

## Live from Cardiff podcast

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<b>Level:</b> Upper Intermediate
<b>Time needed:</b> 30 minutes
<b>Language and skills:</b> listening for gist, listening for specific details, collocations



### Warm up

1. Put students in pairs and ask them to discuss the questions. They can choose the questions they want to talk about. If one pair finishes early, ask them to ask the other remaining questions.
2. At the end, do some whole class feedback. Do your students have good memories of other teachers in general? Were they good students when they were younger?

### Listening

1. Explain that students are going to hear interviews with teachers. The teachers are all talking about what they miss about their students. Tell them that some of the teachers currently do not teach. Ask students to listen and tick the ones that are not currently teaching.

**Answer:** *Speaker 2 and Speaker 5 are not currently teaching.*

2. Direct the learners' attention to Exercise 2 and give them a chance to read it. Play the recording again, pausing after each speaker to allow students time to write their answers.

**Answers:**

- Speaker 1 misses the atmosphere, especially the naughty students.*  
*Speaker 2 stopped teaching nine years ago.*  
*Speaker 3 doesn't miss students, but misses groups.*  
*Speaker 4 is always looking for new ways to engage his students.*  
*Speaker 5 is a professional blogger.*  
*Speaker 6 would like to share ideas and inspiration with her students.*  
*Speaker 7 teaches Welsh.*  
*Speaker 8 says that the students' smiles motivate us.*  
*Speaker 9 misses her students' sense of humour.*

### Language

1. Point out that there are several interesting phrases in the listening. Ask students to match the words in A to the words in B to make the phrases.
2. Play through the listening again for them to check their answers.

**Answers:**

- a tremendous amount*  
*on a regular basis*  
*their reticence to learn*  
*it interrupts the flow*  
*exercise a skill*  
*work in virtual environments*  
*we are still in touch*  
*a sense of humour*

### Optional extra language task

An optional follow-up to this would be to ask students to choose four of the expressions and write a logical and grammatically correct sentence for each one. Students then share their answers.

### Speaking

1. Ask students to reread what the Welsh teacher said about his students and "moments of learning". Ask them to reflect on their own language learning (of English, or of any other language) and to look at the questions. Give them a moment to do this, then put them in pairs to discuss their answer.
2. Put each pair with another pair to compare answers and experiences.
3. At the end, do a wrap up of the whole discussion.

### Transcript



#### Introduction:

Welcome to onestopenglish's Live from Cardiff podcast. We interviewed people at a teachers' conference in Cardiff, and asked them the question, "When you are away from your students, what do you miss about them?"

#### Speaker 1 (male):

When you are away from your students, you miss the atmosphere in the classroom. You miss those naughty students in the classrooms.

#### Speaker 2 (male):

Well that's, erm, a very interesting question for me, since my last group of regular students I had nine years ago. But, erm, teachers who enjoy their jobs get a tremendous amount from the people they are teaching and, err, I miss them.

#### Speaker 3 (female):

Well, I don't would say, I don't really miss my students, err, when I'm seeing them reg- on a regular basis. But I do miss groups of people that I've taught in the past.

#### Speaker 4 (male):

The thing that which I miss the most about my students is their reticence to learn and the way that er inspires me to continue investigating looking for new ways to actually engage them.

#### Speaker 5 (male):

I don't actually have any face-to-face students. I-I'm a, I'm a blogger and I write a- write blogs for teachers and students to come and visit online. Erm, it-it sort of interrupts my blogging flow and I don't have so much time to write while I'm here but, erm, and I do miss that. But erm ... it's-it's really nice, the other side of it is really nice for me to spent time with face-to-face, three-dimensional, real people which I don't get when I'm sitting at home at my computer desk, which is where I do most of my-my work and my writing and my teaching from.

#### Speaker 6 (female):

Err, I miss the contact of course. And err, er, I do a lot of ins-err-I have a lot of inspiration here at this place, which I would like to share with them, to tell them about, and this is what I really miss because when I get home I f-tend to forget lots of things and lots of ideas and ... it would be very nice if i-I could have some of them here to share thoughts and ideas and opinions on the teaching.

#### Speaker 7 (male):

I think their ... their delight when they realize they've taken another step ahead. Erm, in my experience of teaching language, and I teach, er, Welsh, we seem sometimes to reach a plateau where for a while people don't experience progress and then suddenly they realize they have taken a step ahead and they are able to exercise a skill, to talk about something or to use a particular tense. And, erm, the look on their faces when that happens encourages me.

#### Speaker 8 (female):

I suppose their presence, you know, that, err, the thing is their smiles motivate us and when we can't see them, err, it's harder. But sometimes because we work with virtual environments and we have wikis, even when we're physically away from them, we are still in touch, or ... we open our Facebook accounts and there's a message from somebody.

#### Speaker 9 (female):

Their sense of humour, err, what they bring in, their enthusiasm. But I think what I don't miss, maybe, is the question 'What means ...?' rather than 'What does this mean?'.

### Warm up: Teachers

1. Work in pairs. Choose four of the questions about teachers below. Ask and answer.

- Would you like to be a teacher? Why or why not?
- Do you remember your first teacher? What was he/she like?
- Were you ever scared of one of your teachers? Which one? Why?
- If you could meet one of your old school teachers now, what would you say?
- What do you think your teachers would say about when you were a younger student?
- Do you think your teachers miss or missed their students when they were gone?



### Listening

2. Listen to different people at a teachers' conference. Which teachers say they are NOT currently working with students face-to-face? Listen and tick.

- |                                    |                                    |                                    |
|------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> Speaker 1 | <input type="checkbox"/> Speaker 2 | <input type="checkbox"/> Speaker 3 |
| <input type="checkbox"/> Speaker 4 | <input type="checkbox"/> Speaker 5 | <input type="checkbox"/> Speaker 6 |
| <input type="checkbox"/> Speaker 7 | <input type="checkbox"/> Speaker 8 | <input type="checkbox"/> Speaker 9 |

3. Listen and complete with a suitable word.

- Speaker 1 misses the \_\_\_\_\_, especially the \_\_\_\_\_ students.  
Speaker 2 stopped teaching \_\_\_\_\_ years ago.  
Speaker 3 doesn't miss \_\_\_\_\_, but misses \_\_\_\_\_.  
Speaker 4 is always looking for new ways to \_\_\_\_\_ his students.  
Speaker 5 is a professional \_\_\_\_\_.  
Speaker 6 would like to share ideas and inspiration with her \_\_\_\_\_.  
Speaker 7 teaches \_\_\_\_\_.  
Speaker 8 says that the students' \_\_\_\_\_ motivate us.  
Speaker 9 misses her students' sense of \_\_\_\_\_.

### Language: Collocation

Match the words in A to the words in B to make phrases.

- |                 |              |
|-----------------|--------------|
| A               | B            |
| a tremendous    | a skill      |
| on a regular    | amount       |
| their reticence | basis        |
| it interrupts   | environments |
| exercise        | humour       |
| work in virtual | the flow     |
| we are still in | to learn     |
| a sense of      | touch        |

### Speaking

Read again what one of the speakers says about his learners.

“ We seem sometimes to reach a plateau where for a while people don't experience progress and then suddenly they realize they've taken a step ahead and they are able to exercise a skill, to talk about something or to use a particular tense and the look on their faces when that happens encourages me. ”



Do you remember having one of these moments when you were learning a language? What happened? What was it? Were you learning in a classroom or was it somewhere else? Tell a partner.