

## HOW TO SPEAK A FOREIGN LANGUAGE?

LEVEL:	B2
TIME:	90 MINS

### Activity 1: Warm-up - What can you do to learn to speak a foreign language?

Brainstorm with your partner and write down five ideas:

1. ...
2. ...
3. ...
4. ...
5. ...

### Activity 2: Listening - Five techniques to speak any language - Sid Efromovich

Speaker: Sid Efromovich

Source: [www.youtube.com/watch?v=-WLHr1\\_EVtQ](https://www.youtube.com/watch?v=-WLHr1_EVtQ)

Watch Sid's speech and write down his ideas how to speak a foreign language:

1. Make mistakes
2. Scrap the foreign alphabet
3. Find a stickler
4. Shower conversations
5. Buddy formula

### Activity 3: Speaking

1. Are your ideas similar to Sid's tips?
2. Which techniques do you find most effective? Why?
3. Would you try them out? Why?/Why not?

### Activity 4: Listening - Watch the speech and choose the right option (00:00 - 00:47) and mark adjectives Sid uses to refer to language learning (00:48 - 01:00)

1. I was *brought up/raised/educated* as a polyglot.

2. By the time I *became/was/turned* 18, I could already speak four different languages.
3. And for the *following/next/subsequent* three years, I learnt three additional languages.
4. Because my language acquisition process was very different from that of my *peers/mates/buddies*.

<i>enjoyable</i>	<i>enthusiastic</i>	<i>exciting</i>	<i>fun</i>	<i>fabulous</i>	<i>difficult</i>	<i>dreadful</i>
<i>impossible</i>	<i>important</i>	<i>senseless</i>	<i>strenuous</i>	<i>stressful</i>	<i>satisfying</i>	<i>scary</i>

Which ones can you use to describe your learning?

### Activity 5: Listening - Complete the gaps with the words. Then listen and check

(Technique 1 - 01:30 - 03:15)

<i>beyond</i>	<i>breath</i>	<i>explore</i>	<i>entire</i>	<i>precise</i>	<i>purpose</i>	<i>queasy</i>	<i>trigger</i>
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1. The first thing we have to do is to take a very deep *breath*... and relax.
2. And the reason for it is that for our *entire* lives we were taught how to do things right.
3. We know a whole collection of sounds and a whole collection of structures, which combined make what I like to call, and for the *purpose* of this presentation - our language database.
4. However, there is a whole family of sounds and structures that are *beyond* our database.
5. And for us to be able to embark on those to *explore* those, there is nothing within our database, nothing within our knowledge that would tell us when we're getting the structures right, nothing to tell us when the sound is *precise*.
6. So you know that *queasy* feeling, that insecure things that we're doing something wrong? That is the *trigger* that you need to look for.

### Activity 6: Listening - Complete the gaps with Sid's words (Technique 2 - 06:08 - 07:50)

1. Even if they look almost *identical*, they have nothing to do with one another.
2. There is nothing useful about learning that *foreign* alphabet when you're trying to learn the language.

3. Let me give you an *alternative* of how you can go about this.
4. This is a Brazilian *currency*. And it's spelled like this.
5. As useful as it might *seem* it doesn't tell you a single thing.
6. Now you all sound like *passionate* Brazilian capitalists.
7. At this point we allowed ourselves to *break through* our database and to make mistakes.
8. And then we *figured out* how to take notation in the way that the information is meaningful.

### Activity 7: Listening - Watch the speech and choose the right option

(Technique 3 - 08:29 - 09:34)

1. Technique no. 3 is about finding a stickler, so finding someone who's *detail/demand/discount* oriented and won't let you get away with the mistakes.
2. And more than finding someone who is really that person, the *expert/guru/master* for the language, It's more about *starting/establishing/exploring* the right sort of relationship.
3. Relationship with someone where they will correct you, where they will feel comfortable correcting and making sure you're getting to the *spot/place/point* you want it in the language.
4. But at the same time someone who will *encourage/allow/inspire* you to get things wrong and to make these mistakes in the first place.
5. And sticklers could be your teachers, your tutor, your friend, there could be someone on skype, on Craigslist. It doesn't *matter/bother/count*, you can find sticklers all over the place. And with the technology it becomes a lot easier to find them.

### Activity 8: Listening - Put the sentences in the correct order (Technique 4 - 09:35 - 11:20)

1 D, 2 C, 3 A, 4 E, 5 B, 6 F

- A) For example, it's easy to ask for directions, but how about receiving them? Or even better giving directions?
- B) And it's great because you don't depend on anything or anyone to get your practice.

- C) It allow you to find wherever you have a gap in your knowledge, because you're having a conversation on both ends.
- D) I remember when I was learning Chinese and I would haggle and like and try to get two yen more to get that wonderful dumpling and get a discount.
- E) So the shower conversations force you to have both sides of the conversation.
- F) Michael Phelps is known to visualize every single one of his races several times over before jumping in the water.

**Activity 9: Listening - Complete the gaps with the words. Then listen and check**

(Technique 5 - 11:22 - 13:19)

<i>convenient</i>	<i>definitely</i>	<i>incentives</i>	<i>locally</i>	<i>profile</i>	<i>target</i>
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1. This is the way you can make sure that your *incentives* are always aligned to use a new language.
2. I recommend you to find someone where your best language in common is your *target* language. And if you can't find them *locally*, try technology. Or if you could travel, that would be perfect.
3. There is a problem with that and I realized it because it's difficult to find someone who fits that *profile* exactly.
4. Our second best language in common *definitely* French, but we always spoke in German to each other in the office.
5. And it becomes such a *convenient* tool, you can have it with your friends and you can get the sense of privacy in public.

**Activity 10: Vocabulary - Write down five new expressions you learnt from the lesson**

1. ...
2. ...
3. ...
4. ...
5. ...

What expressions has your partner written down?