

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.