

Breathing life into your speaking lessons

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Today's session:

1. The steps for speaking success
2. Transactional versus conversational speaking
3. A walkthrough of conversational lesson
4. A walkthrough of transactional lesson

1. The steps for speaking success

1. A clear and interesting topic

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2. Engaging students' interest and knowledge of the topic

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3. Providing a model and highlighting / introducing language students might need to complete the task themselves

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5. Showing students the 'criteria for success'

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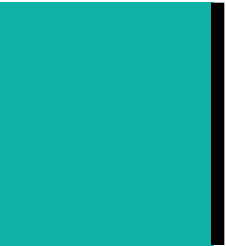
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8. Allow a second opportunity to practice the speaking
9. Further feedback



2. Two main types of speaking interaction

Transactional

The exchange of information or goods

For example:

Ordering food in a restaurant

Asking to borrow something

Buying a bus ticket

2. Two main types of speaking interaction

Transactional

The exchange of information or goods

For example:

Ordering food in a restaurant

Asking to borrow something

Buying a bus ticket

Conversational

Small talk or talking about a wide variety of topics

For example:

Chit-chat as you arrive at school

Dinner table discussions

3. A walkthrough of a conversational lesson

High Note 3

Participate in a conversation about clothes

1F SPEAKING

- 1 What is the longest time you have queued for anything? What was it for? What do you think a fashion victim is? Discuss in groups.
- 2 In pairs, say if you agree or disagree with these opinions. Say why.
 - 1 Shoppers can make money from limited edition models.
 - 2 It's a waste of time to queue for something for hours.
 - 3 We shouldn't judge people by the clothes they wear.
 - 4 In my opinion, fashion victims don't exist.
 - 5 Some people believe brand-name clothes make them look like models in adverts.
- 3 1.7 Watch or listen to the conversation between friends. Which opinion (1–5) in Exercise 2 is not expressed in the video?
- 4 1.8 Listen to another conversation between the three friends and answer these questions.
 - 1 Why is Penny so embarrassed when she meets up with her friends again?
 - 2 What do Penny's friends think of her?
 - 3 Do you think Penny is a fashion victim? Say why.
- 5 Complete the Speaking box with headings a–f.
 - a Ask for explanation or clarification
 - b Ask for repetition
 - c Clarify your message
 - d Get others to speak
 - e Hold attention
 - f Interrupt politely

SPEAKING | Participating in conversations

When you're speaking

¹ Clarify your message

What I mean is ...

The thing is, ...

Let me put it another way.

² _____

Just a second, I haven't finished.

Hold on! Let me finish!

Check others understand

Do you know/see what I mean?

Does that make sense?

Do you get it?

³ _____

What do you think?

Tell us what you think.

What's your opinion?

When someone else is speaking

⁴ _____

Excuse me, can I say something?

That's true/a good point, but ...

Sorry to interrupt but ...

⁵ _____

Sorry, I didn't get that. Could you say it again?

I'm sorry, I missed that.

⁶ _____

Do you mean ...?

I'm not sure what you mean.

Are you saying ...?

Did you say/mention ...?

Confirm you understand

Right, I've got that.

Yes, I know/see/get what you mean.

Ah right! Now I get it.



- 6 1.8 Study the Speaking box and complete the conversation from Exercise 4 with two or three words in each gap. Listen again and check.

Sam Wow, it looks great.

Penny I love it! I want it so badly! It's just ...

Pete Sorry ¹ to interrupt, but aren't you saving for a holiday?

Penny Yes, but a holiday lasts a week and a jacket is for life!

Pete Are ² that you only have one jacket?

Penny Hold on! Hold on! Let ³ . This jacket is the latest fashion. It's really special. It's so cool!

Sam Ah right! Now I ⁴ ! You just want to be the coolest girl in the group! You're really a fashion victim but you don't like to admit it.

Pete And look at the price – that means no holiday this year, or next!

Penny The ⁵ , it's really my style and I just have to have it! Does that ⁶ ?

Pete OK, I see ⁷ . Anyway, it's your money, you decide how to spend it!

Penny Yes, but there is a problem ... It goes on sale tomorrow and the queue is already two blocks long ...

Sam Sorry, I ⁸ that. Did you ⁹ a queue?

Pete You're joking, aren't you?

Sam Do you ¹⁰ you have to go and stand in the queue today?

- 7 Work in groups. Use the phrases from the Speaking box to discuss these statements.

- Shopping for clothes is boring.
- There aren't any good clothes for young people in this town.
- Good clothes are really expensive
- Fashion magazines are boring – they're just advert after advert.

Setting up the steps

1. Does it have a clear and interesting topic?



7 Work in groups. Use the phrases from the Speaking box to discuss these statements.

- Shopping for clothes is boring.
- There aren't any good clothes for young people in this town.
- Good clothes are really expensive
- Fashion magazines are boring – they're just advert after advert.

YES – but
don't be
afraid to
adapt it.

Setting up the steps


2. Engage students' interest in the topic at the beginning of the lesson

Some ideas:

- Brainstorming activity
- Class questionnaire
- Using pictures

Setting up the steps

3. Provide a model of the language the students will need

- ★ 4  **1.8 Listen to another conversation between the three friends and answer these questions.**
- 1 Why is Penny so embarrassed when she meets up with her friends again?
 - 2 What do Penny's friends think of her?
 - 3 Do you think Penny is a fashion victim? Say why.
- ★ 5 **Complete the Speaking box with headings a–f.**
- a Ask for explanation or clarification
 - b Ask for repetition
 - c Clarify your message
 - d Get others to speak
 - e Hold attention
 - f Interrupt politely

SPEAKING | Participating in conversations

When you're speaking

1 Clarify your message

What I mean is ...

The thing is, ...

Let me put it another way.

2 _____

Just a second,
I haven't finished.

Hold on! Let me finish!

Check others understand

Do you know/see
what I mean?

Does that make
sense?

Do you get it?

3 _____

What do you think?

Tell us what you think.

What's your opinion?

When someone else is speaking

4 _____

Excuse me, can I say
something?

That's true/a good point, but ...

Sorry to interrupt but ...

5 _____

Sorry, I didn't get that. Could
you say it again?

I'm sorry, I missed that.

6 _____

Do you mean ...?

I'm not sure what you mean.

Are you saying ...?

Did you say/mention ...?

Confirm you understand

Right, I've got that.


Yes, I know/see/get what you
mean.

Ah right! Now I get it.

You can further extend this by:

- Asking students to notice where the phrases usually occur in sentences
- Going over the pronunciation (use the audio if you're not confident yourself)
- Asking students if they know any more phrases
- Adding real phrases you use (students love this kind of real language)

1F SPEAKING

1  Listen and repeat the phrases. How do you say them in your language?

SPEAKING | Participating in conversations

WHEN YOU'RE SPEAKING

CLARIFY YOUR MESSAGE
What I mean is better quality clothes last longer.
The thing is, there are some good value clothes online.
Let me put it another way.

HOLD ATTENTION
Just a second, I haven't finished.
Hold on! Let me finish!

CHECK OTHERS UNDERSTAND
Do you know/see what I mean?
Does that make sense?
Do you get it?

GET OTHERS TO SPEAK
What do you think?
Tell us what you think.
What's your opinion?

WHEN SOMEONE ELSE IS SPEAKING

INTERRUPT POLITELY
Excuse me, can I say something?
That's true/a good point, but you don't get the variety.
Sorry to interrupt, but these clothes don't look cheap at all!

ASK FOR REPETITION
Sorry, I didn't get that. Could you say it again?
I'm sorry, I missed that.

ASK FOR EXPLANATION OR CLARIFICATION
Do you mean we should buy more expensive clothes?

Setting up the steps

4. Provide a task which gives students a real reason to communicate



7 Work in groups. Use the phrases from the Speaking box to discuss these statements.

- Shopping for clothes is boring.
- There aren't any good clothes for young people in this town.
- Good clothes are really expensive
- Fashion magazines are boring – they're just advert after advert.

I think ...

Sentence stems



A Make three sentences the other students in your group might agree or disagree with.

I think _____.

I think _____.

I think _____.

B Make three sentences the other students in your group might agree or disagree with.

I think _____.

I think _____.

I think _____.

C Make three sentences the other students in your group might agree or disagree with.

I think _____.

I think _____.

I think _____.

1. I can state an opinion
 2. I can give a reason why and check if people understand my reason
 3. I can listen to my partner(s) and agree or disagree with them using the phrases
 4. I can continue the conversation for as long as possible
 5. I am not afraid to interrupt my partner.
-

Optional, higher level, criteria

5. I didn't say ' I **am** agree with you'
6. I remembered to use 'it' or another pronoun (e.g. because **it** is boring, because **she** is a good teacher)
7. I didn't use any Spanish
8. If I didn't remember a vocabulary word, I asked for help

Setting up the steps

6. Allow an opportunity for students to come up with ideas before speaking and prepare

Individually, read the statements and make notes about your opinions.

Then, individually practice saying phrases from the speaking box.

Do the task yourself and you'll find...

How do students end the discussion and move on to the next one?

Teach phrases such as:

Anything else?

Have we finished?

Let's move on to the next sentence.

Okay, what about the next topic?

Okay, Juan, it's your turn.

Setting up the steps

7. Feedback after the speaking activity

1. You listen quietly and write down both good phrases and incorrect phrases for delayed feedback

Setting up the steps

7. Feedback after the speaking activity

1. You listen quietly and write down both good phrases and incorrect phrases for delayed feedback
2. Be prepared with a list of things students are likely to get wrong - your mind is then more in-tune to hearing that if it is said

Setting up the steps

7. Feedback after the speaking activity

1. You listen quietly and write down both good phrases and incorrect phrases for delayed feedback
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3. Look and listen for performance and content, not just grammar

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4. Post-it note direct feedback

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2. Be prepared with a list of things students are likely to get wrong - your mind is then more in-tune to hearing that if it is said
3. Look and listen for performance and content, not just grammar
4. Post-it note direct feedback
5. On-the-spot correction

Feedback can also be given by the students to promote active listening - Students swap partners and tell the new partner what was said or as a whole class, you can nominate students to feedback what was discussed.

Setting up the steps

8. Allow a second opportunity to practice the speaking

9. Feedback again

3. A walkthrough of a transactional lesson

Focus 1 2nd Edition

2.6

SPEAKING

Ordering food

I can use simple phrases to order a meal.

- 1 1.56 Look at the photo and the menu. Listen and repeat the prices.

- 1 twenty-five p/pence
- 2 thirty-five p/pence
- 3 two pounds forty-five
- 4 one pound fifty
- 5 seventy-five p/pence
- 6 two pounds ninety-nine

- 2 1.57 Listen to the prices and say which you hear. Then listen again and repeat.

- 1 a £2.15 b £2.50 4 a 70p b 17p
- 2 a €3.45 b €2.45 5 a €0.99 b €0.90
- 3 a €4.85 b £4.85 6 a 25c b 35c

- 3 1.58 Read and listen. Then complete the sentences. What does Ben have to eat and drink?

Amy: Hi. Are you ready to order?
 Ben: Yes. I'd like a 'cheese sandwich with _____.
 Amy: OK. What would you like to drink?
 Ben: Can I have a _____, please?
 Amy: Large or small?
 Ben: Small, please.
 Amy: Anything else?
 Ben: Yeah ... Can I have a banana?
 Amy: Anything else?
 Ben: No, thanks. That's it. How much is it?
 Amy: It's _____.
 Ben: Here you are.
 Amy: Enjoy your meal.
 Ben: Thanks.

- 4 1.58 Read the SPEAKING FOCUS. Put B (Ben) and A (Amy) next to the sentences. Then listen again and check.

SPEAKING FOCUS

Ordering food

Are you ready to order? ☐ A
 I'd like a/an/some ... /Can I have a/an/some ...? ☐
 What would you like to drink? ☐
 Large or small? ☐
 Anything else? ☐
 No, thanks. That's it. ☐
 How much is it? ☐
 It's ... (+ price) ☐
 Here you are. ☐
 Enjoy your meal. ☐



- 5 Match questions 1–6 with responses a–f.

- 1 How much is it? ☐ c
- 2 Are you ready to order? ☐
- 3 What would you like to drink? ☐
- 4 Anything else? ☐
- 5 Large or small? ☐
- 6 Enjoy your meal. ☐

- a A bottle of mineral water, please.
- b No, thanks, that's it.
- c It's four pounds sixty-five.
- d Large, please.
- e Thanks.
- f Yes, can I have a burger?

- 6 **SPEAKING** Follow the instructions below to order food. Use the SPEAKING FOCUS to help you.

Student A: You work at the café.

Student B: Look at the menu and decide what you want.

ROLE-PLAY Ordering food

- 11 Watch the video and practise. Then role-play your dialogue.

Setting up the steps

1. Does it have a clear and interesting topic?

6 **SPEAKING** Follow the instructions below to order food. Use the **SPEAKING FOCUS** to help you.

Student A: You work at the café.
Student B: Look at the menu and decide what you want.

ROLE-PLAY **Ordering food**

11 Watch the video and practise. Then role-play your dialogue.

31





Setting up the steps

2. Engaging students' interest and knowledge of the topic

- Bizarre food quiz
- Ranking your country's food
- Pictures of world foods for discussion

Setting up the steps

3. Providing a model and highlighting / introducing language students might need to complete the task themselves

- 3   1.58 Read and listen. Then complete the sentences. What does Ben have to eat and drink?

Amy: Hi. Are you ready to order?

Ben: Yes. I'd like a ¹cheese sandwich with ²_____.

Amy: OK. What would you like to drink?

Ben: Can I have a ³_____, please?

Amy: Large or small?

Ben: Small, please.

Amy: Anything else?

Ben: Yeah ... Can I have a banana?

Amy: Anything else?



Ben: No, thanks. That's it. How much is it?

Amy: It's ⁴_____.

Ben: Here you are.

Amy: Enjoy your meal.

Ben: Thanks.

- 4   1.58 Read the SPEAKING FOCUS. Put B (Ben) and A (Amy) next to the sentences. Then listen again and check.

SPEAKING FOCUS

Ordering food

Are you ready to order?

I'd like a/an/some ... /Can I have a/an/some ...?

What would you like to drink?

Large or small?

Anything else?

No, thanks. That's it.

How much is it?

It's ... (+ price)

Here you are.

Enjoy your meal.

Dialogue builds to help memorisation and pronunciation

WAITER

CUSTOMER

Are you ready to order?

Yes, I'll have a hamburger.

Ok. Would you like anything to
drink?

A strawberry and banana
smoothie, please.

Thank you



Dialogue builds to help memorisation and pronunciation

WAITER

CUSTOMER

?

Dialogue builds to help memorisation and pronunciation

WAITER

?



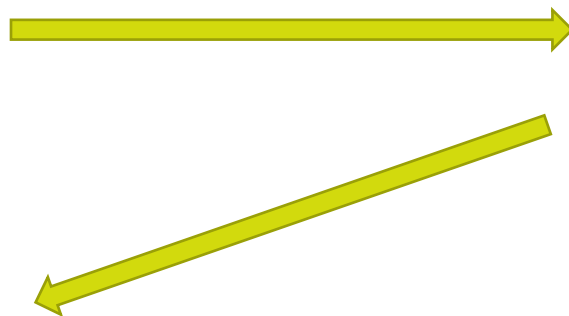
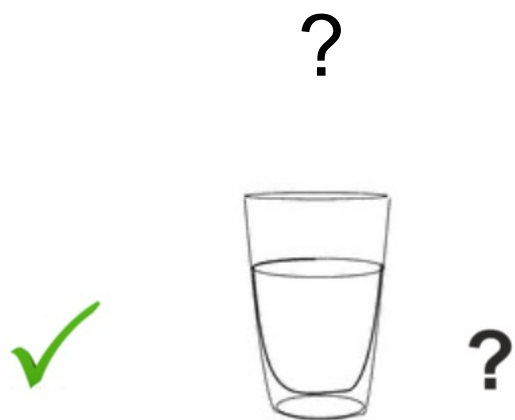
CUSTOMER



Dialogue builds to help memorisation and pronunciation

WAITER

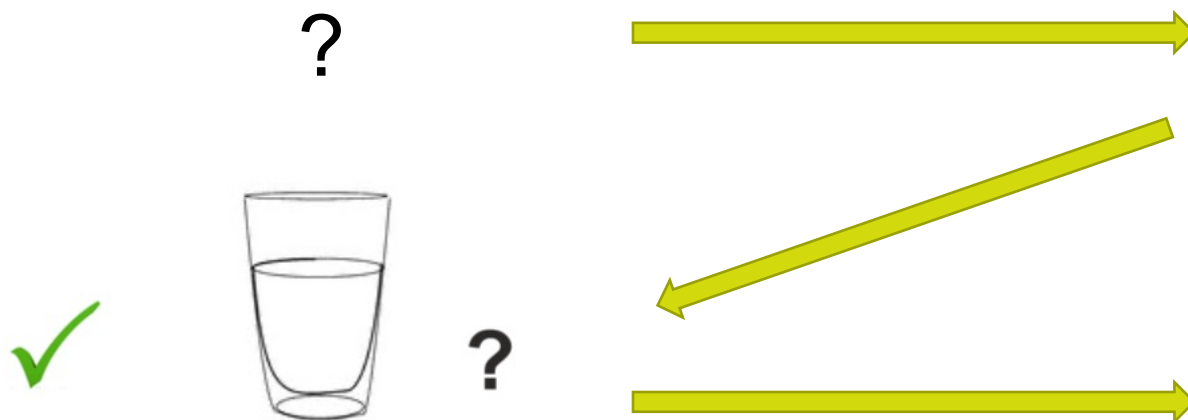
CUSTOMER



Dialogue builds to help memorisation and pronunciation

WAITER

CUSTOMER



Extra resources





Setting up the steps

4. Providing a task that gives students a real reason to communicate

Menu

Starters

Price

1 _____ soup

Description: _____

2 _____ salad

Description: _____

3 _____

Description: _____

Main courses

1 _____

Description: _____

2 _____

Description: _____

3 _____

Description: _____

4 _____

Description: _____

Desserts

1 _____

Description: _____

2 _____

Description: _____



Setting up the steps

5. Criteria for success

1. I can order food and drink in English
2. I can say please and thank you
3. I can take an order
4. I can ask for clarification if I do not understand



Setting up the steps

6. Allow an opportunity for students to come up with ideas before speaking and prepare
7. Feedback after the speaking activity
8. Allow a second opportunity to practice the speaking
9. Further feedback



Top tips

1. Have students move their chairs and be ready in groups before the activity and before any key instructions.



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2. Set a time limit and show students the time.
3. Have a clear signal in place to start and stop the activity.
4. If you have a large class, focus on just a couple of groups speaking. In the second round of speaking, focus on another set of groups.



Top tips

1. Have students move their chairs and be ready in groups before the activity and before any key instructions.
2. Set a time limit and show students the time.
3. Have a clear signal in place to start and stop the activity.
4. If you have a large class, focus on just a couple of groups speaking. In the second round of speaking, focus on another set of groups.
5. The next time you do the speaking task (after feedback) make the time limit shorter.

As a warm up for the next class:

- Play a correction game with errors, such as tic-tac-toe
- Make a worksheet of correct and incorrect phrases and students work together to correct any mistakes.

