

## Classroom implementation

*Speaking* aims to help students improve how they read in practical real-life situations and to widen students' range of vocabulary in line with A2 expectations.

The book contains twenty units, each of which can provide the basis of a lesson. They are divided across five sections:

1. *What's your news?* Meeting and describing people, talking about things and places.
2. *What do you fancy?* Making arrangements and requests, being a customer and speaking on the phone.
3. *What do you mean?* Developing conversations and checking understanding.
4. *What's wrong?* Complaints, problems, apologies and thank-yous.
5. *What do you think?* Agreeing, disagreeing, and giving opinions and feedback.

All the units in *Speaking* have the same structure and once you get to know the sections you will quickly be able to create your own lesson plan. Each time you see this symbol ❖ in the explanations below, it indicates a new section of the unit.

### ❖ GETTING STARTED

#### *What is it?*

Each unit begins with two or three simple *Getting Started* questions directed at the student. The aim of the questions is to introduce the topic and prepare for the material which will follow.

#### *Suggested implementation:*

1. Direct the questions at the class, personalizing the theme for the students and getting them thinking about the topic – which you can then discuss or brainstorm for vocabulary.
2. Get students to ask the questions of each other.
3. Get students to think of additional questions on the same topic. They can then ask these questions of their partners or the group and use these as the basis of a survey.
4. Create a mingle activity by distributing students' secret written answers to other students and getting them to find the student whose answers they have.
5. Highlight/clarify key basic vocabulary for the unit.

### ❖ CONVERSATIONS

#### *What is it?*

Students can listen to a conversation and read the transcript where key words and phrases are highlighted. Exercises

in this section check the students' understanding of the conversation, and of the meaning and usage of the key words and phrases.

#### *Suggested implementation:*

1. After completing the *Conversations* section you can ask the students to rehearse and perform one of the dialogues.
2. They can do this either in a pair or for the whole class, but it is often a good idea to get them to come to the front to perform rather than letting them talk from their chairs.
3. You can ask students to work towards improvising a new scene by asking them to think of what language they would use if the situation were slightly altered (e.g. *talk about moving schools instead of moving house*).

### ❖ SAYING IT ACCURATELY

#### *What is it?*

The exercises in this section focus on sentence structure and meaning, and allow the students to do tightly controlled practice of the model dialogue presented in *Conversations*. Once you feel that students have a good understanding of the new vocabulary, allow them to build their own conversations, or to use the new language in a more improvised scenario.

#### *Suggested implementation:*

1. Make role cards for students along the lines of the characters in the *Conversations*. You can adapt the vocabulary used, the intent of the speaker, or the situation itself.
2. Try to think of scenarios that suit the profile of your students: age, culture, reason for studying.
3. Instead of role cards you can use pictures or just prompt words to trigger a change in the scene.
4. Remember to pitch the improvisational requirements at the right level for your students. Such exercises can be frustrating for students if they are either too easy or too difficult to complete.

### ❖ SAYING IT CLEARLY

#### *What is it?*

*Saying it clearly* deals with issues such as pronunciation, letter sounds, linking, assimilation, silent letters and contractions.

**Suggested implementation:**

1. Find ways to bring the exercises off the page by making your own classroom materials from the content in the book. See the sample lesson plans for units 1, 2 and 3 for some ideas.
2. Get students to challenge each other by recreating questions in the same format as the book. Monitor closely.
3. Use reading aloud strategies to focus students on the particular pronunciation issues highlighted in the section.

**❖ SAYING IT APPROPRIATELY****What is it?**

*Saying it appropriately* deals with issues of tone and intonation. The focus in *Speaking A2* is on issues that are important to the lower-level student like politeness, and formality and informality.

**Suggested implementation:**

1. Use roles cards to switch situations between different registers or tenors (formal/informal, certain/uncertain, assertive/guarded).
2. Find fast-moving games and activities like throwing a bean bag to indicate it's someone's turn to speak.
3. As above, you can use reading aloud strategies to focus students on the particular pronunciation issues highlighted in the section.

**❖ GET SPEAKING****What is it?**

The exercises in *Get speaking* allow self-study students to make notes in preparation for a roleplay in which they interact with CD. The structure of most of the exercises allows them to be easily translated to the classroom environment where their scope can be extended.

**Suggested implementation:**

1. Where the *Get speaking* activity assigns role to the speakers, make roles cards for students (A and B).
2. Get students to use the transcripts and suggested answers, in the back of the book, to either rehearse their own ideas, or to check their improvisations.

**❖ MY REVIEW****What is it?**

*My review* gives a list of can-do statements for the unit. Use it first and foremost as a way of checking that the students feel comfortable that they have made progress in the class and can make these statements with some confidence. There are some additional ideas for its use below.

**Suggested implementation:**

1. Get pairs, small groups, or even the whole class to challenge each other on the various can-do statements:  
*Mikael, can you describe a person's appearance?*  
*Yes, I can. I can talk about their height, or weight, the colour of their hair.*  
*Can you give me an example?*  
*Well, I can say someone is fat or overweight. Or, if I don't want to be rude I may say they are a bit plump.*
2. If students have performed a conversation of their own making in the class and have a written record of it, get them to identify the use of the can-do statements within their record.
3. Always encourage students to keep an active record of their can-do achievements and follow up with you if they are unsure.

**❖ FEATURES****What are they?**

All the units contain feature boxes providing extra information and support for the content of the unit as a whole. These serve well as fillers if you have a few spare minutes during the lesson or for providing independent homework ideas.

**Suggested implementation:**

1. *Useful tips*: These blue boxes appear at varying points in the units and contain ideas for improving the students' speaking skills. Discuss the tip and decide whether it could be useful in your students' everyday lives.
2. *Language notes*: These green boxes appear at varying points through the units and contain additional information about language from the *Conversations*. They can be used as a starting point for discussion, or to elicit further examples of the language identified.

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*Yes, I can. I can talk about their height, or weight, the colour of their hair.*  
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## Unit 1: Meeting people

### SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

#### Can-do statements

By the end of this unit, students will be able to say:

- I can use different phrases for meeting a friend and asking 'how are you?'
- I can use different phrases for meeting someone I don't know.
- I can use different phrases for introducing someone.
- I can ask suitable follow-up questions.

#### Vocabulary

Work: *job, meeting, internship, office, busy, company*

School: *college, teaching, essay, class*

Life: *journey, married, news*

#### Appropriateness

Formal and informal register

#### Grammar

Question tags

#### Function

Greeting people: *Great to see you. How are you (doing)? Lovely/Nice/Pleased to meet you.*

Introducing people: *Karen, Ben. Ben, Karen. Let me introduce ...*

Keeping the conversation going: *How are things? How are you finding it here? What's your news.*

3. Give each student one photograph, and tell them to keep it secret. (Ensure that you have given out both pairs of identical photographs.)
4. Students should get up and mingle around the room describing their photograph (*These are young people, they are in the park, ...*) until they think they have found their partner. At this point they can compare photos to see if they are right.

### Using Conversations

After *Exercise 2*, to test their full understanding, ask students to work in pairs and find the phrases which gave them the answers to *questions 1–8*.

1. I'm getting married.
2. I've got a new job.
3. I have a meeting with Mr Williams.
4. Yes, everything was fine, thanks.
5. No, not yet. It's really difficult.
6. She's in my sister's class.
7. She's doing an internship.
8. He runs our new office.

The variety of short scripted conversations in these units gives students ample opportunity for tightly controlled practice. After completing the *Conversations* section always ask the students to rehearse and perform one or other of the dialogues for the class. It is a good idea to get them to come to the front to perform rather than letting them do it from their chairs. There are ten roles across the four conversations here; you can repeat one scene more than once if you have more students, but there are plenty of other opportunities in other units.

### Using Useful tip: introducing friends

You can practice the intonation for this type of introduction with a bean-bag throwing game. You can use a ball or whatever you have that won't hurt anyone!

1. Model the intonation with the names of two students. Explain to students that the intonation often becomes more pronounced because the grammar is omitted.  
*Mario, Beatriz. Beatriz, Mario.*
2. Get students to stand in a circle.
3. Throw the bean-bag to a student – Bo – and say:  
*Bo, Louise. Louise, Bo.*
4. Bo then throws the bean-bag to Louise and says:  
*Louise, Mina. Mina, Louise.*
5. Louise then throws the bean-bag to Mina, introduces Mina to someone else, and so on.

### CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 1* of *Speaking A2* in class.

#### Using Getting started

You can use the *Getting started* questions to prompt a find-a-match exercise.

1. Make two photocopies of the find-a-match photographs below and cut them into individual pictures. You may want to find more, other, better or more suitable photographs for your students.
2. Ask students to look at the main photo and ask them the *Getting started* questions prompting responses like: *they are friends, maybe they are at school, perhaps university because they are casually dressed, they are laughing and joking.*

6. Stop the game if the students are not getting the intonation right. Model it again before restarting.

### Using Language note

The question tags in these conversations are confirmations (with falling intonation) rather than genuine questions. You can use the introduction of this grammar for a game of question tag tennis.

1. Explain the grammar as it is shown in the *Language note* box.
2. Explain to the students that the speaker is using falling intonation because they already know the answer, they are just looking for agreement from the other person.
3. Ask students to think of short statements like the ones that precede the question tags in the *Language note* box (i.e. *It's very busy, ...* and *You didn't like your old job, ...*). You will have to allow some time for this.
4. Put students in pairs and get them to say a short statement to their partner. Their partner can then add the question tag. If they get it right, they can then reply with a short statement of their own; if they can't think of a reply, then the other speaker wins.
5. Students can also play the game across the open class to any other student (like the bean-bag game above). You will probably need to rehearse the game with the students beforehand.

### Using Saying it appropriately

*Saying it appropriately* focuses on intonation for expressing interest. After *Exercise 2* and the *Useful tip: meeting someone new*, students can use this mingle activity to see

how interested they can sound in someone else's life.

1. Photocopy one *Sounding interested* question sheet, below, for each student.
2. Brainstorm expressions for expressing interest (e.g. *oh really?*, *fascinating*, *that's great*, *me too*, *that's really interesting*).
3. Model them with an interested intonation and get the students to practise.
4. Hand out the sheets and allow students time to fill in as many answers as they want – they don't need to do them all.
5. Students can then get up and mingle with the other students. Tell them to introduce themselves and talk about the things they have written on their sheets.
6. Other students should respond, expressing interest through their voice.

### Using My review

Activate *My review* by getting pairs, small groups, or even the whole class to challenge each other on the various can-do statements.

*Beatriz, can you use different phrases for meeting a friend?*

*Yes, I can. I can say How are you? and How are you doing?*

*What about someone you don't know?*

*Well, ...*

Always encourage students to keep an active record of their can-do achievements and follow up with you if they are unsure.



**PHOTOCOPIABLES**

**Find-a-match photographs**



### Sounding interested question sheet

I really like \_\_\_\_\_

I don't like \_\_\_\_\_ at all.

I have a \_\_\_\_\_ at home.

My mother is a \_\_\_\_\_

My first job was \_\_\_\_\_

I can't \_\_\_\_\_

Last night I \_\_\_\_\_

I'm afraid of \_\_\_\_\_

I went to \_\_\_\_\_ last year.

Next year, I'm going to \_\_\_\_\_

I really like \_\_\_\_\_

My hero is \_\_\_\_\_

I've always wanted to \_\_\_\_\_



## Unit 2: Describing people

### SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

#### Can-do statements

By the end of this unit, students will be able to say:

- I can describe a person's personality.
- I can describe a person's appearance.
- I can use the schwa sound /ə/ correctly.
- I can use intonation to express approval and disapproval.

#### Vocabulary

Appearance: *tall, odd, short, plump*

Personality: *a good laugh, name-dropper, control freak, two-faced, know-it-all*

Qualifiers: *kind of ..., looks a bit ...*

#### Appropriateness

Use of negative expressions

#### Pronunciation and intonation

Schwa /ə/

Linking sounds

Stress in positive and negative expressions

#### Function

Describing appearance: *He's kind of tall. She looks a bit odd.*

Describing personality: *They're a funny bunch. She's got a heart of gold.*

### CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 2 of Speaking A2* in class.

#### Using *Getting started*

You can use the *Getting started* questions to brainstorm the students' descriptive vocabulary.

1. Bring one portrait photograph, from magazines or books, for each student, and attach them to a white sheet of paper so that students can write something on them.
2. Ask the *Getting started* questions about the man in the photograph at the top of the unit. You can elicit simple physical description but also encourage the students to use their imagination (*middle-aged, older, getting on, grey-haired, clean-shaven, likes to wear a hat, maybe he's going bald, likes strong coffee, addicted to the internet, lives in the country*).

3. Give students a photograph each and ask them to quickly add a description to it. They can give the person a name if they are stuck.
4. When they have finished they can pass it on to the next student who must add another description and so on.
5. Monitor to help students who are struggling and stop when you feel the students are running out of ideas.
6. At the point at which you stop, the picture the student is holding is their 'friend' and they must come to the front of the class to introduce them to the rest of the class.  
*This is my friend Hector. He's ....*
7. Encourage the other students to ask one or two questions at the end of each introduction.

#### Using *Conversations*

The variety of short scripted conversations in these units gives students ample opportunity for tightly controlled practice. After completing the *Conversations* section always ask the students to rehearse and perform one of the dialogues for the class. It is a good idea to get them to come to the front to perform rather than letting them talk from their chairs. There are six roles across the three conversations here; you can repeat one scene more than once if you have more students, but there are plenty of other opportunities in other units.

#### Using *Useful tip: negative expressions*

At this point you may want to expand the students' receptive vocabulary of qualifiers – maybe they will start to use them in their roleplays.

1. Read through the *Useful tip: negative expressions* and ask students, in pairs, which speakers were more tentative in their views. *Which speakers were careful about sounding rude?* (Jon – *looks a bit odd* and Charlie – *kind of short and a bit plump*).
2. Ask students if they can identify intensifiers in the conversations. *Which speakers wanted to make their comments stronger? Which words did they use?* (Adam – *very intelligent*; Rosa – *really strange* and Charlie – *so two-faced*).

#### Using *Saying it accurately*

Use the students' new vocabulary in a more improvised setting.

1. Make sure the new vocabulary for physical and personality descriptions is on the board: (*a bit odd, very intelligent, a good laugh, funny, name-dropper, control freak, two-faced, has a heart of gold, smiley, know-it-all*).
2. Brainstorm more descriptions and add them to the board too: (*modest, kind, hairy, short-tempered, boastful, extrovert, easy-going, introvert, athletic, a bit of a Romeo*).

3. Get students to write them down on separate bits of paper and put them in a hat, bag or bowl, so that they can be picked out at random.
4. Get a student to come to the front of the class and say to them: *Tell me about your boss.*
5. Let the student reach into the 'hat' and take a description and speak: *Well, he's ... short-tempered. Last week he ...*
6. Try to get the student to come up with one example of behaviour and prompt them if necessary.
7. Encourage the use of the qualifiers: *Well, he's a bit short-tempered.*
8. You can ask the same student about someone else, move on to another student, or get pairs of students to perform this activity more like a roleplay conversation.

### Using *Get speaking*

In the book, *Get Speaking* is a roleplay activity that self-study students perform with the CD, but the classroom environment allows you the scope to make this an improvisation.

1. Photocopy the *Get speaking* roleplay cards below.
2. Put students in pairs of A and B and give the student in each pair the appropriate role card.
3. Let students practise in pairs before performing the scene for the whole class.

### Using *My review*

Activate *My review* by getting pairs, small groups, or even the whole class to challenge each other on the various can-do statements.

*Mikael, can you describe a person's appearance?*

*Yes, I can. I can talk about their height, or weight, or the colour of their hair.*

*What about their personality – that's harder?*

*Well, I know some words like ...*

Always encourage students to keep an active record of their can-do achievements and follow up with you if they are unsure.

### PHOTOCOPIABLES

*Get speaking* roleplay cards

#### STUDENT A

You are at a party talking to your friend. Ask about a male guest in the room.

... (partner speaks)...

Listen to the reply and acknowledge it. Now ask about a female guest.

...(partner speaks)...

Listen to the second reply and acknowledge it. Now ask if your friend knows the group of people in the corner.

...(partner speaks)...

Listen to the reply and acknowledge it. Now ask if your friend knows the strange looking group by the bar.

...(partner speaks)...

#### STUDENT B

You are at a party with a friend and he/she asks you about a male guest in the room. Say his name and then say two negative things about him, and explain your opinion.

...(partner speaks)...

When your friend asks you about a female guest, say her name, two positive things about her, and explain your opinion.

...(partner speaks)...

When your friend asks you about a group of people in the corner, say two negative things about them and explain your opinion.

...(partner speaks)...

When your friend asks you about a group of people by the bar, say two positive things about them and explain your opinion.

## Unit 3: Talking about things

### SUMMARY

You can use this summary to guide the learning objectives and target setting for your class.

#### Can-do statements

By the end of this unit, students will be able to say:

- I can talk about things with non-precise descriptions.
- I can use correct pronunciation to link words together.
- I can use correct stress to show exaggeration in descriptions.
- I can use uncertain intonation for non-precise descriptions.

#### Vocabulary

Non-precise quantities: *loads of ...*, *tonnes of ...*, *many...*

Non-precise qualities: *greeny ...*,

Qualifiers: *kind of ...*, *sort of ...*, *pretty (good)*

#### Grammar

Countable and uncountable nouns

#### Pronunciation and intonation

Linking sounds

Unstressed syllables

Stressing exaggerated adjectives/adverbs

Rising intonation for uncertainty

#### Function

Describing quality and quantity: *It's a greeny colour.*

*There's lots of stuff to do here.*

Exaggerating: *You've got hundreds of boxes here.*

Qualifying: *It's pretty nice. It's a sort of storage box.*

### CLASSROOM EXTENSION IDEAS

You can use some or all of these ideas to check and enhance your students' understanding as they work their way through *Unit 3 of Speaking A2* in class.

#### Using *Getting started*

Allow students to ask the *Getting started* questions to each other. You can extend this activity by introducing more pictures.

1. Photocopy the *Getting started photographs* sheet below.
2. Put students in pairs and give one picture to either student.
3. Allow students to think of three *Getting started*-type questions for each of the pictures. (e.g. *What are the women in the photo doing? Where are the couple?* etc.)

4. Students can then exchange their photographs and ask their partner the questions.

5. Feed back with the whole class.

#### Using *Conversations*

1. After *Exercise 1* in *Conversations* you can ask students which photograph from *Getting started* (including the extra photos from the *Getting started photographs* sheet) matched each conversation. (Answers: a – the main unit photo; b – the women looking at a dress; c – the couple with tickets, globe and computer).
2. The variety of short scripted conversations in these units gives students ample opportunity for tightly controlled practice. After completing the *Conversations* section always ask the students to rehearse and perform one of the dialogues for the class. It is a good idea to get them to come to the front to perform rather than letting them talk from their chairs. There are six roles across the three conversations here; you can repeat one scene more than once if you have more students, but there are plenty of other opportunities in other units.

#### Using the second *Language note*

If you want to remind students about countable and uncountable nouns there are a variety of speaking activities that will allow you to revise this topic. Try this spot-the-difference activity with foodstuffs.

1. Find two similar pictures of food and drink. You can find one picture which you can photocopy and then alter with correction fluid, or two pictures with a similar array of foods. Make five or six differences.
2. Put students in pairs and give a picture to each student which they must keep hidden from the other.
3. The pair can then try to identify the differences between their respective pictures by asking questions such as *Is there any orange juice?* or *Are there any grapes?* They must not look at each other's pictures until they have found the differences.
4. Feed back with the whole class.

#### Using *Saying it accurately*

*Saying it accurately* allows tightly controlled practice of the new vocabulary. After you have finished this section you might want to allow students to build their own conversations.

1. Photocopy the pictures from the roleplay photographs sheet below, or source your own which fit the profile of your students.

2. Put students in pairs or groups which match the characters in the photographs, and give each group the appropriate photograph.
3. Get students to give the characters names and to imagine what they may be talking about.
4. The pairs/groups can then start to write a conversation between the characters.
5. Set a goal, e.g. they must include at least one word/phrase from each of the categories in *Conversations Exercise 2* (i.e. non-precise objects, quantities, etc.)
6. Let students perform their conversations within their groups at this stage, and monitor for accuracy of usage.

### Using *Saying it clearly* and *Saying it appropriately*

1. At the end of these parts, get students into the pairs or groups from the roleplay exercise in which they wrote their own conversation, and ask them to annotate their dialogues with the linking from *Saying it clearly* and the (rising) intonation from *Saying it appropriately*.
2. If they don't have at least three examples of each, they should elaborate their conversation further to include them.
3. Let students perform their conversations within their groups at this stage, and monitor for clarity and intonation.

### Using *Get speaking*

*Get speaking* is a roleplay that self-study students can do with the CD, but the classroom environment allows you to use it in a different way and extend its scope.

1. Before the class ask students to take a photograph of their room at home, or their office, or some other place familiar to them. They can bring it in on their phone or camera, or print it out. (If this is not appropriate or possible, provide them with a generic photo of the same.)
2. Instead of using the CD for the *Get speaking* exercise, photocopy the two halves of the dialogue in the *Get speaking* matching activity sheet below.
3. Cut the dialogue up and get pairs of students to match the question and reply.
4. The pairs can then practise the dialogue together.
5. Then get the pairs of students to show each other their photos of home, and ask each other similar questions of what they see.

### Using *My review*

1. Get students to review the dialogues they have written as groups or pairs, and find three examples in their dialogues of each of the can-do statements. If they cannot find three, get them to elaborate their dialogue further until they have.
2. Students practise in pairs or groups one last time before performing the scene for the whole class.

### PHOTOCOPIABLES

#### *Getting started* photographs





Roleplay photographs



*Get speaking* matching activity

What have you got in these boxes?	Some old photos, a few books, and bits and bobs.
How old is the necklace?	It's pretty old. It belonged to my grandmother.
How many pairs of shoes have you got?	I've got hundreds of pairs of shoes.
What's your favourite item of clothing?	My coat. It's a bluey colour and it's really warm.
Have you got lots of English textbooks?	Yes, I've got tonnes of them.