

### 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.