Lesson 3 Speaking – interacting – Teacher's Notes

Stage	Procedure	Interaction	Timing
Warmer	Students talk to their partner about the most stressful situation in which they have had to speak English **SLIDE 2** Students work in pairs or small groups put the following speaking situations in order from most to least stressful: - Job interview - Speaking exam - Talking to your girlfriend/boyfriend's parents for the first time - Interview to get in to a University - Negotiating a price with someone - Deciding what you and your friends are going to do on Saturday - Being interviewed by the police because they think you've done something wrong - Talking to someone you've just met **SLIDE 3**	S ➜ S	10 minutes (0:10)
Turn taking	Using the list from above, students decide in which situations turn taking is important and in which situations it is OK to talk more than the person you are speaking to. **SLIDE 3** Ask students to think about what we do as listeners in a 1 to 1 situation to show that it is OK for someone to keep talking longer than they might normally do. Highlight the fact that we backchannel (use a sound or gesture to show that it is OK, like nodding, saying "mmm hmm", etc.). Explain to the students that English speakers do this more (about twice as often) than speakers of many other languages.	S ➜ S T ➜ Sts	

	This is a good thing to do when speaking with a partner like in parts 3 and 4 of the Cambridge exams.		5 minutes (0:15)
Interrupting	Explain to the students that sometimes other people may not have a good understanding of taking turns when speaking and this can also occur in exam situations, like the Cambridge First and Advanced exams.	T → Sts	10 minutes (0:25)
	Students work alone and write down phrases they can think of for politely interrupting someone in the following situations: - The other person keeps talking and it is now your turn - You start talking and the other person interrupts you before it is their turn - You have something to add to what the speaker said, but they have just changed topic.	S	
	Students then compare with their partner	S → S	
	SLIDE 4		
Compare and contrast	Explain to the students that in exams, like in part 2 of the Cambridge First or Advanced exam, and in life in general they will be asked to compare two different things and in order to do this effectively they need to have a range of linking words and phrases.	T → Sts	
	Dictate the following to the students who then work alone and decide whether each expression is used to compare or contrast: - Just as (compare) - Nowhere near as (contrast) - Just as much (compare)	S	5 minutes (0:30)

	- As *sth* as (compare) - On the other hand (contrast)* - Whilst (contrast) - Similar to (compare) - Whereas (contrast) - Have *sth* in common (compare) - Having said that (contrast)* Students then check in pairs before open class feedback. ***When giving feedback ensure that students are aware which phrases (marked *) usually go at the beginning of a sentence.*** **SLIDE 5**	S → S T → Sts	
OPTIONAL STAGE 1 Practising comparing and contrasting	Students compare the following and attempt to use the language from the previous task: - If you were trapped in a room for 24 hours would it be better to have: 1. Your mobile phone <u>or</u> 2. Food and water (**SLIDE 6**) - Which language is easier to learn: 1. English <u>or</u> 2. Polish (**SLIDE 7**) - What would be a better 2-day school trip: 1. A trip to the mountains 2. A trip to a big city? (**SLIDE 8**) After discussing those three situations, each pair of students writes another scenario for another group to discuss. ***Teacher makes notes of any errors and good uses of language to highlight at the end of the lesson***	S → S SS → Sts	10 minutes
Negotiating, decision making and summarising	Draw two columns on the board with the headings: - *Negotiating / decision making* - *Summarising* Dictate the following to the students and ask them to write them in the correct column in their notebook *(teachers please note the following have been split in to the two columns, therefore read them out in a random*	T T → Sts	10 minutes

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	order):		
	- Have you considered the possibility that…?		
	- Isn't it sometimes the case that…		
	- Why don't we…		
	- In my opinion, a better solution would be…		
	- I'm not entirely convinced that this is the best option		
	- That may well be right, but I wonder if…		
	- Would you agree that we can rule out *XYZ*?		
	- So what you're saying is…		
	- So, we have finally decided that…		
	- So to sum up…		
	- In short…		
	- In a nutshell…		
	- In conclusion…		
	Allow students to check their answers in pairs and then go through the language by completing the columns on the board to ensure students can make a copy for future reference.	S → S T → Sts	
	SLIDE 9	T → Sts	
	Ask the students for examples of when they will have to use this sort of language (First and Advanced speaking exam part 3, at work in the future, making decisions with friends/family/classmates, etc.)	S → S	5 minutes (0:45)
	Students then work together in pairs and complete the Cambridge exam speaking task on **handout 1 (part 3 of the Cambridge First or Advanced sample speaking exam)**		
OPTIONAL STAGE 2	As an open class make a list of all of the things that would be useful if you	T → Sts	5 minutes

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Desert island	were trapped on a desert island with one other person *(aim for 15-20 items at least)*.		
	Put the students into groups of 2 and tell them that they are trapped on the island and have to: - Decide whether they are going to try and escape or stay on the island and wait for rescue - Choose 5 things from the list to help them do this	S → S	5 minutes
	Students work together to come up with a detailed plan for their escape or survival	S → S	5 minutes
	The students then tell another pair their plan and the other pair can question it or make suggestions. *During this task monitor carefully and make notes of error and good uses of language to highlight later.* **SLIDE 10**	SS → Sts	5-10 minutes
OPTIONAL STAGE 3 **Error correction / reactive feedback**	Go through the language that you have made notes on from the productive tasks. Allow students time to try and correct the mistakes either alone or in small groups. Also, try and find 3 or 4 correct, but relatively unambitious sentences and then try to build on them, e.g. We can choose a knife (**potential example from previous task**) - could vs. can = more hypothetical - alternatives to choose – opt for, go for, pick, select, etc. - Changing the structure – I believe that choosing a knife would be a good idea, Why don't we choose a knife?, etc.	T → Sts S → S	10 minutes