

Classroom implementation

Speaking aims to help students improve how they communicate in practical real-life situations and to widen students' range of vocabulary in line with B1+ expectations.

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

1. *Get talking*: informal conversation, making and dealing with interruptions and simple information exchange.
2. *Keep talking*: controlling your conversation, clarifying, showing interest and closing.
3. *Requests and responses*: suggesting, asking for and giving advice.
4. *Having a discussion*: opinions, disagreements, compliments and emphasising.
5. *Dealing with negatives*: complaining, and giving feedback and/or bad news.

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.

❖ USEFUL TIPS

What is it?

Each unit begins with a series of bullet-pointed *Useful tips* aimed at giving advice about the communication focus of the unit.

Suggested implementation:

1. Put students in pairs or small groups to discuss the usefulness of the tips. Circulate and monitor to ensure that they understand the vocabulary used.
2. Write a short example of each of the bullet-pointed tips or strategies and get the students to work in pairs to match the examples with the tips. You could make it more difficult by having random numbers of examples for the tips.
3. For more independent and vocal students, put them in small groups and allow them to think of their own examples of the tips.
4. Alternatively, wait until students have read through the dialogues in the next part and get them to find the bits in the *Conversations* where the speakers employ each tip/strategy.
5. Ask students if they have any of their own tips for achieving the communication task of the unit.

❖ CONVERSATIONS

What is it?

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

Suggested implementation:

1. Check the transcripts before the lesson and identify any vocabulary that you may need to pre-teach.
2. If you have a series of short conversations, photocopy the transcripts before the lesson and cut the conversation up. Put students in pairs or small groups and get them to reconstruct the conversation, before playing the CD to see if they were right.
3. After playing the *Conversations* section you can ask the students to rehearse and perform one of the dialogues. 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.

❖ UNDERSTANDING

What is it?

Exercises in this section check the students' understanding of the conversational strategies and functions used by the speakers.

Suggested implementation:

1. This exercise often involves a degree of discussion and is better done in small groups. Monitor and clarify any further difficulties with vocabulary.
2. You can personalise the dialogue in *Conversations* and get students to work towards a later improvisation by asking them to think of what language they would use if the situation were slightly altered (e.g. to talk about a business trip instead of a holiday) or simply to change small facts to something relevant to them (e.g. to say *I'm Spanish* instead *I'm French*).

❖ SAY 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 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 and 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 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.

❖ SAY IT CLEARLY**What is it?**

Say it clearly deals with issues such as pronunciation, elision, word stress, letter sounds, assimilation, silent letters, contractions and some issues of intonation.

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 examples.
2. Get students to challenge each other by recreating questions in the same format as the book for their partners. Monitor closely.
3. Use reading aloud strategies to focus students on the particular pronunciation issues highlighted in the section.

❖ SAY IT APPROPRIATELY**What is it?**

Say it appropriately deals more with issues of intonation, such as formality and informality, being polite, being assertive, changing the subject, clarifying and being conciliatory.

Suggested implementation:

1. Use role 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 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 *Get speaking* exercises in the book allow self-study students to perform a roleplay in which they interact with the CD recordings. The structure 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 roles to the speakers, make role cards for students (A and B). This will bring the exercise off the page, make it more spontaneous and allow you to make such adaptations as you feel might be appropriate for your students.
2. Get students to use the transcripts and suggested answers, in the back of the book, to compare with their own improvisations.

❖ FEATURES**What are they?**

All the units contain green highlighted boxes for *Language* and *Cultural notes*. These serve well as fillers if you have a few spare minutes.

Suggested implementation:

1. *Language notes*: These highlight specific language issues from the unit. Their focus may be structural, lexical or functional. As above they can be used as a short filler for the classroom or to provide the background to a piece of homework.
2. *Cultural notes*: These highlight speaking patterns and discursive strategies that might differentiate one language culture from another – such as turn taking, eye contact, pausing and using fillers. Sometimes they will identify what might be a specifically English-language speaking trait, but often not; this is because these may themselves be variable over time and location. The issues in the *Cultural notes* allow an ideal opportunity for students to identify examples they have heard, and to relate them to similarities or differences in the way they use their mother tongue. Consider setting aside time for discussion of the cultural note, or try encouraging students to integrate its content into their *Get speaking* roleplay.

❖ WRAPPING UP

The content of *Speaking* is guided by the Common European Framework of Reference for Languages at level B1+. You can use the framework as a way of setting targets for your classes and monitoring the progress of individual

students. But you may also get students themselves to consider what can-do statements they feel able to assert after each unit.

1. Put students in small groups and ask them to write down three or four can-do statements for the lesson.

I can interrupt someone politely and correct what they have said if it is wrong.

I can make it clear that I haven't finished speaking.

2. Then the groups can swap their statements and either compare what they have written, or perhaps challenge each other to provide an example.
3. Always encourage students to keep an active record of their can-do achievements and follow up with you if they are unsure.

Unit 1: Starting an informal conversation

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 start an informal conversation.
- I can find something in common with someone else.
- I can match the mood of my interlocutor.
- I can ask questions to promote further conversations.

Vocabulary

Education: (secondary) school, (art) college, course, learn, practise

Employment: accountant, teacher, photographer, in advertising/sales

Travel: abroad, route, journey, that part of the world

Appropriateness

Sounding friendly

Pronunciation

Linking sounds – intrusion

Function

Greeting people: *Nice to meet you.*

Continuing the conversation: *Tell me (more) about it. I've heard so much about it. I'm ... What about you?*

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 B1+ Intermediate in class*.

Using Useful tips

Use this exercise to personalize the *Useful tips* section.

1. Ask students to think of an example of when they have used each of the tips, either in English or their native language.
2. Put students in pairs and get them to share their examples with a partner. What did they say, or what would they have said if the conversation had been in English?
3. Get each pair to write the phrases they used (in English) on separate bits of paper.
4. Pairs of students can then swap their phrases with those of another pair, who can decide which *Useful tip* they relate to.
4. Feed back and share the most interesting phrases with the whole group.

Using Conversations

Use the *Conversations* dialogues for a short reordering exercise.

1. Photocopy the *Conversations* dialogues, below, before the lesson and cut each conversation into individual lines.
2. Put students in pairs or small groups and ask them to reconstruct the conversation.
3. Play the CD as feedback and get students to check their answers as they listen.

Using Understanding

1. Ask students to identify the key phrases by which the speakers achieve their aims in the conversations:

Conversation 1, B: *Really?* Speaker A also tries to find something in common with speaker B by saying *What's it called? I'm from that part of the world, too.*

Conversation 2, D: *I'm an accountant. What about you?* and *I thought you were French! How long have you been in the country?*

Conversation 3, C: *About an hour. But it's a great route – it takes you right past the new Olympic Stadium.*

2. Get students to work in pairs to think of more phrases that achieve these aims:

Finding something in common: *Really? It's the same for me. / I like the theatre – what about you? / You like football, don't you?*

Matching a speaker's mood: *Um, I see what you mean. / Oh yes, I agree. / Same here.*
3. Feed back and share the most interesting phrases with the whole group.

The variety of short scripted conversations in these units give students the opportunity for tightly controlled practice. After completing the *Understanding* 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 do so from their chairs. There are four 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. You can also get the students to ad lib with personal information rather than use the information given in the conversations.

Using Saying it accurately

After *Saying it accurately*, you can use a mingle activity to practise the language for finding things in common – both question and response.

1. Look at the language for finding things in common, matching moods and asking questions used in the exercise. Ask the students to brainstorm some more.

2. Remind students what they might say to confirm that they have things in common (*me too, so do I*, etc.).
3. Identify the topics discussed in *Conversations* (*education, employment, travel*) and ask students to suggest further topics of conversation (e.g. places they've been, music/films likes and dislikes, food, what they did at the weekend, etc.).
4. Get students to each choose two or three topics they want to ask their fellow students about. Allow them five minutes or so to move around the room employing the strategies used in *Conversations* to find something in common with their peers in the topic areas they selected.
5. This exercise can also be used to practise different tenses and parts of language depending on how you ask students to define the topics. They can practise the past tense by finding things in common that they did last week, or the future tense by finding things in common about plans for next year.

Using *Saying it appropriately*

Saying it appropriately focuses on intonation for sounding enthusiastic and friendly.

1. Photocopy the *Sounding friendly* worksheet and give one to each student.
2. Get students to add five more sentences that they have learned during the lesson.
3. Put students in pairs.

4. Ask students to decide which sentences they will say to their partner with an enthusiastic tone, and which with an unenthusiastic tone.
5. Each student can then challenge their partner to guess which phrases they are saying with either an enthusiastic or an unenthusiastic tone.

Using *Get speaking*

Get Speaking is a role play activity that students perform with the CD, but the classroom environment allows you to make this an exercise for pairs and the whole group too.

1. Play the recording and allow time for students to think of answers to the questions.
2. Put students in pairs and get one student in each pair to give the cues from the audio script, and the other to practise the responses they have thought of.
3. Monitor as you allow the partners to change roles and think of multiple responses to the cues.
4. Come back to the whole group. Use a bean bag, or something you can safely throw, to get quick-fire answers from the students. Give a cue then throw the bean bag at a student, who catches it and responds. The same student then gives another cue and throws the bean bag to another student who responds on catching it, and so on. The cues can be the same as those from the audio script or the students' own adaptations.

PHOTOCOPIABLES

Conversations

Conversation 1

So, how do you and Jack know each other? Are you colleagues?

No, we've known each other since we were kids, actually. We went to school together.

Really? Where are you from?

Oh, a little village in Suffolk. Not many people have heard of it!

What's it called? I'm from that part of the world, too.

Conversation 2

Hi, I'm David.

Nice to meet you. I'm Harry. I work at the same company as Jack.

What exactly do you do?

I'm an accountant. What about you?

I'm a teacher. I teach French at a local secondary school.

I thought you were French! How long have you been in this country?

Oh, for about five years now. I love it here.

Conversation 3

Oh, that journey took me forever!

How did you get here?

By bus from Piccadilly Circus.

It's a long way, isn't it? How long did it take?

About an hour. But it's a great route – it takes you right past the new Olympic stadium. Have you seen it yet?

No, I've heard so much about it though. Tell me, is it really as amazing as they say?

Sounding friendly

Add five more sentences that you've learned during this lesson. Then decide which sentences to say with an enthusiastic tone, and which with an unenthusiastic tone. Challenge your partner to guess how you are saying each phrase.

		friendly / enthusiastic	unfriendly / unenthusiastic
1.	What exactly do you do?		
2.	This place is great, isn't it?		
3.	That looks interesting.		
4.	Where are you from?		
5.	How did you get here?		
6.	So, how do you and Mika know each other?		
7.	Nice to meet you.		
8.	I've heard about it. Tell me more.		
9.	I've never been to that part of the world.		
10.	How long have you lived there?		
11.			
12.			
13.			
14.			
15.			

Unit 2: Responding

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 ask open-ended questions.
- I can ask for someone's opinion about something I have said.
- I can echo what someone has said.
- I can pick up on what someone has said.

Vocabulary

Travel: (short) trip, (long) flight, tourist, moved to ..., back home, coast, countryside, mountains

Grammar

Tag questions

wh- questions

Pronunciation and intonation

Stressed words

Rising and falling intonation in questions

Function

Asking opinions: *Don't you think? / ..., isn't it?*

Sharing experiences: *I know what you mean.*

I remember when I ...

Asking open questions: *What ...? / Where ...? /*

When ...?

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 B1+ Intermediate* in class.

Using Useful tips


The topic of *Conversation* in this unit is holiday travel so it is a good idea to brainstorm some vocabulary concerning holidays.

1. Before the lesson you can ask students to bring in a couple of holiday photos that would prompt discussion in a small group.
2. Ask students to imagine they are talking to friends about a holiday they have been on. Ask them what kind of topics might come up (*the journey, food, people, weather, price, etc.*) and how they would phrase their questions (*How did you get there? Was it a long trip? What was the food? Did you learn anything ...? How much did it cost?, etc.*).

3. Put students into groups of four or five and get them to share their photos and ask each other the questions from stage 2.
4. Monitor and stop the exercise when a couple of students have shared their photos (the others will get a chance later on).

Using Conversations

Before the lesson photocopy the *Conversations* handout with blanked out writing, below

1. Give each pair a copy of the handout and ask students to work together to think about what Ben might be saying.
2. Monitor and get students to practise their ideas with their partners.
3. Feed back by playing Track 6 .

Using Understanding

1. Ask students to identify the key phrases that Ben uses to fulfil the tips/strategies described in this exercise.

Echoing: *Mallorca?*

Open-ended questions: *Oh, what were you doing there? / What's it like?*

Picking up on information: *How long have you been speaking Spanish? / I love reading on holidays.*

Asking for someone's opinion: *It's quite touristy, though, isn't it?*

I ... don't you think?

2. Put students back in the groups they were in for the *Useful tips* exercise and allow the students who haven't shared their photos to do so.
3. Monitor and encourage the use of the strategies Ben employed in the recording.

Using Saying it accurately

1. When students have completed the gap fill task (*Exercise 1*), ask them which speaking strategy highlighted in *Understanding* is achieved by each of the phrases.
I know what you mean – sharing experiences
I remember last time I did that trip – sharing experiences/continuing and expanding
It's quite a long flight, isn't it? – asking opinion
Guess where I had to go next? – asking open-ended questions
You were saying, you're going to Delhi? – asking open-ended questions (partly)
Don't you think? – asking opinion
2. Once students have completed *Exercise 2*, you can use this dialogue for tightly controlled speaking practice.

3. Ask the students to rehearse and perform the dialogue 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.

Using second *Language note* and *Saying it appropriately*

The second *Language note* box explains the grammar of question tags, and there are various ways in which you can practise these before going back to the issue of intonation.

1. For the first activity you will need some dice (one for each small group).
2. Ask students to think of six question tags they want to practise (or you can think of six they need to practise). Write them on the board and assign a number (one to six) to each of them.
3. Put students in small groups with one die each.
4. Each student rolls the die. They must think of a statement for whichever number (question tag) they roll. (e.g. *aren't they* = *They are coming to class today, aren't they?*)
5. Circulate and monitor, and get groups to change their list of question tags if you feel they have practised enough.

In a similar vein:

1. Put students in two groups and get each group to draw a three by three grid with boxes large enough to fill with question tags.
2. Allow them to choose which question tags they want to use to fill up the boxes (*aren't they?* ...*isn't it?* *won't we?*, etc.).
3. Each team can take it in turns to make a short statement (*They aren't ready yet, We are late*, etc.).


4. If the other team has a question tag which can go at the end of that statement, they can cross that one off. The winning team will be the one that crosses off all their question tags first.

Using *Saying it appropriately*

1. Direct students to the other information in the *Language note* about intonation and explain to them that speakers use falling intonation when they already know the answer (they are just looking for agreement from the other person and to involve them in the conversation) and rising intonation when it is more of a genuine question.
2. After they have completed *Exercise 1* as a listening exercise, model both a falling and rising intonation on all the examples for the class and then allow them to practise in pairs.
3. Circulate and monitor.

Using *Get speaking*

Get Speaking Exercise 1 is a role play that the self-study student performs with the CD, but the classroom environment allows you to develop it into a classroom improvisation.

1. Photocopy the *Get speaking* role play cards, below, before the lesson.
2. Play Track 10  and allow students to think of, and write down, responses they would give.
3. Get students in pairs and ask them to compare their answers with their partner.
4. Give pairs of students, A and B, role cards and ask them to practise their roles together before performing the role play for the whole class.

PHOTOCOPIABLES

Conversations

Anya: Miserable weather, isn't it. I was in Mallorca last week and the weather was fantastic – so hot and sunny! Not like here!

Ben: _____?

Anya: Yes, I was there last weekend.

Ben: Oh, _____?

Anya: My friend's just moved there and I went to visit. It was a good opportunity to practise my Spanish.

Ben: How _____?

Anya: I haven't spoken it since I did it at school.

Ben: _____? I remember _____.
Someone asked when I was flying back home. I wanted to say on Thursday – *Jueves* – and guess what I said. I was going home on eggs – *huevos*! So _____
_____, you were in Mallorca. _____?

Anya: It's amazing. I'd really recommend it.

Ben: _____, isn't it?

Anya: Well, yes, on the coast, but in the countryside, in the mountains, it's really quiet – perfect for just walking, reading ... just relaxing.

Ben: _____. There never seems to be enough time to read at home, _____?

Anya: Yes, I know what you mean. I've been reading the same book for about two months!

Get speaking

STUDENT A

You've just come back from a busy day at work. Tell your flatmate about it.

... (partner speaks) ...

Answer your flatmate's question with more information.

... (partner speaks) ...

Respond to your flatmate.

... (partner speaks) ...

Give your flatmate more detail about what happened to you.

... (partner speaks) ...

STUDENT B

Continue and expand on the subject the speaker (your flatmate) has mentioned by asking a question.

... (partner speaks) ...

Show interest by echoing your flatmate's words as a question.

... (partner speaks) ...

Ask an open-ended question about the topic the speaker has just mentioned, to find out more about it.

... (partner speaks) ...

Tell your flatmate about a related experience you have had.

Unit 3: Interruptions

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 the correct expressions to interrupt in formal and informal settings.
- I can use the correct expressions to deal with interruptions in formal and informal settings.
- I can use the correct intonation to sound polite when I interrupt somebody.
- I can signal that I want to continue talking and get the conversation back to where it was.

Vocabulary

Extended families: *daughter-in-law, stepmother, fiancée*

Communication: *email, Internet, newspaper*

Crime: *escape, prison, rob, bank, steal*

Pronunciation and intonation

Falling intonation for politeness when interrupting

Intonation for moving the conversation along

Function

Interrupting: *Excuse me. / May I interrupt?*

Dealing with interruptions: *I was just getting to that.*

I Hang on a minute.

Getting the conversation back to where it was: *Now, where was I? / So, you were saying?*

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 B1+ Intermediate* in class.

Using Useful tips

Use the *Useful tips* section for a brainstorming activity.

1. Get a few students to read the *Useful tips* aloud and check that all the students understand the ideas of interrupting and getting back to the subject.
2. Ask pairs of students to think of a model phrase for each of the bullet-pointed tips (e.g. *Can I just add ...?, May I interrupt?, Sorry, you were saying?, Excuse me, I haven't finished., Now, what was I saying?, etc.*).
3. Get students to share their examples with the group.

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 five roles across the two conversations here; you can repeat one scene more than once if you have more students, but there are other opportunities to do so in this unit and others too.

Using Saying it accurately

Saying it accurately Exercise 2 affords the opportunity of controlled practice of the function of interrupting and the new language learned in *Exercise 1*. The classroom environment means that this activity can be done in pairs.

Using Saying it clearly, Saying it appropriately and Language note

1. These exercises provide models for polite intonation while interrupting or signalling that you want to continue talking. You may also want to model the intonation in the *Language note* (with the emphasis on *so, right, anyway, and well* to keep the conversation moving).
2. After doing these exercises you could return to *Saying it accurately Exercise 2*, which will allow the students to practise these functions in a less controlled activity.

Using Get speaking

Get Speaking is a role play 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. Get a student to read the rubric aloud and check that all the students understand the activity.
2. Play the recording and allow students to think of (but not say) their answers.
3. Put the students in groups of three. One student should take the role of the speaker on the recording, one should take the role of the one who interrupts, and one should be the listener.
4. Get the speaker to fully revise their story by reading the transcript, and allow the one interrupting to revise where they should interrupt.
5. The group can then perform the scene without the transcript or notes – it is not important that the speaker says exactly what is in the recording.
6. Circulate and monitor and get the group members to exchange roles as you go.

You can extend this activity by finding any short story or series of facts into which a speaker can insert some errors. Try taking the role of the speaker yourself and getting students to interrupt you:

1. Find a short story or piece of information from the internet and allow the students to read it. For example:

The Great Fire of London took place in September, 1666. It began in a bakery on Pudding Lane. There had been no rain all summer and London was very dry. The east wind spread the flames rapidly. Fire fighting equipment was not very good and it was difficult to get water to the fire. King Charles II and his brother, the Duke of York, took charge of fighting the fire which lasted for 4 days and burned down most of London.

2. Get students to put the information away. Tell the story with four or five errors of fact, perhaps like this:

*The Great Fire of London took place about 350 years ago in **October**, 1666. It started in a bakery on **King Charles Lane**. There was no rain that summer. London was very dry and the **west** wind spread the flames. Fire fighting equipment was not very good and it was difficult to get water to the fire. King Charles II and his brother, the Duke of **Cambridge**, had to take charge of fighting the fire. It lasted for **8** days and burned down most of London.*

3. Tell students to interrupt you when they hear an error. Give points for spotting the error and extra points for interrupting in the correct way.
4. You can also do this activity by getting students to pre-read a playscript or a comic book, look at a series of photos, watch a soap opera, etc. Search for stories, subjects and a method of delivery which fit the students' learning targets and interests.

Using the *Cultural note discussion*

The *Cultural note discussion* handout, below, provides a good opportunity for classroom discussion.

1. Photocopy the *Cultural note discussion* handout so that you have one for each pair of students.
2. Get three students to read out loud each of the three paragraphs of the *Cultural note discussion* handout from the book in turn.
3. If you have a multinational classroom, get students to exchange views about what is considered polite in terms of interruption in their culture, or whether any interruption is permissible at all.
4. Give pairs of students a copy of the *Cultural note discussion* handout and get them to talk together about when interruption is permissible and when it is not. Students may disagree, but encourage them to talk it out and decide. There are no right or wrong answers here.
5. Feed back in general discussion with the whole class.

PHOTOCOPIABLES

Cultural note discussion

	... you can interrupt.	... don't interrupt.
When they have finished what they want to say ...		
When they slow down ...		
When they pause ...		
When they have spoken for ages ...		
When they are emotional ...		
When you want information ...		
When they have a greater status than you ...		
When they have a lower status than you ...		