

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.