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.

3. Direct students to *Collins COBUILD – Intermediate English Grammar and Practice* for further practice of the language point.

❖ 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 feed back what they have watched or practised 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 practise 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.