

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.

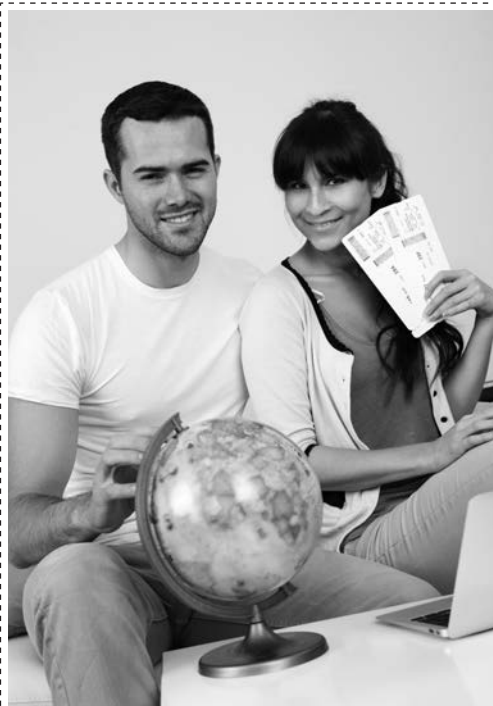
1. Before the class ask students to take a photograph of their room at home, or their office, or some other place familiar to them. They can bring it in on their phone or camera, or print it out. (If this is not appropriate or possible, provide them with a generic photo of the same.)
2. Instead of using 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.