

TEACHING TEENAGERS

If being a teenager is hard, teaching them is harder?

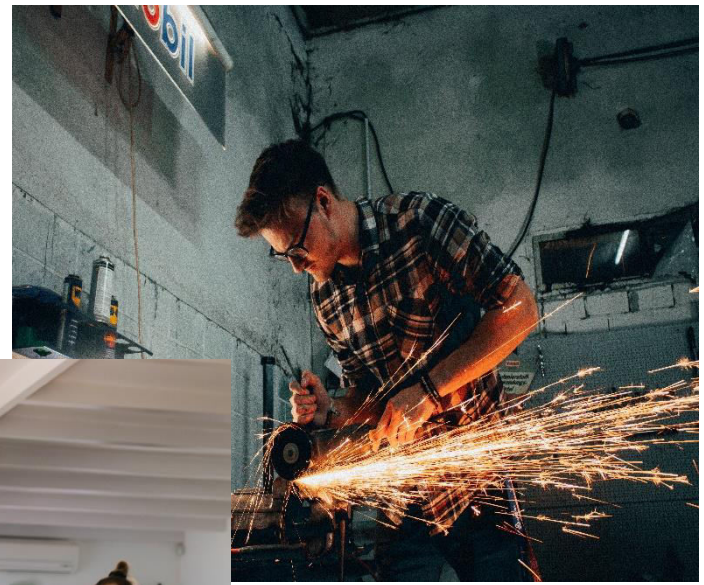


HOW WOULD YOU DEFINE A TEENAGER?

1. They are lazy, they just want to surf the Internet.
2. They are never motivated.
3. They work hard.
4. It is easy to motivate them.
5. They sleep all the time.
6. They get bored easily.
7. They are great to teach.
8. Their brain continues to develop between ages 11 and 25.
9. We should treat them as adults.







You don't understand, Mum.
I like feeling unhappy!



So maybe he's happy?



Pearson

MY TIPS


- BUILD RAPPORT/ MAKE THINGS PERSONAL
- USE VARIETY AND CHOICE
- MAKE IT INTERESTING AND FUN



BUILDING RAPPORT

- ✓ ENGAGE THE FIRST MINUTES IN INFORMAL CONVERSATION
- ✓ WHAT DO YOU SEE WHEN YOU WALK TO SCHOOL?
- ✓ MAKE IT PERSONAL



7  2.42 Complete the text with one word in each gap. Listen and check.

My mum works ¹ hard and she's always
² _____ tired when she gets home. So we
all help ³ _____ the housework. My brother
Tom usually ⁴ _____ the shopping. He can
drive so he does it very ⁵ _____ - in under
an hour. My sister Bea is the cook because
she cooks really ⁶ _____. I set and
⁷ _____ the table and I vacuum the
⁸ _____ every Sunday. I take the rubbish
⁹ _____ too. But I don't ¹⁰ _____ the
dishwasher any more because Bea says
I don't do it very well.

- ✓ Extend exercises
- ✓ Make it personal
- ✓ Ask for opinions



USE VARIETY AND CHOICE



- ✓ BREAK DOWN YOUR ROUTINE
- ✓ INTRODUCE COMPETITIONS
- ✓ PLAY GAMES
- ✓ PLAN FOR SPECIFIC TASKS TO BE DONE IN ALTERNATIVE SPACE

VOX POP VIDEO

“What are the rules for the kids you look after?”



VOX POPS



Pearson

He's sweet. It's time to ...
What's going on?

OUT of
class

That's not fair!
a pain in the neck

OUT of
class

I don't get it. What's so funny?
Wow! I've got an idea.

OUT of
class

How's life?
I love it!

OUT of
class

What's wrong? Calm down!
What's the matter?

Shut up! It cost a fortune.
I forgot to top up my phone.

OUT of
class

It's as simple as the
I get the message!

OUT of
class

Gosh! What a nightmare!
Fingers crossed!

OUT of
class

You're (really) lucky.
Are you ready? Wow!

OUT of
class

ROCK, SCISSORS, PAPER



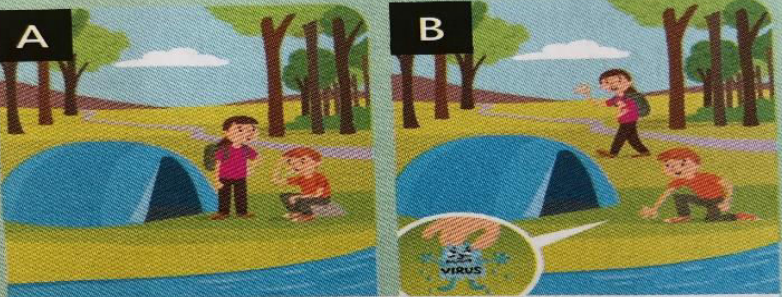
PLAY GAMES

➤ THE LAST MAN STANDING



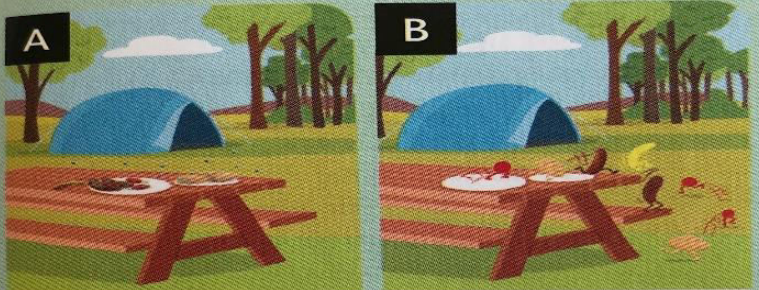
PLAY GAMES

➤ CIRCLE STORY



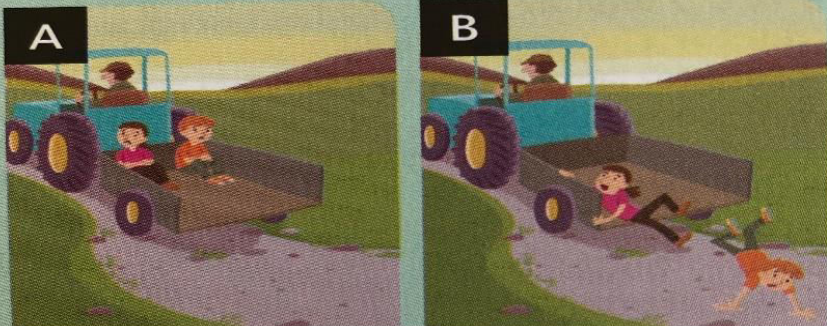
A **B**

Then I picked up an illness. I felt terrible so we decided to go home.



A **B**

I'm Eric. Last week I went camping with my sister, Effie. Unfortunately, everything went wrong. First, we left our food in the sun and it went off.



A **B**

We got a lift from a farmer on a tractor. But while we were going home, my sister said it was all my fault and we fell out.

PLAY GAMES

➤ GUESS MY INSTRUCTIONS

Student A

Conversation 1

Start a conversation about school. Several times during the conversation, while others are talking, **use "fed up"**

Conversation 2

Join in Student B's conversation about health. While you are talking, **use always + present cont. tense**. Don't make it too obvious.

Conversation 3

Join in Student C's conversation about space. While other people are talking, **shake your head**. Do it more than once.

Conversation 4

Join in Student D's conversation about communication. While the others are talking, **change posture to show you are bored**.

Student B

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **say "You're kidding, right?" several times**. **roll the eye**.

Conversation 2

Start a conversation about health. Several times during the conversation, while others are talking, **nod your head**.

Conversation 3

Join in Student C's conversation about space. While you are talking, start to **lower your voice**. Don't make it too obvious.

Conversation 4

Join in Student D's conversation about communication. While you are talking, **define two or three words which you use**.



Student A

Conversation 1

Start a conversation about school. Several times during the conversation, while others are talking, **shrug your shoulders**.

Conversation 2

Join in Student B's conversation about health. While you are talking, start to **raise your voice**. Don't make it too obvious.

Conversation 3

Join in Student C's conversation about space. While other people are talking, **shake your head**. Do it more than once.

Conversation 4

Join in Student D's conversation about communication. While the others are talking, **change posture to show you are bored**.

Student B

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **look someone in the eye**.

Conversation 2

Start a conversation about health. Several times during the conversation, while others are talking, **nod your head**.

Conversation 3

Join in Student C's conversation about space. While you are talking, start to **lower your voice**. Don't make it too obvious.

Conversation 4

Join in Student D's conversation about communication. While you are talking, **define two or three words which you use**.

Student C

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **make body contact with someone**. Do it more than once.

Conversation 2

Join in Student B's conversation about health. While you are talking, **point your finger**. Do it more than once.

Conversation 3

Start a conversation about space. When other people speak, **use facial expressions to show disagreement but don't say anything**.

Conversation 4

Join in Student D's conversation about communication. **Talk about your family and describe everyone's appearance and character**.

Student D

Conversation 1

Join in Student A's conversation about school. While Student A is talking, **raise your eyebrows**. Do it more than once.

Conversation 2

Join in Student B's conversation about health. **Interrupt others whenever you want to talk**.

Conversation 3

Join in Student C's conversation about space. **Pronounce some words incorrectly**. Don't make it obvious that it is deliberate.

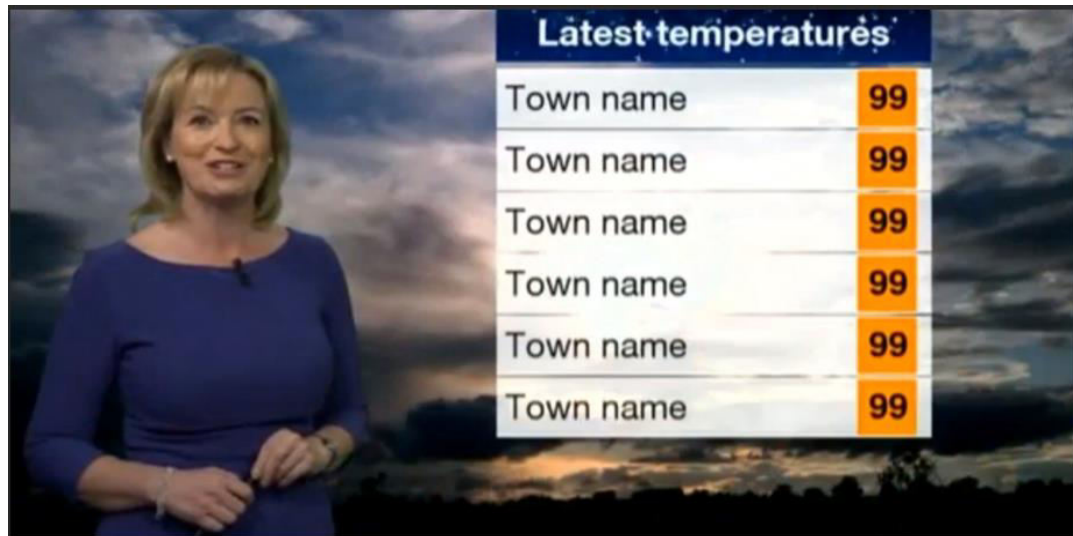
Conversation 4

Start a conversation about communication. Several times during the conversation, **repeat what you said**.



MAKE IT INTERESTING AND FUN

- ✓ USE BLOOPER VIDEO
- ✓ LET STUDENTS USE THEIR IMAGINATION
- ✓ PRESENT AND PRACTISE GRAMMAR IN A DIFFERENT WAY



BLOOPER VIDEO

1. Story items

- An irrational fear
- A woman at work
- A weather cam overlooking Vancouver harbour
- “I can’t stand it!”



2. Tell the story

It is a clip from a Canadian weather report.

The meteorologist is called Kristi and she is standing in front of the screen, speaking to the camera – speaking to us, the viewers.

On the screen, we can see live images coming into the studio from a weather cam overlooking Vancouver harbour.

It's a cloudy, overcast day.

Suddenly something happens which causes Kristi to freak out.

She screams and runs away.

The other people in the studio seem to think that this is funny.

Can you guess what causes Kristi to freak out?



SkyTracker✓

Rainfall Warning

Rain by tomorrow morning

Kananaskis/Canmore **40 mm**

Global
BC



Pearson

3. Agree or disagree?

- *The spider first appeared at the bottom left hand corner of the screen.* FALSE
- *According to the weather forecast, Vancouver would have sunny breaks later that day.* TRUE
- *The spider was not actually inside the studio.* TRUE
- *Someone was playing a trick on Kristi.* FALSE
- *Kristi's reaction was unnecessary and unprofessional.*
- *Kristi's colleagues were unkind and unsympathetic to her.*



LET YOUR STUDENTS USE THEIR IMAGINATION

1. Divide students into groups and give them a piece of paper and coloured pencils.
 2. Play some music for 20-30 sec, students draw.
 3. Stop the music, students pass their paper to a partner.
 4. Play some music again, students continue with their partner's drawing.
 5. Repeat it several times.
 6. In the end each student has a picture that several students have contributed to.
- Label everything in the picture
 - Describe the picture to the group or a partner
 - It is the dream you had last night
 - It is a postcard
 - It is a photo taken at 5pm yesterday



- 1 Teenagers take risks.

Teenagers stand between childhood and adulthood and can best make their transition with the support of teachers who try to understand them and address their needs.

Dr. Ken Beatty



REFERENCES

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