
Topic sentence	I think soccer is the best sport

The A B C	Specific examples
A inexpensive	cheaper than skiing and rollerblading
B great exercise	good for fitness and coordination
C companionship	builds friendship and teamwork

Syllabus

week	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	SYLLABUS
1	1	2	3	4	5	6	7	Placement Test, Speed Dating
2	8	9	10	11	12	13	14	**1 Unit**
3	15	16	17	18	19	20	21	**1 Unit**
4	22	23	24	25	26	27	28	**Practice Conversation Test**
5	29	30	31	1	2	3	4	**2 Unit**
6	5	6	7	8	9	10	11	**3 Unit**
7	12	13	14	15	16	17	18	Unit 2 & 3 Test Practice
8	19	20	21	22	23	24	25	**2nd Conversation test**
9	26	27	28	29	30	1	2	Watch your test
10	3	4	5	6	7	8	9	**4 Unit**
11	10	11	12	13	14	15	16	**5 Unit**
12	17	18	19	20	21	22	23	**6 Unit**
13	24	25	26	27	28	29	30	HOLIDAY
14	31	1	2	3	4	5	6	**3rd Conversation test**
15	7	8	9	10	11	12	13	Review & Results

Notice that unit 1 takes 2 weeks, units 2 and 3 take 1.5 weeks, and units 4, 5, and 6 take only 1 week.

Yes, it's a process.

Gradually, students can do units in less time, and with that extra time, they can do better work.

3 tests are best

It's easiest for teachers, and best for students
There's more improvement, and the tests are more accurate

3 test guarantee great improvement

The first test gives their ability. The instructions are to show up, have a good time, and try to use some new vocabulary. Everybody how shows up on time makes an A+ on the test. A reasonably good and on-time transcript is worth 10 Homework points.

The second test: The instructions are to cover the two topics and use new vocabulary. This forces students to prepare, and results in longer speaking, which gives improvement data of about **40%**.

The third test: At least once during the test they are to speak academically, using *first, second, third*. This further forces them to prepare, and again results in longer, smoother speaking.

The first test is a PRACTICE test

Everybody makes an A, everybody understands the class, and you get their speaking ability.
The sooner students comprehend the class, the more they improve, and the higher your evaluations.
If you've never given a conversation test before, then the first test is a practice test for you also.

There are 3 phases

All human learning can be summed up in three words: watch, try, repeat.

1   Get them speaking   Weeks 1 - 4

No stress, no grammar. Relax and speak. Get to know your classmates. In English.
Change the mindset to a conversation course.

Weeks 1 to 3 are to just to get them speaking, and change the mindset . It shows teachers that students will talk, and shows students that they can talk. The placement test gives their ability, so every class after this is to improve ability.

Week 4 is the **practice conversation test.**

2   They speak longer, academically   Weeks 5 - 8

Students start answering academically, with *first, second, third*.
This prompts them to prepare, and speak longer.

Week 5 I take about 30 minutes to go over proper transcripts and how the next test will be graded.

Weeks 6 to 7 we settle down and get into the routine. Essays are assigned to get them speaking longer. 25% of students know the drill, 50% will learn the drill, and 25% will go through the motions.

Week 8 is the **second conversation test**. **They come to class for only their test, 20 minutes**.

Week 9 they only come to class for 20 minutes to watch their test, and fill out their performance checklist.

3   Do it again, better   Weeks 9 - 15

After 8 weeks of conversation classes and 2 conversation tests, they know what to do.
Do it again. Better, longer, smoother, with growing confidence.

Week 10 Go over the test and midterm grades. Start using the Information-Gap Pronunciation activities. This is response to their pronunciation on the conversation test, and it adds variety to the class.

Week 11 to 13 Get back to the routine. Because they can finish units in less time, you can add the task of video recording and uploading their paragraphs or essays.

Week 14 is the **third conversation test**.

Week 15 I show their final test scores, and their semester improvement data. Assign the reflective essay.

In short:

Every unit has 3 phases: Get them speaking. Longer academic speaking. Do it again, better.
Every semester has 3 phases: Get them speaking. Longer academic speaking. Do it again, better.

1 Week: Change the Mindset

"There is no grammar. You already passed the Soonung Test.
This is a conversation class, with a conversation test. Simple."

Show the two videos below. Then, speed date them. You are NOT the center of attention.

This is the class 30-second video

This is the test 3-minute video

"Before we can improve your ability, we must know your ability. Therefore, we'll give you a 12-minute placement test. This test is more accurate than your college entrance exam. It measures your ability, not your intelligence, or how long you sit and cram for an exam."

Placement Test
20 minutes

Pair Speed Dating
60 minutes

Trio Speed Dating
40 minutes

The first week is to change their mindset from grammar to conversation. This class is different.

If you can give the placement test, give it. If not, you can do pages 10 - 11. If they are into it, keep them pair speed dating until class ends. If they need some variety, you can put them in trios and do the board game. However, this requires teacher talking, so I prefer to stay in pairs. If you want to save the Trio Board Game for next week, great.

Here's a great first day or first week activity

As students walk in, they pick up a schedule blank and quickly fill it out.

Or, if you think ahead, they could download it and fill it in before class. Plan A is they fill it out in English ad this forces them to learn the English name of their class. But, if that causes a snag, Korean will do.

name	Kim, Lee choi			8.23	A 14
				birthday	class & number
	MON	**TUES**	**WED**	**THUR**	**FRI**
9:00	1				
10:00	2	Screen		Principles of	Computer
11:00	3	English	French	Economics	Science
12:00	4		Grammar		
1:00	5	French		Statistics	
2:00	6	Culture			
3:00	7	Sociology	GB class		GB class
4:00	8	& Life			GB class
5:00	9				
6:00	10				

A16

WRITING *for* **SPEAKING**

The goal is **SMOOTHER SPEAKING** because that can change your life

Write what you will say, talk about what you wrote, to six different partners

Conversation-based Learning by Gunther Breaux

*By pairing writing and speaking, improving one improves both*

Class Numbers

Students' official numbers are 8 digits long, and if everyone is not the same academic year, it can take a while to sort them. So, I have 4 classes, A, B, C and D. They're color coded, Blue, Yellow, Lavender and Green. With numbers 1 - 30. This makes it very easy to sort their books to quickly check their homework in class.

I make their photo phone attendance sheet below, and an A4 information sheet. Everybody gets this sheet and glues it to the inside front cover of their book. Every time they talk to a classmate, they highlight them in yellow. This way, we can quickly see who has not spoken to each other yet.
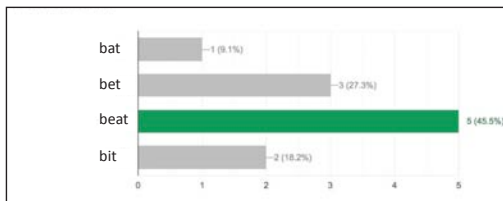

Never call roll again
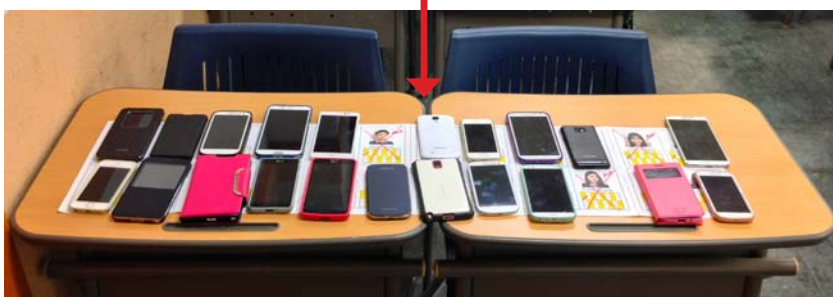
They talk. *Speed Dating*.

I don't go *blah blah blah* introducing the book. They can watch the video.

1. If you want to ease them into to shallow water, the homework could have been to look over the unit and just answer the JOB INTERVIEW QUESTIONS.

2. Sit them in pairs and turn them loose. If student numbers are not final, then say this: Sit in pairs wherever you like. They will sit with their closest friend. Then, wait a few seconds and yell SWITCH! Then you know that everyone will have a total stranger for a partner.

3. If some students do not have a book yet, no problem, only half the students having a books is fine.

4. However, having a book and the homework done in it, is valuable, and they get HOMEWORK points. And you easily get widespread grades.

Near the end of class, if you like you can show the answers and results of the placement test
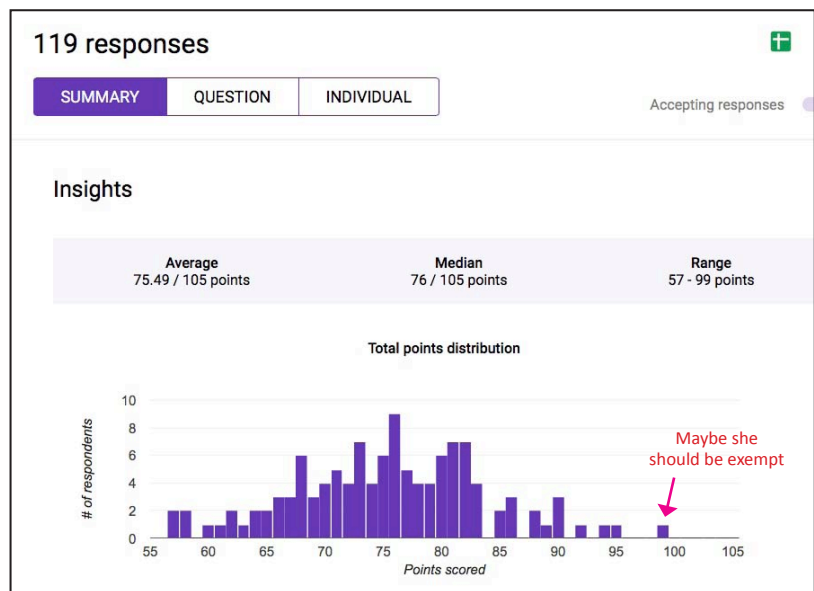
Part 1: Pronunciation

Ability Spread from Google Test

Part 2: Prepositions

While going over the Pronunciation, you can show students the website page where they can practice.

i	æ	ɛ	ɪ
feed	fad	fed	fid
feet	fat	fet	fit
he'd	had	head	hid
heat	hat	het	hit
lead	lad	led	lid
lease	lass	less	liss

L	R	N	W
led	red	Ned	wed
leel	real	kneel	wheel
leer	near	rear	we're
len	ren	nen	when
life	rife	knife	wife
light	right	night	white

B	P	F	V
bat	pat	fat	vat
bed	ped	fed	ved
beel	peel	feel	veal
beer	peer	fear	veer
berry	Perry	ferry	very
bet	pet	fet	vet

Th	T	D
thin	tin	din
theme	team	deem
there	tear	dare
therm	term	derm
think	tink	dink
this	tis	dis

3 week

They talk some more

I don't go blah blah blah introducing the test. They can watch the video.

It usually takes until about midterm before everybody has met all their classmates. So, during this week they are still meeting strangers every 8 minutes. Variety and interesting. Below you can see how the class numbers make Speed Dating easy.

1st CLASS	2nd CLASS	3rd CLASS	4th class
Switch every 5 minutes	Switch every 8 minutes	Switch every 8 minutes	Switch every 15 minutes
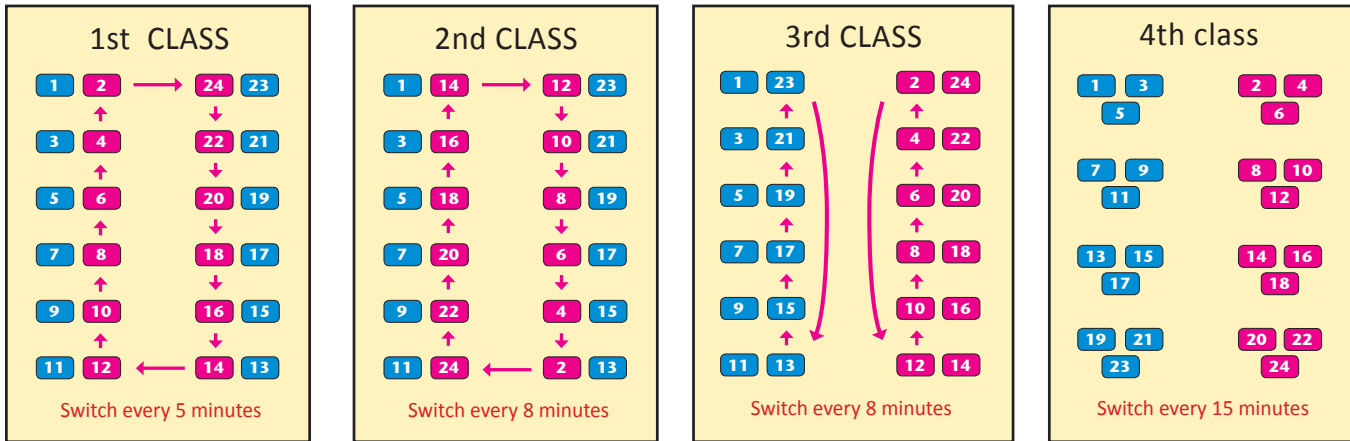
PRACTICE TEST PREPARATION

I show students (at left) how their placement test score determines their test partners. (I use stock photos from the internet, not actual students).

Further, I tell them they their test times will be at random, not be in order of ability, as shown at left. (Thus, no shame in being scheduled last.)

I say: *Show up on time, and try to use some vocabulary. Remember, it's a conversation test, not a speaking test. Everybody should speak about the same. The purpose of this test is to show you how to make an A+ on the next test.*

You need to show up ONLY for your test. However, if you are late, that is rude to your partners, and it will hurt your grade.

You will record your conversation with your phone, so make sure your battery is charged and you have a recording program.

OK! You've been taking English for 10 years, and now you're going to have a conversation test. Cool.

Score	Time	Students
99 92 90	1:00	17 Park, Jang won · 1 Ahn, Kun lee · 20 PARK, Sin min
89 88 87	1:20	4 Hong, Se he · 5 Jeong, Soo min · 7 Kim, Kyun hee
85 83 80	1:40	8 Kim, Won su · 3 Choi, Lee so · 19 PARK, Min hee
79 78 76	2:00	2 Choi, Pak lee · 14 Lee, Jang soo · 15 Lee, Kwon min
73 72 68	2:20	6 Kim, He suk · 16 Park, Soo an · 11 Kwon, Min so
67 64 58	2:40	12 Jung, Ah jang · 21 Park, Sung mo · 18 PARK, Koo min
57 57 54	3:00	10 Kwon, Ho hyuk · 9 Koo, Hee bo · 13 Lee, Hyun min

Near the end of class you can show their test partners and times. When there's about 15 minutes left in class, I'll have students sit with their test partners. They can exchange contact information and set up some time to practice, or not. I do not encourage this, because it can lead to stale conversations on test day.

I do not tell the students about the transcript until AFTER the test. I do not want them intimidated. After the test I send the MS Word transcript template and instructions, and the instruction video. After I get the first perfect transcript, I send out a mass email saying: ***Your transcript should look just like this.***
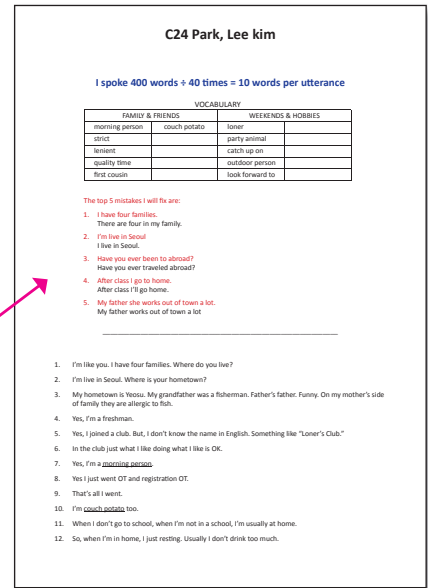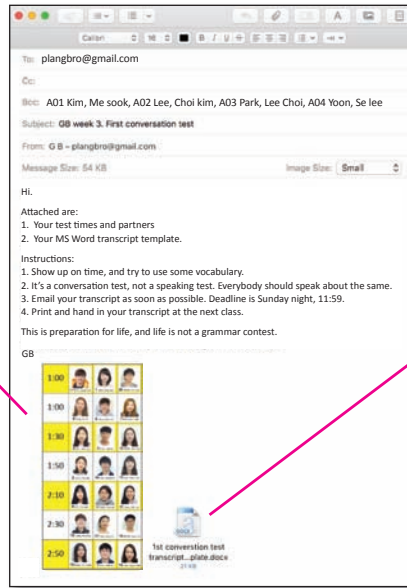
4 week: Practice Test

A week before the test I send a mass email to the whole class with a photo of their test times and repeat the instructions again.

After their test I email (or upload) the transcript template, instructions, and short instruction video. Students who want to do it correctly, are fully prepared.

I schedule two groups at the start time to ensure that at least one group is on time, so tests can start on time.

After the first group tests, they go back into the hall where usually several groups are anxiously waiting. They pester the first group with questions about the test, and the first group explains things. Voila! I do not explain things in class, students explain things to the next group. Each group tells their successor about the test.

No muss, no fuss.
Everybody knows their test time.

You can see that this student outlined in red is testing twice. The class was one student short, so I have two groups of similar ability back to back, and had her test twice. She can transcribe whichever conversation she wants.

For the first test, three partners is always better, but for the second and third test, pairs are OK. But, I would never ever do a group of 4.

If a group shows up with only 2, I will ask the best speaker from the previous group to help me and test again. I will say to the student:
You already tested. Sit in with this group. It's their test. Ask many questions and keep your answer short. OK?

In 10 years, I've never had a student refuse to help.

31

Test day, by the numbers

1. They talk.

2. You take notes.

1. Before the test I print out their grade sheets, with photos, and they sit accordingly. Early in using this test, I got confused about who was who, and started making photo test sheets.

2. I get to class a little early and set up chairs and equipment. I have an iPhone 6 that lasts for 3.5 hours and I use my old iPhone 5 for the remainder. Sometimes I set up my iPad to record the day in 'time lapse' mode.

3. Three students come in, I have them sit in the same order as my grade sheet, and they start their phone's recording, and set their phones in the holder I provide.

4. I turn on the digital recorder on their table, then my iPhone, then my test timer, and the test starts. I sit on the opposite side of the iPhone microphone because the mic picks up the sound when I shuffle papers.

5. On the first test I usually start things off with a question from the unit, but on the second and third test I just say *"Action!"* Or ask *"What are you talking about today?"*

6. They talk. I watch. After everybody talks a bit I jot down my opinion of their **holistic basic ability score**. It's just a first-impression opinion. As they talk longer, sometimes I raise or lower the score a tad. Sometimes they finally talk about their passion and I raise the score and sometimes they run out of their comfort zone and I lower their score. I do not strain my brain because I know that they will have 3 conversation tests with 6 different partners and their final average of their three tests will be pretty accurate.

7. I make notes of:

common mistakes	*In my case. Same to me*
self-corrections	*I have to bus, take a bus. How did they met, meet?*
stitching words together	*Do you fun about your major? I have an empty day.*

   Those things interest me. Make notes of whatever interests you. Sometimes I make a note of **vocabulary**, but that's not needed because their vocabulary will be underlined and listed on their transcript. If they use a really advanced vocabulary word that's not in the book I will jot that down and give them points.

8. Every now and then if I suspect that a student has better abilities than is showing, I will make a note "Give better partners next time." And vice versa.

9. If a student is really good and keeps the conversation going by asking timely questions, I write **CTB** (carried the ball) by their photo.

10. The bell goes off, I blurt out: *AWESOME! That was a real conversation!* and I turn off the timer, iPhone and digital recorder. Then I say: *I already sent you detailed instructions by email.*
   *ONE: Email your transcript as soon as possible. The deadline is Sunday midnight.*
    TWO: Print and hand in your transcript next class. Email AND hand in. I'll see you next week. Awesome.

5 week

On Sunday night my email box looks like this

From	Subject	Date received		Size	
A1	A1 First test transcript	April 25, 2017	4:05	150 KB	
A2	A2 First test transcript	April 25, 2017	5:45	150 KB	
A3	A3 First test transcript	April 25, 2017	6:04	120 KB	
A4	A4 First test transcript	April 26, 2017	7:02	130 KB	
A5	A5 First test transcript	April 27, 2017	8:29	145 KB	
A6	A6 First test transcript	April 25, 2017	9:48	146 KB	
A7	A7 First test transcript	April 26, 2017	10:05	148 KB	
A9	A9 First test transcript	April 30, 2017	12:04	135 KB	
A10	A10 First test transcript	April 28, 2017	13:02	130 KB	
A11	A11 First test transcript	April 25, 2017	14:06	7 KB	
A12	A12 First test transcript	April 25, 2017	15:05	150 KB	
A13	A13 First test transcript	April 25, 2017	16:01	150 KB	
A14	A14 First test transcript	April 26, 2017	17:01	150 KB	
A15	A15 First test transcript	April 27, 2017	18:04	150 KB	
A16	A16 First test transcript	April 25, 2017	19:05	150 KB	
A17	A17 First test transcript	April 26, 2017	20:09	150 KB	
A18	A18 First test transcript	April 30, 2017	21:25	120 KB	
A19	A19 First test transcript	April 28, 2017	22:05	130 KB	
A20	A20 First test transcript	April 25, 2017	23:35	145 KB	
A21	A20 First test transcript	April 25, 2017	0:33	146 KB	
A23	A23 First test transcript	April 25, 2017	2:14	148 KB	
A24	A24 First test transcript	April 25, 2017	3:05	150 KB	
A25	A25 First test transcript	April 25, 2017	4:05	150 KB	
A26	A26 First test transcript	April 25, 2017	5:05	150 KB	
A27	A27 First test transcript	April 25, 2017	6:05	150 KB	

On Monday afternoon, they hand in their transcripts
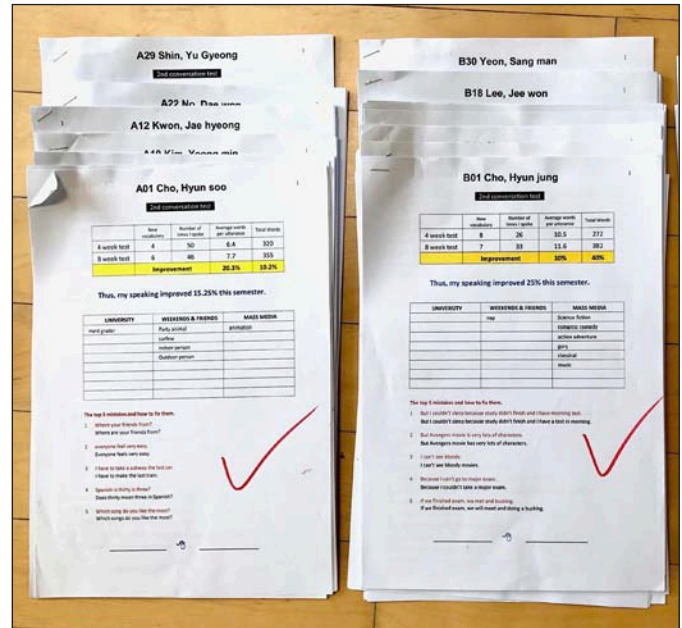
Show their test grades

Their secret password is their birthday, which I got on the first day of class. The grades are sorted by birthday.

	Raw scores		Converted scores					
Birthday	**Basic Ability**	**Total Words**	**Ability 20%**	**Total words 20%**	**Vocabulary 20%**	**Top 5 mistakes 10%**	**Transcript 30%**	**Grade 100%**
1.25	79	645	17	16	18	10	25	86
3.05	90	503	17	13	7	10	25	72
3.26	69	324	16	8	11	10	20	65
4.18	78	433	15	11	11	5	25	67
5.11	79	432	18	11	15	10	25	79
5.13	86	572	19	14	20	10	25	88
5.25	86	525	19	13	10	10	30	82
6.07	73	433	17	11	12	10	20	70
6.21	70	443	14	11	14	10	25	74
6.29	83	373	15	9	10	5	25	64
7.14	86	557	17	14	12	10	25	78
8.14	76	460	19	12	20	10	25	86
8.16	85	812	18	20	20	10	30	98
8.25	73	451	16	14	15	10	20	75
9.02	85	693	19	17	19	10	25	90
9.03	70	397	15	10	8	5	15	53
9.05	95	706	20	19	20	10	25	94
10.04	71	305	15	8	12	0	22	57
10.14	90	711	19	18	18	10	30	95
10.17	78	447	20	11	14	10	30	85
10.28	83	540	18	14	14	10	20	76
11.05	69	281	15	7	10	0	20	52
11.28	81	337	17	8	10	5	20	60
12.22	70	266	15	8	5	0	20	48

After the test

I show what a perfect transcript looks like, and how their total words spoken determines their partners for the next test. (Of course, I do not show their pictures, as seen below right.) Just the total words spoken.

In total truth, the partners are determined by a combination of total words + speaking ability. I do this because some students with high ability might not have spoken up to their ability on the first test, because a partner had low ability.

If their schedules allow, I have the best speakers from 3 different classes test together. In this way, they can all speak up to their ability.

Total words   **Second test partners**

C24 Park, Lee kim

1st conversation test

I spoke 400 words ÷ 40 times = 10 words per utterance

VOCABULARY

UNIVERSITY		SPORTS & SUMMER	
brainiac		couch potato	jock
easy grader		joiner	lazy slob
loner		outdoor person	
idea person		runs in the family	

The top 5 mistakes I will fix are:

1. I have four families.
   There are four in my family.
2. I'm live in Seoul
   I live in Seoul.
3. Have you ever been to abroad?
   Have you ever traveled abroad?
4. After class I go to home.
   After class I'll go home.
5. My father she works out of town a lot.
   My father works out of town a lot

_____

1. I'm like you. I have four families. Where do you live?
2. I'm live in Seoul. Where is your hometown?
3. My hometown is Yeosu. My grandfather was a fisherman. Father's father. Funny. On my mother's side of family they are allergic to fish.
4. Yes, I'm a freshman.
5. Yes, I joined a club. But, I don't know the name in English. Something like "Loner's Club."
6. In the club just what I like doing what I like is OK.
7. Yes, I'm a morning person.
8. Yes I just went OT and registration OT.
9. That's all I went.
10. I'm couch potato too.
11. When I don't go to school, when I'm not in a school, I'm usually at home.
12. So, when I'm in home, I just resting. Usually I don't drink too much.

Total words: 945, 865, 843, 712, 709, 701, 682, 623, 597, 587, 557, 551, 457, 427, 417, 412, 403, 402, 388, 345, 298

Second test partners:
10 Kwon, Ho hyuk | 14 Lee, Jang soo | 7 Kim, Kyun hee
2 Choi, Pak lee | 5 Jeong, Soo min | 19 PARK, Min hee
4 Hong, So he | 3 Choi, Lee so | 20 PARK, Sin min
8 Kim, Won su | 1 Ahn, Kun lee | 11 Kwon, Min so
17 Park, Jang won | 16 Park, Soo an | 18 PARK, Koo min
6 Kim, He suk | 21 Park, Sung mo | 13 Lee, Hyun min
12 Jung, Ah jang | 9 Koo, Hee bo | 15 Lee, Kwon min

This is a fun 3 or 4 person, post-test activity. It's on your flash drive.

I say:

Now that you're speaking, let's start improving how you sound.

However, showing grades takes up class time, so I often delay this activity until week 6.

Do it again

Speak longer, smoother, academically

Students know what the class is like and what the test is like. Classes are simply allowing them to practice, in realistic groups of 3, for the next conversation test.

1. Sometime during the test they will use ***first, second, third***. This forces them to prepare which results in them speaking longer. Which gives great improvement data on the second conversation test.

2. Students realize that idioms are worth 20% of their conversation test score and this forces them to prepare, which also results in longer speaking.

3. In short, after week 5, students realize that how many words they speak is worth 20% of their test score, and how many vocabulary is worth 20%. Let them practice.

3-person Speed Dating

For variety, and to help students prepare more realistically for the 2nd conversation test, you can introduce trio conversations.

They sit in groups of 3. When the bell rings, students on the inside get up and move clockwise. Students on the outside move counterclockwise. Students in the center stay. Everybody had 2 new partners.

Trio conversations are usually longer, 10 - 12 minutes. You can also let them go for 17 minutes, to prepare them for the 17-minute test.

For the last grouping on week 7, I have students sit with their test partners, and they can exchange contact information and arrange to meet and practice if they like.
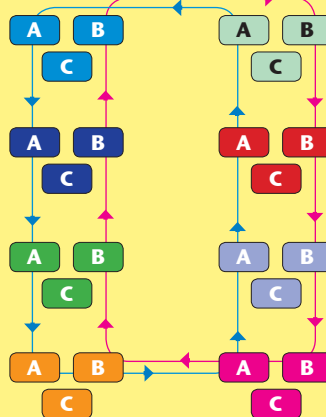

4th class
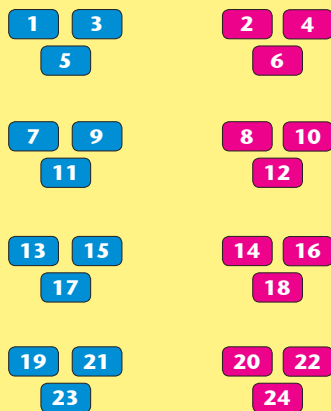
Switch every 15 minutes

1. Sit in groups of 3, all new partners.
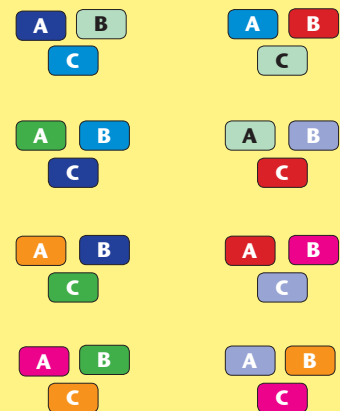2. They should sit orderly, like so.

Trio shuffling

B's go clockwise!

1. The teacher says: *Those in the inside get up and go clockwise.*
2. After all of them sit, teachers says: *Those against the wall go the other way.*

Trio shuffling

A's go counter-clockwise!

1. Everybody has two new partners! *(Three colors in each group prove it.)*

2nd Conversation Test. The instructions are simple:

Do it again.

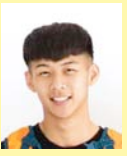### It's just like the first test. Same same. Everybody knows what to do.

If your first conversation test is with 60 students, it will probably be a Chinese fire drill.

I suggest it's better for that to happen with a low-stakes test on week 4, than a high-stakes test on week 8. If too much valuable class time is used up on week 4, then you can compensate by having students do more preparation outside of class in the following weeks. You can adjust.

You can see below how the total words on the first test gives appropriate partners for the second test.

Students know what to do, how to prepare, and they have appropriate partners. If they want to improve they know how. You have led them to water.

Test partners and total words spoken, first test.

| 963 | 642 | 545 | 935 | 701 | 520 | 920 | 689 | 525 |

Test partners for the second test are grouped by similar ability.

| 963 | 935 | 920 | 642 | 701 | 689 | 545 | 520 | 525 |

HOMEWORK Just like last time. Same same. You know what do to.

1. On this test, transcripts are IMPORTANT. Do it right. Your partners can help.
2. Email as soon as possible, before Sunday midnight, and hand in next class.
3. The subject of your email is: A14 Kim, Lee song. 2nd conversation test.
4. Next week, come to class at the same time, with your partners, and you will watch your test.

Feedback: They watch their Test

Students come to class at the exact same time, with the same partners, and watch their test.

1. Students hand in their essay, and watch their test. Then they are free.

2. While they are watching, you could relax, watch the videos, or look over their transcripts. I relax.

3. After they finish, you hand out the TEST FEEDBACK sheets. And the next group enters.

Name in English, last name first _____ Class & Number_____

Test Feedback Checklist

Listen to your test again. 16 minutes. Make notes, put checks ✔✔✔ if you did something several times.

DID YOU?

1. **Did you speak in a loud, clear, strong, confident voice?** _____
2. Make comments (*Really, no kidding, me too, awesome*, etc) _____
3. Ask follow-up questions (*Where, when, why, how often*?) _____
4. Use *Kind of, half and half, it depends* _____
5. Use *First, Second, Third, or ABC?*_____
6. Self-correct? (*My brother she. . . he*) _____
7. Help explain something to your partner? _____
8. Say "*In my case*" _____"*very like, very hate*" ? _____ "*to me*" _____ "*almost*"_____
9. Let your partners talk enough? _____
10. Have a long pause before you asked a question? _____
11. Keep the conversation going by asking questions, or did your partner? _____
12. Do you feel that one of your partners talked too much? _____
13. How was your pronunciation? _____
14. What words did you pronounce badly? _____
15. What new mistakes did you notice? _____
_____
16. What mistakes did your partner's make? _____
_____
17. What vocabulary could you have used? _____
_____
18. How can you improve for your next test? _____
_____
_____
19 Do you try to arrange perfect grammar in your head before speaking? _____

1. The FEEDBACK CHECKLIST is on MS Word so you can easily modify it for your class.

2. Some students forget to do it, or forget to bring it, and there is more HOMEWORK GRADE SPREAD.

3. If a student does the CHECKLIST diligently and puts some effort into it, I'll give them an extra point.

4. I bring the videos to class on a flash drive.

HOMEWORK

1. Listen to your audio again. It takes only 17 minutes. Fill out this feedback sheet.

2. You're going to have one more conversation test, so if you want to improve, this is how.

3. Hand it in next class.

4. Next week we do unit 4. Come prepared to speak. Print out your essay. Try to include photos.

Show their test and midterm grades

Conversation tests			Homework			Con. Tests	Homework	Att.	Grade	
1st	2nd	Avg	Unit 1	Unit 2	Unit 3	40%	40%	20%	100%	
100	90	96	10	10	10	37	40	20	97	A+
100	90	96	10	9	10	37	38	20	95	A+
100	94	95	10	10	10	35	40	20	95	A+
100	85	93	8	8	10	35	39	20	94	A+
100	85	95	10	10	10	35	37	20	92	A
100	78	86	8	7	10	33	39	20	92	A
100	78	88	10	10	10	33	36	20	89	B+
100	83	91	10	9	10	32	36	20	88	B+
100	75	85	7	10	10	31	38	20	89	B+
100	73	85	10	10	10	32	33	20	85	B+
100	56	79	10	8	10	29	30	20	79	C+
100	72	74	8	10	10	29	25	20	76	C+
100	76	83	10	7	10	28	23	20	74	C
100	48	74	6	10	10	25	20	20	71	C
100	47	65	5	10	10	22	17	20	68	D+
100	40	67	8	5	10	21	14	20	65	D+
100	40	60	5	7	2	20	14	20	54	F
100	42	65	0	6	6	18	12	16	46	F
0	40	60	0	5	5	17	12	10	39	F
0	56	65	0	8	4	18	12	0	30	F

Show their improvement

	How many times I spoke	Average words per utterance	Total words I spoke
4 week test	38	8.6	329
8 week test	32	13.7	395
Improvement		60%	20%

Therefore, my speaking improved 40% in 4 weeks!

Then I say

Wow. After 10 years of grammar and 4 weeks of speaking, your speaking improved 40%!
That must be some kind of world record! Let's keep doing what we're doing. It's working.

1. **Do the units as usual**
2. **Do the Information-Gap Pronunciation Activity**
3. **While they're doing the activity, or the essay, you can do a homework check**

Showing the grades on week 10 will take a while, so you may not have time to fully cover unit 4. This could be completed during week 11.

Now that you're speaking, we're going to improve your speaking.

This activity takes a little instruction. I instruct as clearly as possible, and then after they begin, I float from group to group explaining as necessary. However, the next time you use this activity, they know the drill. No wasted class time explaining.

Each group will finish at different times, and as they finish, they can just start talking about the topic. After all groups finish, you put them in trios, and speed date them. By this time in the semester, they can handle longer conversations, 10 - 15 minutes.

Students have had 2 conversation tests, and have done 3 units, and have seen their midterm grades. They know what's going on. Anybody who wants an A+ on the final test knows what to do. Students can do a unit in less time, and in that extra time they can do better work.

Teachers can go on cruise control. Their big duty is that they must make this judgement every class: *Do we repeat this activity again for more improvement, or give another activity for variety?*

The instructions are: *Do it again*

It's the third test. Everybody knows what to do.

At right you can see partners of similar ability on the third test. They are very closely matched. This test will be very fair and very accurate.

The lowest group will not magically speak 800 words. But, if they come prepared with questions and answers, they will have shorter and fewer pauses, which would increase their total words to 300 - 400.

Most students will use the opportunity to really prepare and improve their score

About 20% will prioritize and blow this off and study for other classes.

Final assignment: REFLECTIVE ESSAY

After I get their transcript, I give them the final assignment, which is to write a TOEFL Essay about:

The top 3 things I learned in this class this semester

I wait until after they finish their transcript, because I want them to see their improvement data BEFORE they write about the class.

Further, my thinking is that after they reflect and write about what they learn, they might just be nicer on their teacher evaluations.

During the semester students will have written 4 TOEFL essays, so this is not a burdensome task, they know what to do, and how to do it quickly.

I have them do it on MS Word and both print and email it. In this way, if I want to quote from them on an academic paper, it is easy to copy and paste.

Final Test Partners

Time			
1:00	2 Choi, Pak lee	14 Lee, Jang soo	1 Ahn, Kun lee
	863	847	801
1:20	4 Hong, So he	5 Jeong, Soo min	20 PARK, Sin min
	789	764	747
1:40	8 Kim, Won su	3 Choi, Lee so	19 PARK, Min hee
	682	654	621
2:00	17 Park, Jang won	15 Lee, Kwon min	7 Kim, Kyun hee
	560	535	511
2:20	6 Kim, He suk	16 Park, Soo an	11 Kwon, Min so
	485	452	419
2:40	12 Jung, Ah jang	21 Park, Sung mo	18 PARK, Koo min
	386	373	364
3:00	10 Kwon, Ho hyuk	9 Koo, Hee bo	13 Lee, Hyun min
	291	262	246

Final Grades

Below are typical final grades.

The percentages are 40% conversation tests, 40% homework, and 20% attendance. The percentages are flexible and can be tweaked, for example to 45 - 45 - 10, or 35 - 35 - 30.

Sometimes, the final grades of two borderline students are very close. For example, 80.1 and 80.2, and only one of them can make a B. In such a case, I might increase the weight of homework, or the conversation tests, and see if that spreads their grade out any.

The grades below fit a A 30%, B 35%, C 35% curve. Luckily, the grades fell within the curve. Usually, if I can, if a borderline student with a 89 or 79 has good attendance I bump their grade up. My students do more homework and improve more so this is easily justified.

Conversation tests				Con. Tests	Homework	Att.	Grade	
1st	2nd	3rd	Avg	40%	40%	20%	100%	
100	90	97	96	37	40	20	98	A+
100	90	98	96	37	38	20	97	A+
100	94	92	95	35	40	20	96	A+
100	85	95	93	35	39	20	95	A+
100	85	100	95	35	37	20	93	A
100	78	81	86	33	39	20	91	A
100	78	86	88	33	36	20	89	B+
100	83	90	91	32	36	20	88	B+
100	75	81	85	31	38	20	88	B+
100	73	83	85	32	33	20	85	B+
100	56	81	79	29	34	20	82	B
100	72	50	74	29	33	20	82	B
100	76	74	83	28	33	20	81	B
100	48	75	74	29	29	20	78	C+
100	47	49	65	22	35	20	77	C+
100	40	62	67	23	28	20	70	C
100	40	41	60	20	29	20	69	C
100	42	52	65	23	27	16	66	D
0	40	41	60	17	12	16	44	F
0	56	40	65	18	12	0	20	F

HOMEWORK GRADES. I love them.

They are the engine of improvement. They force students to show up prepared. When I first came to Korea getting students to talk was like pulling teeth. I solved that by making my own book, and making the book conversation preparation.

They are a fair, valid, and objective basis for grades, and they are an accurate measure of improvement. The more homework (preparation) students do, the more they improve.

Homework is easy to count. I don't count quality (subjective), I count quantity (objective).

3 Partners are best, 3 Tests are best

Week 4

THE FIRST TEST is to get them speaking.
It's a practice test. Just show up and talk

Show up on time, and use some vocabulary. Remember, it's a conversation test, not a speaking test. Everybody should speak about the same.

For first-time teachers, this can be also be a practice test. They can learn the ropes and work out any problems before the first real test.

Week 8

THE SECOND TEST is to get them speaking academically, using **first, second, third** with **specific examples.**

At least once, anytime, during the conversation you will use first, second, third, or ABC.

There is a maximum of 20 points for vocabulary. If you use 30 vocabulary words you get only 20 points. I do not want vocabulary-filled speeches.

Week 14

THE THIRD TEST, they do it again. Better.
Sometimes I add: **good news / bad news.**

Do it again, better. Your TOEFL essays will help you, because you already wrote your ABC.
(The book is Writing for Speaking, remember?)

At least once use good news/bad news. This is academic, similar to a compare/contrast essay.

At left are the best speakers from three different classes. The student in center is French and the male is a senior who has been in the army.

3 Partners are perfect

1. With pairs, each student has more speaking time, but a deadbeat adversely affect their partner's performance.
2. A four person test is just too many and unnecessary. I have NEVER tested four.
3. Three is perfect. Everyone has sufficient speaking time, and there's more real-world interaction.

3 Tests are perfect

1. You know their ability before they start improving too much.
2. Early on, it shows students that homework is preparation for class, and each class is preparation for this specific test.
3. The average of 3 tests is more accurate

   More tests = more accuracy & more improvement.

Transcripts

Basic starter transcript

C16 Kim, Choi-lee

I spoke 260 words ÷ 30 times = 8.7 words per utterance

1. So they also good at English?
2. Yes
3. than, what is your most favorite class in this semester?
4. Except this class? Maybe.. understanding of music class. Because every class professor see class students video and play music it is very good to…
5. you love to listen music?
6. I tried that class twice but all fail.
7. Is that class very popular to student? is it hard to listen that class?
8. Yes very popular , yes
9. Why? the test is difficult?
10. I failed to enter the class.
11. I heard that class is really expensive.
12. Yes. It's really expensive to me.
13. No, more expensive than that. So first time, I was little bit regret about that, but if I don't listen this class, have no chance to do scuba diving so I think it is cool.
14. Can you swim?
15. Do you join any club or study club?
16. Oh, my friend also join that club.
17. You know Lee-Jae-Kyung?
18. Oh, yes.
19. He is also in Vietnam Language, I heard about your club. I heard that in this summer vacation, Kusa went China together.
20. Oh, yes. But I didn't go.
21. I heard they went china and… What they did in China?
22. I think they go there to teaching…..
23. Teaching Chinese?
24. No. They just exchange culture things.
25. They went China and met China university students?
26. um.. high school.
27. Oh, then gave Chinese students about Korea cultures and they introduced Chinese students
28. Yes. And then I falled off and that when I went hospital.
29. Why you didn't go there?
30. Because I think It is really long span.

• **This took 1.5 hours** •

1st test transcript

A1 Ahn, Park soo

1st conversation test

I spoke 334 words ÷ 36 times = 9.4 words per utterance

VOCABULARY

FAMILY & FRIENDS		WEEKENDS & HOBBIES	
morning person	couch potato	loner	
strict		party animal	
lenient		catch up on	
quality time		outdoor person	

The top 5 mistakes I will fix are:

1. I have four families.
   There are four in my family.
2. I'm live in Seoul
   I live in Seoul.
3. Have you ever been to abroad?
   Have you ever traveled abroad?
4. After class I go to home.
   After class I'll go home.
5. My father she works out of town a lot.
   My father works out of town a lot

1. I'm like you. I have four families. Where do you live?
2. I'm live in Seoul. Where is your hometown?
3. My hometown is Yeosu. My grandfather was a fisherman. Father's father. Funny. On my mother's side of family they are allergic to fish.
4. Yes, I'm a freshman.
5. Yes, I joined a club. But, I don't know the name in English.
6. In the club just what I like doing what I like is OK.
7. Yes, I'm a morning person.
8. Yes I just went OT and registration OT.
9. That's all I went.
10. I'm couch potato too.
11. When I don't go to school, when I'm not in a school, I'm usually at home.

At the end of every transcript students put how long it took them. The average time is a little less than 2 hours. I want students to see that it did not take them an unjust amount of time.

The second and third transcripts involve a little more work, but with each transcript they get faster at transcribing, and better at using MS Word. Thus, the Yin and Yang. Each test requires more work, but takes the same amount of time. If students do not do the third transcript correctly, that is not an English education problem. That's a lazy personality problem.

Depending on your interests, transcripts can be used to focus any language feature that can be underlined, such as: follow-up questions, subject-verb agreement, phrasal verbs, pronouns, adjectives, etc.

TRUE STORY. *In the late 1960's, a new university was built in America. All the campus construction was done, everything. Except for the sidewalks. After one semester, there were well-worn dirt paths where students naturally walked.* **THAT** *is where they put the sidewalks. They wanted to see where students walked, and then gave them a smoother way to get there.*

The conversation test transcripts are the same thing. We do not try to prevent a million generic mistakes. We force students to speak and then they find and fix their own specific speaking mistakes.

While transcribing, students hear – repeatedly – their own mistakes. (They also hear their partners' mistakes.) They then read and fix their top 5 mistakes. Transcribing is solid gold. It's about the best language-learning activity, and it gives extensive, self-correctable feedback.

2nd test

A1 Ahn, Park soo

2nd conversation test

	New vocabulary	How many times I spoke	Average words per utterance	Total Words
4 week test	10	36	9.4	334
8 week test	11	31	13.3	412
Improvement		**76%**	**28%**	

Thus, my speaking improved 52% in 4 weeks.

VOCABULARY

MOVIES	FOOD & FITNESS	SUMMER BREAK
love at first sight	villain	weekend warrior
crush on someone	leading man	couch potato
soul mate	gory movie	
steady girlfriend	slashing film	
outdoor person		

My top 5 mistakes and how to fix them.

1. No, I didn't heard about that.
   No, I didn't hear about that.

2. I have never been gone to there.
   I've never been there.

3. I am interesting in that.
   I am interested in that major.

4. What is your best favorite movie?
   What is your favorite movie?

5. I theater go hardly.
   I hardly ever go to the theater?

---

1. Usually I'm <u>weekend warriors</u>, but last weekend I stayed at home because this week is midterm exam, so I was staying at home and studying for midterm exam. What did you do last weekend?

2. No, I didn`t heard about that.

3rd test

A1 Ahn, Park soo

3rd conversation test

	New vocabulary	How many times I spoke	Average words per utterance	Total Words
4 week test	10	36	9.4	334
8 week test	11	31	13.3	412
14 week test	14	26	19.2	500
Improvement		**100%**	**50%**	

Thus, my speaking improved 75% this semester.

VOCABULARY

Units 1 - 3	4 Shopping	5 Health & Happiness	6 Festivals
tech savvy	shopaholic	couch potato	bumper to bumper
GPA	material girl	stressed	action addict
procrastinate	impulse shopper	flexible	ripped off
	defectie	quality time	

Here are my top 5 mistakes and how to fix them.

1. I have never been gone to there.
   I have never been there.

2. How many subjects do you take exam?
   How many midterm exams do you have?

3. On last weekend I meet them.
   Last weekend I met them.

4. I studied during three hours.
   I studied for three hours.

5. We have too many homeworks.
   We have too much homework.

---

1. Hi. I think you and my friend are in the same major.
2. I have never been gone to there.
3. I just stayed home and rested. What about you?

I am picky about properly-formatted transcripts. This course is data-driven and therefore I need data.

1. I feel that a college education is basic training for a middle class life, and MS Word is a basic and crucial skill. If students must master MS Word in my conversation class, fine. Being proficient in MS Word as a freshmen will improve their grades for their remaining school life.

2. Transcripts on MS Word are clear, visible evidence of their ability, improvement, and mistakes. For a test to be valid there must be evidence. Transcripts are evidence, and actionable.

3. If feedback and error correction are indeed part of my job, transcripts are how I do that duty.

4. Students both email and hand in the transcript. About 20% forget to do one or the other, and this gives me grade spread. Also, transcripts (done late or incorrectly) also increase the grade spread. Fairly, objectively and transparently.

5. With printed transcripts there is a hard copy of the tests for student, teacher, and university.

6. I do not go into detail explaining how to do a proper transcript. I grab one that is done correctly, and I say: "It looks just like this." I keep repeat "Just like this" until they tire and walk away.

MS Word is a life skill, and the sooner they master it the better.
Other assignments in other classes will greatly benefit from this skill that they master in my class.

Direct, Objective Data

A conversation test is no longer graded like a figure skating competition. It's graded like a marathon.

It's graded like a running test, and the longer the test, the further apart the finishers. That's why 17-minute conversation tests are more accurate and easier to grade than 5-minute tests.

Now you can grade how much students do, not how much they do wrong.

I've been giving these tests for about 15 years. Below is the typical improvement of two and three tests.
Truly, their speaking ability improves 50%. And that improves their listening ability 50%.
And with that, TOEIC, TOEFL, and IELTS scores improve at least 20%.

This is not smoke and mirrors or voodoo accounting. If their speaking ability is so low that it can be improved 50% in one semester, their TOEIC score will be so low that it also will improve dramatically. That is a human nature and mathematical certainty.

2 tests

	How many times I spoke	Average words per utterance	Total words I spoke
Midterm test	44	9.6	429
Final test	32	17.4	523
Improvement		82%	22%

Thus my speaking ability improved 52% this semester.

3 tests

	How many times I spoke	Average words per utterance	Total words I spoke
4 week test	50	8.6	436
8 week test	31	15.4	482
13 week test	23	19.8	536
Improvement		130%	22%

Thus my speaking ability improved 76% this semester.

This is a crucial aspect of Conversation-Based Learning:

You can prove that your students improved.

Further, students, parents, and deans can see the improvement.

Why Big Classes Are Better

Why big classes have more accurate tests, and more improvement.

First test partners, with a class of only 12 students.
Look at the numbers below. The first test partners are ranked
by the speaking ability as determined by the placement test.
1, 2 and 3 scored highest and they are test partners
10, 11, 12 scored lowest and they are partners.

1st Group	1	2	3
2nd	4	5	6
3rd	7	8	9
4th	10	11	12

All is good.

What about the second test?
The best 3 speakers have already tested with each other.
On the second test, they will have to be paired with students of
lesser ability. Partners for the second test would look like this:

1st Group	1	4	7
2nd	2	5	11
3rd	3	9	10
4th	6	8	12

The top 3 speakers each have at least 1 partner from the bottom
half of the class. They will have to dumb down.

What about the third test?
The Placement Test is good, but it's not perfect.
So, it's possible that student 3 is actually the best speaker in class.
And both her partners are in the bottom half of the class.

1st Group	1	5	8
2nd	2	6	10
3rd	3	7	12
4th	4	9	11

In short, you can easily that the top 4 speakers (left column)
will have to dumb down to accommodate lesser-ability partners.

You could have partners of similar ability test again. After all, they
are talking about new topics. I don't do this for several reasons.
The lower ability students will get a stigma, and the higher ability
students may be eager beavers who practice together, thus,
unfairly speaking even more words than they normally would.

Bigger classes have more partners of similar ability.
This enables more accurate tests, and more fair tests.
And with less dumbing down, there is more improvement.

1st Test Partners

1:00	2 Choi, Pak lee	14 Lee, Jang soo	1 Ahn, Kun lee
	1	2	3
1:20	4 Hong, So he	5 Jeong, Soo min	20 PARK, Sin min
	4	5	6
1:40	8 Kim, Won su	3 Choi, Lee so	19 PARK, Min hee
	7	8	9
2:00	17 Park, Jang won	15 Lee, Kwon min	7 Kim, Kyun hee
	10	11	12

3rd Test Partners

1:00	2 Choi, Pak lee	5 Jeong, Soo min	3 Choi, Lee so
	863	654	472
1:20	14 Lee, Jang soo	20 PARK, Sin min	15 Lee, Kwon min
	847	621	262
1:40	1 Ahn, Kun lee	8 Kim, Won su	7 Kim, Kyun hee
	801	485	246
2:00	4 Hong, So he	19 PARK, Min hee	15 Lee, Kwon min
	682	469	262

Partners of similar ability

It's so simple

Below left are the 1st Day Placement Test results for 4 classes, A B C & D.

(Color coded for easy record keeping)

They are sorted from high to low, and their first conversation test partner groups are indicated, 1 to 9. They took the Google test, I opened the Excel file, and clicked SORT. It takes 5 minutes, and my heavy lifting for the semester is finished.

I know this on the 1st day of class

A	B	C	D	1st Test Partners
94	99	92	95	
88	88	83	90	1
85	86	82	90	
83	83	82	89	
82	83	82	86	2
81	83	81	86	
81	82	81	85	
81	82	79	81	3
81	80	78	80	
80	80	77	80	
80	79	77	79	4
77	78	76	79	
76	77	75	78	
76	77	74	78	5
76	76	74	76	
75	76	73	75	
74	76	72	75	6
73	75	72	75	
73	74	71	73	
71	73	71	72	7
70	73	70	68	
70	73	70	68	
69	72	69	67	8
68	71	67	66	
64	69	65	65	
60	63	62	64	9
58	61	62	57	

Students know this on the 2nd day of class

We use partners, not grammar. The engine of improvement is a lot of speaking with a lot of partners. Test partners of similar ability gives fair and accurate testing. The placement test starts the engine.

1st test partners, are determined by the placement test

2nd test, by how many words spoken on the 1st test

3rd test, by average total words on the 1st and 2nd test

**Test partners of similar ability:
More fair, more accurate, and more improvement.**

And it's so easy to do.

Similar Ability is the Key

Final Test Partners

Time			
1:00	2 Choi, Pak lee	14 Lee, Jang soo	1 Ahn, Kun lee
	863	847	801
1:20	4 Hong, So he	5 Jeong, Soo min	20 PARK, Sin min
	789	764	747
1:40	8 Kim, Won su	3 Choi, Lee so	19 PARK, Min hee
	682	654	621
2:00	17 Park, Jang won	15 Lee, Kwon min	7 Kim, Kyun hee
	580	575	561
2:20	6 Kim, He suk	16 Park, Soo an	11 Kwon, Min so
	541	528	519
2:40	12 Jung, Ah jang	21 Park, Sung mo	18 PARK, Koo min
	485	472	469
3:00	10 Kwon, Ho hyuk	9 Koo, Hee bo	13 Lee, Hyun min
	440	427	401
3:20	27 Park, Youn so	26 Min, Park young	25 Park, Soo min
	386	373	364
3:40	26 Ho, Hee hyuk	27 Lee, Park min	23 Yoon, Hee soo
	291	262	246

Their total words shown is the average of their total words spoken on the first two tests.

You can easily see they are grouped by similar ability

Partner of similar ability mean the test is **more fair**, **more accurate**, and there's **more improvement**. Because the better speakers do not have do dumb down for lower ability partners.

This is their third test. Students who are concerned about their grades have prepared, and this results in fewer pauses and shorter pauses. Which results in longer utterances and more total words spoken. Which results in more improvement data.

IMPORTANT NOTE. In some classes and most small classes, after two tests, the best speakers have already been partnered. And since partners are always different, by the third test there are not enough good speakers to pair together, and likewise the weakest speakers. Therefore, for the third test I take the best speakers, and weakest, from different classes and have them test together.

If I know that a better partner is with a weaker group, I might discretely tell the better partner that I know they are good speaker and they have nothing to prove. I ask them to help their partners by giving short answers and asking many questions, to help their lesser-skilled partners to speak more. The better speakers are happy that I acknowledged their superior ability, and cheerfully help.

_____

Below is my estimate of speaking ability as indicated by a 3-person, 17-minute conversation test.

A global standard if you will. Valid for students the world over.

	Total words	Words per minute
A	900	50
B	700	40
C	500	30
D	300	17
F	200	12

To assess speaking ability, measuring the sub-components of speaking (*grammar, pronunciation, et al*) is unnecessary, because the best speakers are better across the board.

With 1 or even 2 tests, total words might not be a fair or accurate indicator. However, the average total words of 3 tests, for a total of 51 minutes, with 6 different partners, is fair and accurate.
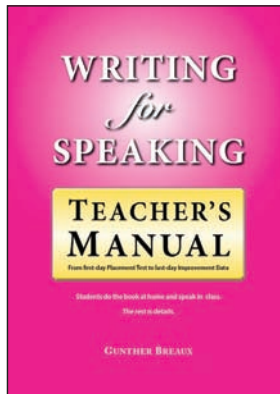
48

Website & Resources

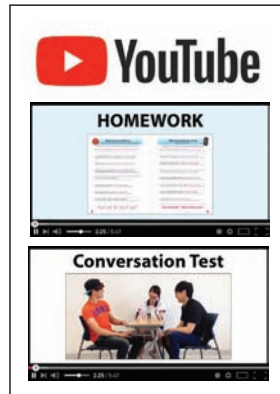**Every teacher gets a Flash Drive which contains all the files.**

Every page of the book is on audio. Teachers and students can download the audio and MS Word files directly from the website, all at once, or unit by unit. The files can also be uploaded onto the school portal.
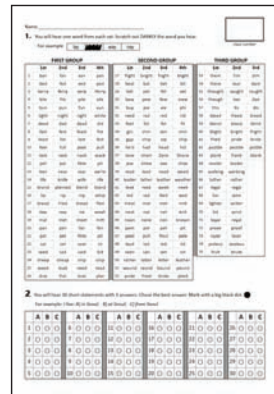

WRITING for SPEAKING
MS WORD FILES

Paragraph Templates

| 1 Sports | 2 Tech | 3 Romance | 4 Shopping | 5 Health | 6 Festivals |

TOEFL Essay Templates

WRITING for SPEAKING
AUDIO FILES

Now you can sound fluent, before you are fluent.

Click below to download the unit audio files

| 1 | 2 | 3 | 4 | 5 | 6 |
| SPORTS | TECH | ROMANCE | SHOPPING | HEALTH | FESTIVALS! |

Page 9 Instructions

Every page is on audio, for a total of three hours.

Audio File Library

Each unit contains about 30 minutes of audio. A total of about 3 hours for the whole book. The audios range in length from 1 to 3 minutes. You can transcribe each Quiz in about 10 minutes. Playing computer games or watching YouTube for 3 hours will not change your life. These audios files will.

INSTRUCTIONS
Every time you listen to an audio file, highlight the page number with yellow.
Every time you record and listen to yourself, highlight it again with orange, green, blue or purple.

WritingforSpeaking.com

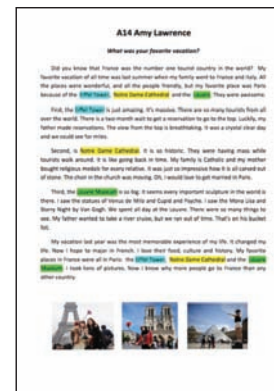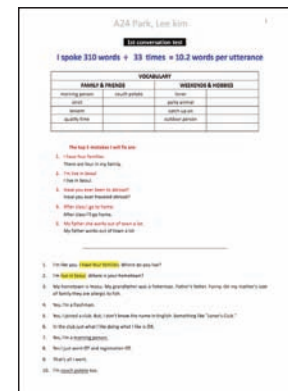| This Manual | Instruction Videos | Placement Test | Preposition Test |

| Post Test | Descriptive Paragraphs | TOEFL Essays | Test Transcripts |

Support Materials & Class Management Resources

18 Pair Pronunciation Activities

1. Family
2. Hobbies
3. Personality
4. Food
5. Movies
6. School
7. Shopping
8. Special Days
9. Health
10. Vacations
11. Sports
12. Technology
13. Majors
14. Dating
15. Weekends
16. Jobs
17. Countries
18. States

4 Frequency Activities

Fitness
Food
School
Weekends

Mingling Activities

USA Directions

Street Directions

Face Describing

Guess that Movie

Schedule Blanks

Test Grade Sheets

Grade Templates

Semester Survey

Phone Attendance Sheet

Never call roll again.