Classroom implementation

The aim of Speaking is to help students improve how they communicate in a variety of everyday situations. It provides meaningful activities for students to practise their speaking skills and expand their vocabulary. Students are given the opportunity to listen to, and take part in, realistic conversations. Special attention is paid to using context-appropriate tone and language, and students will gain further practice in using the right words and phrases for the task.

The book contains twenty units, each one dealing with a different language function. The early units look at how to interact with people in certain situations while later units focus on expressing different feelings and emotions, such as confidence and excitement.

The units in Speaking have a broadly similar structure. Below are some suggestions as to how each of the unit features can be best used in the classroom.

❖❖

GETTING STARTED

What is it?

Each unit begins with some simple Getting Started questions directed at the student. The aim of these is to introduce the topic and get students to predict some of the situations and topics of conversations that may arise in the dialogues.

Suggested implementation:

1. Put students into groups. Ask them to look at the pictures and discuss:
   - who the people in the photograph are, and their relationship to each other
   - where they are
   - what they might be talking about
   - how they might be feeling at the time
   - some phrases that they might use.

   Students could then prepare and act out a short dialogue between the people in the picture.

2. After discussing in groups, students can think of two or three more questions that follow on naturally from the initial questions. Students can change groups and ask / answer both the original questions and the new questions.

3. Ask one student in the class one of the Getting started questions. Then tell that student to ask a question to any other student in the class. You can use this opportunity to check grammar or pronunciation, or suggest better ways to get an idea across.

4. Have students mingle with each other then move on to a new partner when they have both answered the question. Encourage them to use mingling language such as ‘Do you mind if I join you?’ and ‘I’d better go and mingle.’

❖❖

CONVERSATIONS

What are they?

The units begin with 2–4 conversations around the subject of the unit. Important phrases are highlighted in bold, and the meaning and usage of these phrases is examined later in the unit.

Suggested implementation:

The exercises provided in the book are enough to form a full lesson. Additionally, extension ideas and further teacher guidance are provided for units 1–3 in the Unit lesson plan documents.

❖❖

UNDERSTANDING

What is it?

The Understanding section contains 1–3 exercises which help students understand the dialogues and the meanings of the target phrases.

Suggested implementation:

1. Before answering the questions, tell students to read the conversations and replace the words in bold with other words and phrases which have the same meaning. This ensures that students fully understand the context and gives them useful practice in the skill of deducing meaning from context.

2. Ask students to read through the audio script and choose any other words or phrases which they believe should be in bold, either because they are new to the student, or the student perceives them to be useful.
SAYING IT ACCURATELY

What is it?
Saying it accurately focuses on sentence structure and meaning, and allows 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 use the new language in a more improvised scenario.

Suggested implementation:
1. Ask students to create a dialogue of their own reusing some of the target phrases in bold. They should change the situation slightly, e.g. show a different relationship between the speakers or include different details. Invite pairs of students to perform their dialogues to the class.
2. Invite students to study the target language and choose five phrases that they think are particularly useful to them. They should then create one longer dialogue or five mini-dialogues using these phrases in situations that are relevant to the student.
3. Find pictures of situations where the target language could be used. Ask students to create dialogues to match the pictures and act them out.

SAYING IT APPROPRIATELY

What is it?
Saying it appropriately deals with issues of tone and intonation. The focus is on sentence stress, expressing your attitude through your voice, use of pauses, informality and politeness.

Suggested implementation:
1. Use Listen and Repeat strategies. Play short sections of the audio recording (no more than one sentence long) and ask students to repeat them. Draw students’ attention to intonation, stress and lost or intruding sounds.
2. Tell students to recreate the same dialogue but vary intonation to express different emotions, for example boredom, stress or interest.

GET SPEAKING

What is it?
The exercises in Get speaking allow students to prepare for a role-play in which they interact with the speaker on the CD. These exercises can easily be transferred 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. Get students to compare their own improvisations with the transcripts in the back of the book.
2. Allow students to think up their own scenarios based around the same topic and act them out.
3. Monitor students’ speaking and give constructive feedback with regards to pronunciation, use of vocabulary and grammar.

EVERYDAY LANGUAGE

What is it?
This section highlights some of the useful phrases from the dialogues which students can use in their day-to-day life. The Everyday language in use section at the back of the book (page 88) gives examples of how the phrases may be used in other contexts.

Suggested implementation:
1. Use dictionaries, concordancers or the Internet to find other situations where these phrases might be used.
2. Get students to write their own mini-dialogues using these phrases. They can blank out the phrase and create gapfill exercises for other students to complete.

LANGUAGE NOTES

What are they?
These green boxes appear in some units (e.g. page 11). They contain additional information about the unit’s language and grammar.

Suggested implementation:
1. Use these as a starting point for discussion on when and why such language might be appropriate.
2. Ask students to work in pairs to make a list of other examples of the language identified.
❖ CULTURAL NOTE

What is it?
These boxes appear in some units (e.g. page 42). They discuss some of the aspects of British conversation, including humour, apologizing and politeness.

Suggested implementation:
1. Ask students to compare British conversational norms with conversation styles in their own and other countries.
2. Tell students to recreate the dialogues in a less culturally-aware way. Students can discuss the extent to which such a conversation would be acceptable in the UK and their own country.

❖ SPEAKING TIP

What is it?
These boxes appear in some units (e.g. page 33). They focus on some important aspects of speaking and when it is appropriate to use them.

Suggested implementation:
1. Tell students to identify examples of the points made in the Speaking tip in the sample dialogues.
2. Discuss the extent to which these tips are true of their own language as well as English.

❖ NEXT STEPS

What is it?
This box, which comes at the end of every unit, gives ideas for further speaking activities that students can do or suggestions for where they can watch videos to see others using certain types of language.

Suggested implementation:
If you have computers on your premises, many of these exercises can be using them. This will give you a chance to look at students’ Internet search skills.
Next steps can also be given as a homework task. You can ask students to feedback what they have watched or practiced in the form of:
• a brief chat to a partner about their findings
• a formal presentation
• written work.

❖ PLANNING A LESSON

It is recommended that you do a pre-speaking task, the speaking activity and then finish with some post-speaking analysis. Here are some ideas for each of these:

Pre-speaking
Pre-speaking tasks are always useful as they prepare the student to speak, often providing them with useful vocabulary and language, as well as boosting their confidence. The Getting started questions are often an ideal pre-reading task. Other suggested activities are as follows:
1. Pre-teach any vocabulary and phrases in the conversations that you think may be new to the students. Drill students in the correct pronunciation and intonation.
2. Ask students to create mini-dialogues containing set phrases from the dialogues.
3. Do an elicited dialogue, whereby you tell the students the topic of one conversation. Elicit from the students what they think each person might say in this situation. Ensure correct use of grammar. Write up the dialogue you elicit on the board in note form. Have students practice the dialogue in pairs.
4. Give students the topic of a conversation and ask them to improvise it within a set time limit.

Speaking
There are a number of ways in which you can exploit the Speaking activities in each unit, either allowing students to see the audio script or not.

Activities without the audio script
1. Comprehension: students listen to the conversations and make notes on some or all of the following:
   • how many people are speaking
   • what they are talking about
   • any decisions / plans they make.
2. Dictation: play the lines of one conversation one line at a time. Students listen and write what they hear, then compare their answers.
3. Dictogloss: students listen to one conversation once or twice in full. As they listen, they take notes. They must then recreate the conversation so that its general content is the same, but the wording need not be. Students can then act out the conversations in pairs.
Activities using the audio script

1. Comprehension: students listen to, and read, the conversations and make notes on some or all of the following:
   - the topic of the conversations
   - the relationship between the speakers
   - how they are feeling
   - factual information about the conversation.

2. Students read the conversation aloud but quietly, while the recording is playing. This allows them to notice and practise word stress, rhythm and intonation.

Post-speaking

The Next steps box at the end of each unit offers useful post-reading tasks. Additionally, the following tasks can be used in classes when:
   - you have time to fill before the end of a lesson
   - faster students are waiting for slower readers to complete the exercises
   - you need to set a homework task.

1. Ask students to read the audio script aloud, focusing on one or several of the following:
   - Sentence stress – Students focus on emphasizing stressed words and skimming over less important words such as articles and auxiliaries. They should aim to produce rhythmic speech, rather than sounds of equal length.
   - Word stress – Students focus on the correct stress and pronunciation of longer words.
   - Intonation – Students focus on the way the voice rises and falls when reading.
   - Clarity – Students focus on making individual sounds correctly. To do this, students could take turns dictating sentences to each other.

2. Tell students to note down useful vocabulary. With this vocabulary, students can:
   - organize it into a Mind Map
   - write the words on scraps of paper and test each other on meaning
   - use the words in sentences of their own.
Unit 1: Bumping into people

**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 greet people who I bump into.
- I can talk to people who I don’t know very well.
- I can express different emotions in the way I speak.

**Vocabulary**
Greeting: *Long time no see! Fancy seeing you here! It’s Yana, isn’t it?*
Catching up: *How have you been? Same old, same old. What are you up to?*
Inviting: *Do you fancy …? We should … sometime.*
Ending a conversation: *I’d better be off. See you around. Sorry, can’t stop. You’d better get off then.*

**Appropriateness**
Expressing emotion through word stress and intonation

**Function**
Greeting people you meet by chance
Clarifying details you had forgotten
Inviting
Responding to an invitation
Ending a conversation

---

**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 B2+ in class.

**Using Getting started**
You can use some or all of the following steps when working through this section:
1. Ensure that students understand the phrase *bump into someone*. Explain that it means meeting by chance; it is not an arranged or expected meeting.
2. Tell students to discuss the questions in pairs or small groups. Feed back ideas as a whole class.
3. Ask students what phrases they might say if:
   - they bump into an acquaintance they see regularly (*Hi, there! How are you doing? What’s up? How are things? See you around.*)
   - they bump into a friend they have not seen for many years (*What are you doing here? I haven’t seen you for ages! Long time, no see! We’ll have to catch up some time.*)
4. Ask students to look at the photograph next to the title. In pairs, they should decide:
   - names and jobs for each person
   - how the people know each other
   - where they are going when they meet
   - how long it has been since they last met.

Tell students to create a mini-dialogue of no more than five exchanges (i.e. five lines per person) between the people in the picture. Students practise their dialogues in pairs. Ask two or three pairs to perform their dialogues to the class.

**Using Conversations**
1. Ask students to listen to the conversations and follow the dialogues in their books.
2. After listening, students can discuss these questions in pairs or small groups:
   - Where did the two people last meet?
   - How long is it since the two people met?
   - How well do they know each other?
   - What is their relationship?
3. Tell students to read the conversations aloud in pairs and try to replace the phrases in bold with other phrases with the same meanings. (Answers will vary. Suggested answers:)
   - **Conversation 1:** fancy seeing you here = I didn’t expect to see you; Long time no see = I haven’t seen you for ages; How have you been? = How are you?; How did that go? = How was it?; Oh, no major news really = Nothing much has happened; we should go for a coffee sometime = would you like to go for a coffee one day?; Definitely. Give me a ring. = Of course. Call me
   - **Conversation 2:** How are you? = Are you okay?; What are you up to? = What are you doing?; Do you fancy …? = Would you like to …?; Sorry, can’t stop. = Sorry, I’m in a hurry; Where are you off to? = Where are you going?; You’d better get off then = You should go then.
   - **Conversation 3:** It’s Yana, isn’t it? = Is your name Yana?; same old same old = everything is the same as usual; Nice to see you again = It was good to see you again; I’d better be off = I should go; See you around = I’ll see you some time soon.

Ask three pairs to read one conversation aloud, using their replacement phrases.
Using Understanding
1. Tell students to complete Exercise 1 and check answers.
2. Put students into five groups and give each group one of the strategies (a to e) from Exercise 2. Ask them to match the phrases and to consider:
   - whether the phrase is used with a regular acquaintance or with someone you have not seen for a long time.
   - aspects of pronunciation, such as word and syllable stress, intonation and any lost or intruding sounds.
3. Ask each group to nominate a spokesperson to feedback on their strategy.
4. Ask students to discuss the questions in Exercise 3 in pairs or small groups. In whole-class feedback, ask students whether they would say the same things in their own language or culture.

Optional language work:
Highlight the difference between should and had better. Ask students if it is possible to replace should with had better in Conversation 1 (No), and had better with should in Conversations 2 and 3 (Yes). Explain that should implies a positive consequence (e.g. going for coffee together), while had better implies a negative consequence (e.g. being late).

Using Saying it accurately
1. Ask students to complete Exercise 1 on their own and to compare their answers in pairs.
2. Tell students that the pronunciation of these phrases is very important in order to sound convincing. Say the sentences aloud and ask students to repeat you, paying close attention to word stress and intonation.

Word stress (and Answers):
1. I'm terrible with names.
2. I'd better be off.
3. What are you up to?
4. Do you fancy going for a coffee?
5. Sorry, I can't stop.
6. Where are you off to?
7. You'd better get off then.
8. Fancy seeing you here!
9. Long time no see!
10. No major news really.

Optional extension work: Speaking
Tell students to work in pairs and create either five short dialogues or one long dialogue using at least five of the phrases in Exercise 1. They should practise the dialogue in pairs, paying close attention to word stress and intonation. Dialogues can be performed to the class.

Using Saying it appropriately
1. Complete Exercise 1. Ask students to repeat the phrase, copying the word stress.
2. Tell students that the underlined parts of the sentences in Exercise 2 denote a stressed word. Listen to Recording 03 and complete Exercise 3. Ask students what word stress means in terms of:
   - intonation (Answer: Stressed words tend to be higher in pitch.)
   - length of the word (Answer: Stressed words tend to be longer.)
   - volume of the word (Answer: Stressed words tend to be louder.)
   - the pronunciation of sounds within the word (Answer: Individual sounds within a stressed word are more likely to be heard, while in a stressed word they may be replaced by a schwa. Compare: How are /ər/ you? and How are /ə/ you?)
3. Complete Exercise 4. In whole-class feedback, discuss how the voice changes to show different emotions.
4. Complete Exercise 5 as a class.

Using Get speaking
1. Tell students to follow the dialogues as the recording is played. Ask students to note down any aspects of stress, intonation or other pronunciation. They can read the mini-dialogues in pairs, copying the pronunciation in the recording. They can also try reading the dialogues in a way that shows a different emotion. Ask one or two pairs to perform their dialogues to the class.
2. Copy the photocopiable sheets Bumping into people 1 and Bumping into people 2, and cut along the dotted lines. Put students into pairs and give one set of cut-out papers to each pair. Give Bumping into people 1 to half the class and Bumping into people 2 to the other half. They can swap over in Step 5.
3. Ask students to put the papers into a suitable order and think about what they would say in each situation. Encourage them to look back over the unit and find useful phrases.
4. Ask students to practise the dialogue in pairs. Encourage them to use the correct stress and intonation to show the emotion they want to portray.
5. Students change dialogues and repeat the activity. Ask two pairs for each dialogue to perform their dialogue to the class.
Using **Language note**

1. Tell students to read the sentences in the Language note. Then put students into pairs and give them two minutes to see how many sentences they can make using *The problem with ... is*. Ask the pair with the most sentences to say their sentences aloud.

2. Challenge students to incorporate a *The problem with ...* sentence into their dialogues from *Get speaking*. Take a class vote on the best or funniest sentence.

Using **Everyday language**

1. Tell students to complete *Exercise 1*. Invite students to look back at *Conversations* to see how the phrases are used in context. They can also refer to page 88 to see other contexts in which these phrases can be used.

2. Ask students to make a new dialogue incorporating three of these phrases. Tell them to use the phrases that they consider most useful. Monitor to ensure they are using the phrases correctly.

Optional extension work: **Speaking**

Put students into pairs. Tell them to create another dialogue for the characters in the photograph at the beginning of the unit. They should think about:

- who the people are
- when and where they last met
- how well they know each other
- how they are feeling at the moment
- what they will do next.

Encourage students to use phrases from the unit. Students can act out their dialogues. For homework, you could ask students to write their dialogues.

Using **Next steps**

Read the *Next steps* box aloud. Ask students to discuss in small groups other ways to learn new phrases (as opposed to individual words). Feed back their ideas as a whole class.
PHOTOCOPIABLES

Bumping into people 1

<table>
<thead>
<tr>
<th>Person A:</th>
<th>Person B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You bump into an old friend in the street. What do you say?</td>
<td>An old friend greets you in the street. What do you say?</td>
</tr>
<tr>
<td>Person A:</td>
<td>Person B:</td>
</tr>
<tr>
<td>Ask how your friend is.</td>
<td>Respond to your friend’s question.</td>
</tr>
<tr>
<td>Person A:</td>
<td>Person B:</td>
</tr>
<tr>
<td>Ask about your friend’s news.</td>
<td>Respond with your news.</td>
</tr>
<tr>
<td>Person A:</td>
<td>Person B:</td>
</tr>
<tr>
<td>Invite your friend out, so that you can catch up.</td>
<td>Accept the invitation or make an excuse.</td>
</tr>
<tr>
<td>Person A:</td>
<td>Person B:</td>
</tr>
<tr>
<td>End the conversation appropriately.</td>
<td>End the conversation appropriately.</td>
</tr>
</tbody>
</table>
### Bumping into people 2

<table>
<thead>
<tr>
<th>Person A:</th>
<th>Person B:</th>
</tr>
</thead>
<tbody>
<tr>
<td>You bump into someone you recognize but don't know well. Greet Person A.</td>
<td>Someone recognizes you in the street. You recognize them too, but you can't remember how you met.</td>
</tr>
<tr>
<td>Person A:</td>
<td>Person B:</td>
</tr>
<tr>
<td>Remind Person B where you met. Check person B’s name.</td>
<td>Respond. Admit that you don't remember Person A's name.</td>
</tr>
<tr>
<td>Person A:</td>
<td>Person B:</td>
</tr>
<tr>
<td>Give your name.</td>
<td>Respond. Say what you remember about Person B’s news.</td>
</tr>
<tr>
<td>Person A:</td>
<td>Person B:</td>
</tr>
<tr>
<td>Update Person B with your news. Ask about Person B’s news.</td>
<td>Respond appropriately with your news.</td>
</tr>
<tr>
<td>Person A:</td>
<td>Person B:</td>
</tr>
<tr>
<td>End the conversation appropriately.</td>
<td>End the conversation appropriately.</td>
</tr>
</tbody>
</table>
Unit 2: Talking about yourself

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 my strengths, weaknesses, experience and interests.
- I can respond in short chunks of language.
- I can use pauses for emphasis and stress to sound confident.

Vocabulary
Strengths: I take a lot of pride in ..., I’m particularly good at ..., I work well in ..., I’m particularly good at ..., Weaknesses: I’m a bit of a ..., isn’t really my strong point. I’m not the kind of person who ..., I’m hopeless at ...
Experience: When I’ve been in that situation in the past, I..., I’ve got a background in ...
Interests: I can’t get enough of it. I’m really into ...

Appropriateness
Expressing confidence through word stress and pauses

Function
Talking about yourself in interviews
Talking about yourself to friends
Responding to people’s comments about themselves

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 B2+ in class.

Using Conversations
1. Play Recording 07 and ask students to follow the dialogues in their books. After listening, ask students to discuss these questions in pairs or small groups:
   a. What are the speakers doing?
   b. What is the likely relationship between the speakers?
   c. How well do they know each other?
   d. Is the occasion formal or informal?
   (Answers will vary. Suggested answers:
   Conversation 1: Job interview; employer and candidate; first meeting; formal
   Conversation 2: Filling in an online profile; friends; well; informal
   Conversation 3: One speaker is going out; flatmates; fairly well; informal)

Using Language note
Read the Language note aloud. Ask students to highlight how the short chunks are used in the dialogues. Ask students to add more short chunks to the dialogues. Do Conversation 1 as a whole class. Then tell students to try Conversation 2 and Conversation 3 alone or in pairs. Ask three pairs to perform one of the dialogues to the class.
   (Answers will vary. Suggested answers:
   Conversation 1
   Interviewer: Great. That’s interesting. That’s good to hear. Thanks. Okay. Lucy: Let me see. Let me think.
   Conversation 2
   Conversation 3
   Roman: This? Not long. Will: Karate? Wow! Cool! That’s impressive.)

Using Understanding
1. Ask students to answer Exercise 1. They should write up the phrases in their vocabulary books under the correct headings. Remind students to pay attention to what comes after the phrase (where appropriate), e.g. a noun, clause or verb. If a verb comes after the phrase, tell students to pay attention to its form.
2. Put students into pairs and tell them to think of one more way of completing each phrase in the Conversations. Do the first one as a class (I’ve got a background in music / engineering / politics). After discussing possibilities together, ask students to write up one example for each phrase in their vocabulary books so that they have a record of the correct usage.

© HarperCollins Publishers Ltd 2014. This page is photocopiable.
Optional extension work: Speaking / Writing: Tell students to recreate one or more of the conversations by keeping the same basic structure and the phrases in bold, but changing some of the details (e.g. Lucy’s background and experience, or Roman’s hobby). They can do this alone or in pairs. Students can act out their new dialogues to the class. This task could be set as homework.

Using Saying it accurately
1. Tell students to complete Exercise 1 and compare their answers with a partner.
2. Ask students to discuss in pairs the extent to which these sentences are true for them. If they are not true, ask them to change the sentences so that they are.
3. Students complete Exercise 2. Then they can take turns interviewing each other, using these questions. Encourage students to use the phrases from Exercise 1. Ask for a pair to volunteer to perform their interview to the class.

Using Saying it appropriately
1. Play Recording 8 and ask students whether the interviewees sound confident or not. Discuss what aspects of their speaking helped them to decide, and elicit pauses and word stress.
2. Play the recording again and tell students to mark where the interviewees pause. Play the recording again for them to mark the stress.
   (Answers (/ indicates a pause, underline indicates stress):
   Mick: Well /, I  / think  / I’d say that most people find me to be a good leader (unconfident).
   Stefan: Well, / I think I’d say that most people find me to be a good leader (confident).
   Laura: My most recent job / in sales / was very / similar to the position your company is offering (unconfident).
   Mika: My most recent job in sales was very similar to the position your company is offering. (confident))
3. Play the confident responses (2. Stefan and 4. Mika) again. Tell students to repeat the responses, copying the stress and pauses.
4. Ask students to return to the interview questions in Saying it accurately Exercise 2 on page 14. Tell students to take turns asking each other the questions. They can use the answers they gave before. This time, they should focus on using pauses and word stress to sound confident.

Using Get speaking
This exercise can be adapted to a classroom situation in the following way:
1. Hand out the photocopiable sheet A Job Interview. To encourage interaction between students, give out one copy to each pair of students. As a whole class, decide on a job that everyone in the class will be applying for. Brainstorm the personal qualities, skills and experience that someone applying for this job will need.
2. Put students into pairs. Each pair should prepare five to ten questions to ask candidates applying for this job.
3. Put pairs together to make groups of four. You could allow pairs to exchange their questions, so that they have a few minutes to prepare their answers.
4. Students take turns interviewing each other.

Using Everyday language
1. Students can complete Exercise 1 by referring to the conversations and the Everyday language appendix on page 88.
2. Ask students to write a dialogue or two mini-dialogues using these phrases. If possible, these dialogues should contain information which is true for the student.

Using Next steps
Record or video the students doing their interviews. In pairs, students can analyse their own and their partner’s interviews and look for ways to improve their responses. Encourage students to be constructive in their criticisms. Only show the interview videos to the whole class if students give you permission.
A Job Interview

| Job: |
| Personal Qualities: | Skills: | Experience: |

Interview Questions:
1.
2.
3.
4.
5.
6.

Make notes about your responses:
1.
2.
3.
4.
5.
6.
Unit 3: Telephone and communication problems

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 cope when I experience communication difficulties.
- I can ask people to repeat themselves in different ways.
- I can use weak forms and run words together.

Vocabulary
Communication difficulties: I’m getting a delay. You’re breaking up. You keep coming and going. My connection went. We got cut off. The reception here’s terrible. My battery’s low. I didn’t get most of what you said. I didn’t hear a word of that. I didn’t catch ...

Appropriateness
Using weak forms and running words together

Function
Describing communication difficulties
Coping with communication problems
Asking people to repeat themselves

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 B2+ in class.

Using Getting started
1. Ask students to look at the photograph and say how the woman is feeling. Elicit annoyed and frustrated.
2. Brainstorm why she might be feeling this way. Elicit or pre-teach delay, breaking up, poor connection, cut off, no reception, low battery as these words will be useful in Conversations.
3. Ask students to discuss the Getting started questions in small groups. Invite them to share their own experiences of communication problems.

Using Conversations
1. Books closed. Play Recording 10 and ask students to listen and note down the communication problems experienced. Check answers. (Answers: Conversation 1: a delay, sound breaking up; Conversation 2: poor connection; Conversation 3: cut off, bad reception, low battery; Conversation 4: unclear announcement)
2. Books open. Allow students to listen again and follow the conversations in their books.

Using Language note
1. Read the Language note to the class. Ask students to scan the conversations and note down any phrases that mean I can’t hear you. (Answers: I didn’t get most of what you just said. You’re breaking up. You keep coming and going. The reception here’s terrible. What are they saying? I didn’t hear a word of that. I didn’t catch ...)
2. Ask students to discuss in pairs different ways to ask someone to repeat what they have said. They can use phrases from the conversations and their own ideas.

Using Understanding
1. Ask students to write the phrases in their vocabulary books under the correct heading. Check answers.
2. Play the conversations again, pausing after the phrases in bold. Ask students to repeat the phrases, paying attention to how the speaker uses stress and intonation. Students can annotate the phrases in their notebooks to show how the phrases are spoken.
3. Ask students to practise reading the conversations in pairs, remembering to copy the pronunciation of the key phrases. Encourage students to convey emotions (e.g. annoyance and frustration) in the way they speak. Ask one or two pairs to perform their dialogues to the class.

Using Saying it accurately
1. Ask students to complete Exercises 1 and 2. They should try to remember the missing words and then check the answers in the conversations, rather than getting their answers from the conversations straight away.
2. Students can practise the phrases in Exercises 1 and 2 by testing each other in pairs. One student should say a sentence, replacing one word with beep. The replaced word doesn’t have to be the gapped word in the exercises. The other student must say the complete sentence. For example: Student A: We got cut ‘beep’. Student B: We got cut off. Ask pairs to feed back any difficult sentences to the class.
Using Saying it appropriately

1. Tell students to read the sentences and point out that the words in grey show the weak forms. Ask students what happens to weak forms. (Answer: They are not normally stressed in connected speech.)

2. Play Recording 11 and ask students to pay attention to how the speakers say the weak forms.

3. Ask students to focus on the underlined words, and ask what is meant by ‘where the words run together’. (Answer: Individual sounds may be omitted, e.g. the ‘t’ sounds of didn’t and just.) Ask students how they think this might sound. Then listen to the recordings and check.

4. Complete Exercise 2. Play each sentence of Recording 12 one at a time and ask students to copy how the speaker talks, paying attention to weak forms and where words run together.

5. Complete Exercise 3.

Using Get speaking

1. Tell students to read the situations and decide what they would say in each one.

2. Put students into pairs. One student in each pair is ‘A’ and the other is ‘B’. Tell students to listen to Recording 13 and respond in the way they have prepared. Student A should answer odd numbered questions and Student B should answer even numbered questions. Swap roles and repeat.

3. Allow students to repeat the exercise. They can vary what they said the first time, or say the same thing and focus on pronunciation.

Using Everyday language

1. Ask students to find the phrases in the conversations. They can check their answers by referring to page 88.

2. Ask students to choose a scenario from the Communication scenarios activity and write a dialogue or two mini-dialogues containing at least one of the Everyday language phrases plus other phrases from the unit. This can be set as a homework task.

Using Next steps

As an alternative to this step, use the photocopiable sheet Communication scenarios.

1. Copy the sheet and cut out the ten scenarios along the dotted lines. One copy is sufficient for a class of 20 students.

2. Put students into pairs and give each pair a scenario. They must improvise the scene, using language from the unit where possible. They can then swap scenarios with another pair and repeat the activity.

3. Scenes can be performed to the class. Take a class vote on the best one.
### Communication scenarios

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Scenario</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are calling a friend, arranging a time to have dinner together. The reception is very poor.</td>
<td>You are calling a friend from a train, talking about your arrival time. Your train goes into a tunnel and you lose your connection. Return the call.</td>
</tr>
<tr>
<td>You have seen a car accident in the countryside. You call the police. The phone signal is very bad.</td>
<td>You call a friend in another country to catch up on news. You get a delay.</td>
</tr>
<tr>
<td>You ask someone for directions in the street. There are noisy roadworks in progress. You can’t hear very well.</td>
<td>A friend calls you for directions to a café where you are meeting. Your phone battery is very low – talk fast!</td>
</tr>
<tr>
<td>You call a friend on his mobile to get information about an event. Your friend is out hiking and they keep breaking up.</td>
<td>You hear an announcement in a train station about a platform change, but it keeps coming and going. Discuss with a bystander what you heard.</td>
</tr>
<tr>
<td>You are on holiday abroad. You want to make a call, but reception is poor. Discuss with a friend where you can get signal.</td>
<td>You are talking with someone via the Internet. One of you has a faulty microphone so their voice keeps coming and going.</td>
</tr>
</tbody>
</table>