

1 Classroom management and teacher language

Summary

Focus	Classroom methodology
Aims	To explore effective ways of setting up and managing classroom activities
Contexts	Pre-service or new in-service teachers
Duration	60–75 minutes
Preparation	Photocopy both worksheets for all trainees. Cut up Task 3 from the appendix, p.106 for pairs or small groups to sequence.

Lead in

Ask trainees to think of a previous learning experience not associated with language learning. Write the following question on the board:

- To what extent were the lessons teacher-fronted and to what extent were they learner-centred? How did you feel about this?

Trainees discuss their ideas in pairs or small groups. Conduct feedback and elicit some personal examples from trainees.

- 1 a–b** Give each trainee a copy of worksheet 1. Ask trainees to do Task 1a alone and then check their answers in pairs. Ask the pairs to discuss Task 1b. Conduct feedback.

Ⓣ **1a 1 b 2 d 3 a 4 e 5 c**

- 2a** Ask trainees to do this task alone and then check answers in pairs. Conduct feedback.

Ⓣ **1 e 2 c 3 a 4 f 5 h 6 g 7 b 8 d**

- 2b** Put trainees in pairs to do this task.

- Ⓣ
- You are a policeman.
 - Write down your ideas, then talk to your partner.
 - Talk to the person (sitting) on your right.
 - These instructions need to be spaced out over two different stages of the activity. Initially, only the first instruction needs to be given (talk to your partner on your left, then check your ideas with your partner on your right). Once learners have done this, the teacher can give the next half of the instructions.
 - First make notes, then check your ideas together.
 - Everyone talk to your partner and have a conversation.
 - Match the pictures to the paragraphs in the text.
 - Now look for language examples like this in the sentences.

- 3a** Cut up copies of this task from the appendix, p.106. Put trainees in pairs and ask them to order the teacher instructions. Conduct feedback and then give each trainee a copy of worksheet 2 containing the answers.

- 3b** Put trainees in pairs to discuss these questions.

- Ⓣ
- Step 1 through to 7 – giving instructions
 - Step 8 through to 10 – checking instructions

- So that the learners' attention remains on the teacher.
- Teachers should project their voices so they can be heard.
- In a central position so he or she can maintain eye contact with all learners.
- Just before handing out the worksheets.

- 4a** Ask trainees to do this task alone.

- 4b** Explain that trainees should mingle and ask each other the questions. Make it clear that they should ask each trainee only one question, and not repeat a trainee's name in the middle column.

- Ⓣ
- Using gestures can add visual support to instructional sequences.
 - While it is important to be able to maintain eye contact with learners, in some situations it may be culturally inappropriate and threatening.
 - Body position will depend on classroom layout and cultural norms. For example, in some countries it is considered undignified for a teacher to sit on a desk.
 - While it is usually a good idea to monitor, it may be difficult with very large groups. Alternatively, close monitoring too soon in a speaking task may inhibit learners and stop them from speaking.
 - Some teachers are able to get learners' attention by eye contact or raising their hand. Also, voice projection is less important with very small groups.
 - It is usually preferable to nominate a learner after asking a question. This can help keep all learners involved in the lesson.
 - This will depend on the nature of the furniture in the classroom, the size of the room and the size of the learner group.
 - Again, classroom layout may make it difficult for teachers to move away from the front of the room. It is usually preferable for the teacher to be in a central position for teacher-fronted activities in a lesson such as giving instructions or drilling new language.

Reflection task






- Are learners sometimes unsure what they have to do when you give instructions? Why do you think this is?
- What can you do to improve the clarity of your instructions?

1 Classroom management and teacher language

1 Interaction patterns

1a Choose an activity from the box that is suitable for each type of interaction pattern.

a role play b giving feedback on an activity to the whole class c find someone who ...
 d extensive reading e simulation of a courtroom trial

Interaction pattern	1 Plenary	2 Learner working alone	3 Learners working in pairs	4 Learners working in groups	5 Learners mingle
					
Activity					

1b How often do/will you use each interaction pattern? Give reasons for your answers.

2 Teacher language

2a Examples 1–8 of teacher language are problematic in some way for pre-intermediate learners. Match the examples to the descriptions of problems a–h.

1 If you can imagine for a moment that you are a policeman ...

2 Jot down some ideas, then have a bit of a chat with your partner.

3 Could you possibly talk to the person sitting on your right.

4 First talk to your partner on your left, then check with your other partner on your right, then get up and share your ideas with other learners and find out who has the most similar ideas and talk to that person about why.

5 Having made your notes, you will then be able to check your ideas together.

6 All learners – talking to partner – make conversation.

7 Now match these beautifully illustrated pictures to the randomly chopped up paragraphs from this fascinating text.

8 Now try to determine which of these discourse features can be found in these utterances.

The teacher language ...

- a is overly polite.
- b is overly descriptive.
- c contains difficult colloquial language.
- d contains too much complex jargon.
- e is too hypothetical.
- f contains too much information all at once.
- g is overly simplified and unnatural.
- h contains complex grammar structures.

2b Rewrite the examples to make them clearer for pre-intermediate learners.

1 Classroom management and teacher language

3 Giving instructions

3a Answers:

STEP ONE: <i>Teacher holds up a worksheet.</i>
STEP TWO: Now I want you to match these eight words ...
STEP THREE: <i>Teacher points to the left-hand side of the worksheet.</i>
STEP FOUR: ... to the definitions on the right.
STEP FIVE: <i>Teacher points to the phrases.</i>
STEP SIX: There's one extra definition that doesn't have a word.
STEP SEVEN I want you to do this alone and check in pairs after.
STEP EIGHT: OK then, how many words are there? (Learners: Eight)
STEP NINE: And how many definitions are there? (Learners: Nine). Good.
STEP TEN: And finally, are you going to do this together? (Learners: No)
STEP ELEVEN: <i>Teacher hands out the worksheet. Learners start the task.</i>

3b Discuss these questions:

- 1 Which steps of the sequence give the instructions?
- 2 Which steps of the sequence check the instructions?
- 3 Why does the teacher wait to hand out the worksheet?
- 4 What should teachers do with their voices when giving instructions?
- 5 Where should teachers stand when giving instructions?
- 6 If you wanted your learners to change seats to carry out this task, at what point would you give that instruction?

4 Managing the learner group

4a Read the classroom management techniques in the table below and complete the 'Me' column.

4b Mingle. Ask each person only one question, then talk to someone else.

Find someone who ...	Me		Name (Yes/No)	Why?
	Yes/No?	Why?		
a uses gestures a lot				
b sometimes avoids eye contact with his/her learners				
c likes to sit as well as stand during a lesson				
d always monitors learners during pair work				
e doesn't have to project their voice				
f asks a question, then nominates a learner				
g likes moving the classroom furniture during a lesson				
h always stays at the front of the classroom				

2 Providing feedback and correction techniques

Summary

Focus	Classroom methodology
Aims	To outline good practice in giving feedback and correcting learners
Contexts	Pre-service or new in-service teachers
Duration	60–75 minutes
Preparation	Photocopy both worksheets for trainees; cut up Pelmanism for Task 5 from the appendix, p.107 into sets of 24 cards (one set for each group of four).

Lead in

Write the following question on the board:

- What different kinds of feedback have you received in your life? How do you like to receive feedback?

Trainees discuss their ideas in pairs or small groups. Conduct feedback and elicit some personal examples from trainees.

- 1a** Give each trainee a copy of worksheet 1 and ask them to do Task 1a alone and then check their answers in pairs. Conduct feedback.



content-based feedback	language-focused feedback
1, 4, 6	2, 3, 5, 7, 8

- 1b** Ask trainees to do Task 1b. Conduct feedback, making the point that the teacher appears to be conducting content-focused feedback, but in the middle of this gives language-focused feedback which inhibits the learner.

- 2a** Ask trainees to discuss whether the suggestions are good practice or not in pairs or small groups. Conduct feedback.



1 not good practice 2 good practice 3 good practice
 4 not good practice 5 good practice 6 not good practice

- 2b** Ask trainees to match the suggestions from 2a with a rationale from 2b. Conduct feedback.



a 5 b 3 c 1 d 6 e 2 f 4

- 3 a and b** Give each trainee a copy of worksheet 2. Ask trainees to do these two tasks alone. Conduct feedback.



3a 1 spoken 2 spoken 3 written 4 spoken
 5 written 6 spoken 7 spoken 8 spoken
 3b a 7 b 4 c 1 d 5 e 8 f 2 g 3 h 6

- 3c** Put trainees in pairs to discuss Task 3c. (Make sure that they do not refer to Task 3d at this stage.)

- 3d** As the pairs complete Task 3c, ask them to do Task 3d, discussing what the teachers in 3d would do and comparing it with their own ideas. Conduct feedback.



Laura – 3 Neil – 8 Luis – 7 Emily – 1 Tom – 6
 Zarina – 2 Sarah – 5 Nick – 4

- 4a** Ask trainees to do this task alone and then check their answers in pairs. Conduct feedback.



T = tense SP = spelling WW = wrong word
 C = countable/uncountable P = punctuation
 are = delete word ↑ = word omitted WO = word order
 WF = wrong form of the word
 WP = wrong phrase/expression

- 4b** Put trainees in groups of four to discuss this task. Conduct feedback, accepting differences of opinion.



- 1 on (the) internet about (a) six weeks eEnglish; more informations; students (are there) in classes; some any activities; is single or double (shared).
- 2 Trainees may agree or disagree with the corrections the teacher has made. The rationale behind the teacher's corrections is to focus on errors in language which the learner should know at this level. The teacher has not corrected language which does not impede understanding and is difficult for the learner's level, for example, articles.
- 3 No, trainees can develop their own correction system. But they need to be consistent with learners and provide them with a key the first time they use the correction system.

- 5** Put the trainees in groups of four. Give each group the set of Pelmanism cards in the appendix, p.107. Ask them to spread the cards out face down and take turns trying to match the correction to the error. If the error and correction cards do not match, they are placed face down again, and play moves to the next trainee.



See appendix

Reflection task

- Do you feel you do too much or too little correction in your current teaching? Why / why not?
- Do you ask your learners how much and what type of correction they want? Why / why not?

2 Providing feedback and correction techniques

1 Classroom feedback

1a In each situation 1–8, decide whether the teacher's feedback is content-based or language-focused.

The teacher ...

- 1 asks learners whether they agreed or disagreed with each other in a discussion about public transport.
- 2 checks answers to a controlled practice gap-fill task.
- 3 tells a learner to think about the tense she has just used in an utterance.
- 4 tells a learner that she found his story exciting to read.
- 5 writes words up on the board that learners stressed incorrectly when doing a role play.
- 6 asks learners how many other learners they spoke to after a 'find someone who ...' task.
- 7 repeats a correct version of a structure that a learner has said incorrectly when practising a dialogue in pairs.
- 8 praises a learner for using wide-ranging intonation when practising suggestions.

1b Look at this example of feedback. What's the problem?

Teacher: So what did you and Luca talk about, Paola?

Learner: We talk about classic film we like.

Teacher: Oh, so which film?

Learner: We talk about *Casablanca*.

Teacher: Talked. What happens?

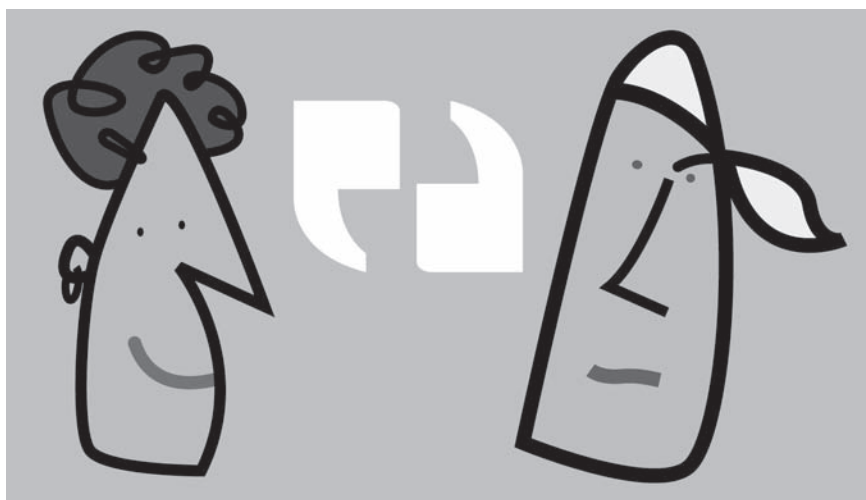
Learner: Talked?

Teacher: Yes, so what's the story?

Learner: We talked about *Casablanca*?

Teacher: That's right – you told us. But who are the main characters?

Learner: (silence)



2 Good practice?

2a Decide if the following suggestions are good practice or not.

- 1 A teacher should always do open-class feedback after a detailed listening task without allowing learners to check in pairs.
- 2 It is not necessary to give content-based feedback to every learner after a role play task.
- 3 Language-focused feedback is optional after a task intended to improve fluency.
- 4 Teachers should avoid commenting on learners' ideas after a discussion task and only ever give language-focused feedback.
- 5 When monitoring, if a teacher can see all learners have correct answers to a task, they do not need to do open-class feedback. They can just confirm that learners' answers are correct.
- 6 There's no need to give content-based feedback on a piece of learner's writing – learners only want to know what mistakes they've made.

2b Now match the suggestions in Task 2a to the following rationales.

- a It is clear the learners had no problems with the task and this saves valuable time in the classroom.
- b It is not always necessary, but if a teacher hears a consistent language problem and it can be dealt with quickly, learners usually appreciate it. If not, it is a missed learning opportunity.
- c Learners often find this kind of task challenging and like to check answers with one or two other learners before saying what their answers are in front of the whole class.
- d Learners also want to know what the teacher thinks of their ideas and, if the piece of writing is the answer to an exam question, they want to know if they have answered the question well or not.
- e It is often too time-consuming to give feedback to everyone.
- f It is usually more motivating for learners if a teacher shows interest in what they are saying, rather than only focusing on language accuracy.

Worksheet 2

2 Providing feedback and correction techniques

3 To correct or not to correct?

3a Are these error examples most likely to have been made in written or spoken language?

- 1 Have you ever go to Scotland?
- 2 Yes and I am having two sisters but no brother.
- 3 Despite many people have gone from the country to live in city, some people have left large cities to live in small towns for peaceful life.
- 4 Let's going for pizza.
- 5 It was beautiful day with clear blue sky like painting and with sun shining on orange roofs.
- 6 The answer to question 1 is husband and wife become divorce.
- 7 To me like footing.
- 8 I think democracy not always good system, Yes, because country choose bad leader and he do what he want.

3b Now match the errors in 3a with the contexts in which they were made.

- a Learners are discussing the sports activities they enjoy.
- b The class is deciding what they will do as an end-of-term social activity.
- c The teacher is drilling learners in present perfect question forms.
- d The learner has submitted their final draft in a school short-story competition.
- e A group of learners is having a lively discussion about politics.
- f A learner is speaking to a classmate in a first-day 'getting to know each other' task.
- g The learners have submitted an essay for marking after a lesson that focused on contrastive linkers.
- h The learner is giving an answer during feedback on a reading-comprehension task.

3c What would you do in each situation? Correct on the spot? Correct later on? Not correct at all?

3d Read what other teachers would do. Which errors are they referring to? Do you agree with them?

Laura

I would definitely correct the linking word because that had been an important focus in the writing lesson, but I may not bother to correct the articles.

Neil

Learners are getting good fluency practice in the discussion and are very engaged with what they are saying. The errors here are small slips, for example, the third person singular verb form and articles, so I wouldn't bother correcting at all.

Luis

I think the learner is trying to say that he likes to go jogging, but his way of expressing this would be incomprehensible to many people, so I would definitely correct on the spot.

Emily

Because I have just clarified this grammar point, and the focus in very controlled practice tasks of this nature is on accuracy, then I would intervene and correct.

Tom

The learner is merely providing an answer to a task and what she says is easy enough to understand. Given that the focus here is on content and information I would not bother to correct at all.

Zarina

I would not correct on the spot because the social aim of the task is more important than the linguistic one at this very early stage in the course. However, I might focus on this error once the task is finished, but I would not say who produced the error.

Sarah

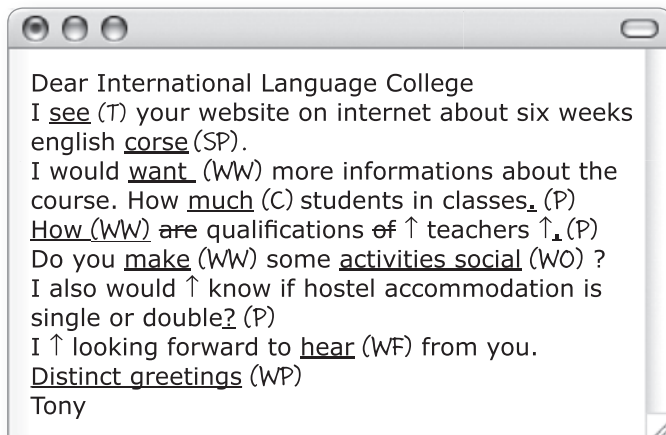
The learner sees this as their best effort and, despite the errors, the language creates a clear picture. I would praise the level of description rather than focus on the error.

Nick

When the learner made this statement, she was engaged in a piece of authentic social communication, so I definitely wouldn't correct on the spot. I might do delayed feedback, particularly if we had studied suggestions earlier in the course.

4 Correcting written work

4a Read the email written by a pre-intermediate learner. The teacher has corrected their work by pointing out some of the problems. What do you think the symbols stand for?



- | | |
|------------|-------------|
| T = | are = |
| SP = | ↑ = |
| WW = | WO = |
| C = | WF = |
| P = | WP = |

4b Discuss these questions:

- 1 What errors did the teacher not correct?
- 2 Do you agree with the corrections that the teacher has made?
- 3 Are these the only symbols you can use when correcting written work?

5 Your trainer will give you instructions for Task 5.

3 Teaching receptive skills: Reading and listening

Summary

Focus	Classroom methodology
Aims	To raise awareness of techniques for successful receptive skills lessons
Contexts	Pre-service or new in-service teachers
Duration	60–75 minutes
Preparation	Photocopy both worksheets for all trainees. Cut up the stages and aims for Task 3 from the appendix, p.108 for each pair of trainees.

Lead in

Put trainees into groups. Ask them to think about how many different texts they have read and listened to so far today. Conduct feedback.

- 1 Give each trainee a copy of worksheet 1. Ask trainees to do this task alone, and then compare their answers in pairs. Conduct feedback.

🔊 a 3 b 1 c 2 d 2 e 3

- 2 **a and b** Put trainees in pairs to do these tasks. Conduct feedback.

- 🔊 **2a** Skim/gist reading = a3 reading to infer textual meaning = e3 close reading = b1 scan reading = d2 reading to infer vocabulary meaning = c2
2b a close reading and reading to infer textual meaning b scan reading c close reading and reading to infer vocabulary meaning d close reading e skim or gist reading

- 2c Put trainees in groups of three to discuss these questions. Conduct feedback.

- 🔊 **1** The nature of the text and the reader's motivation.
2 Many second language learners forget to deploy the reading sub skills that they automatically use when reading in their first language.
3 Learners need to develop and practise reading sub skills in a second language. Teachers need to provide reading tasks that help them do this.

- 3 Put trainees in pairs to do this task. Cut up the stages 1–8 and aims a–i from the appendix, p.108 and give each pair a set to order and match. Tell trainees the reading text is a short newspaper article about the growth of tourism. Conduct feedback. Give each trainee a copy of worksheet 2 and ask them to make a note of the answers.

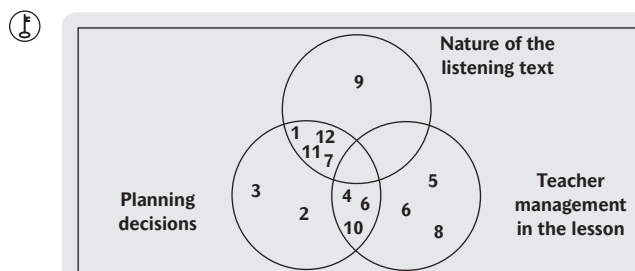
🔊 1 e 2 d 3 i 4 g 5 c 6 a 7 h 8 f 9 b

- 4 Put trainees in groups of four and get them to brainstorm the challenges learners face. Conduct feedback.

- 🔊 **i** Most learners find listening more challenging than reading for the following reasons:
- Authentic spoken English is very fast and language sounds are unclear.

- When reading, learners can go back and re-read parts that they may not understand.
- Unfamiliar accents can be difficult to understand.
- Speakers often speak over the top of each other.
- Spoken language has a higher incidence of phrasal verbs and idiomatic language that is often unfamiliar.
- Much classroom-based listening is done using audio equipment and there is no visual support.

- 5a Ask trainees to do this task alone, and then check their answers in pairs. Conduct feedback.



Point out how many of the problems relate to the planning stage and, therefore, could have been avoided.

- 5 **b and c** Put trainees into three groups and assign one topic to each group. Ask the groups to brainstorm advice for their topic. Remix trainees into groups of three – one trainee from each of the previous groups – and ask them to share their ideas. Conduct feedback.

- 🔊 **i** **Choice of text:** choose a text that is motivating and interesting for learners; make sure the recording sounds natural, but isn't too fast for lower levels; avoid strong regional accents; it often helps lower-level learners if a dialogue is spoken by a man and a woman so the participants are easily distinguished.
Creating listening tasks: it helps to think of a lead in before learners listen; create tasks that are suitable for the text; make the tasks manageable for learners.
Setting up listening: make sure the tape/CD player is cued; explain the overall context of the listening and what kind of text it is; give clear instructions; set the task before playing the text; let learners check their answers in pairs before conducting feedback.

Reflection task

- Think of a group of learners that you are currently teaching. Which receptive skill do you think you practise more with this group? Why? Do you think you need to change the balance?

3 Teaching receptive skills: Reading and listening

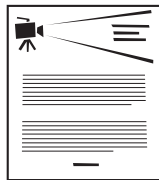
1 Quiz: the texts you read

For each question, choose the best answer.

Read all about it!

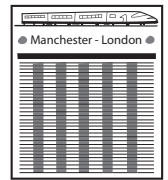
a You come across an article about a film you've just seen and you want to know if the writer enjoyed it as much as you did. How do you read it?

- 1 By looking for individual words and/or numbers.
- 2 By looking for any vocabulary that is unknown to you and checking it in a dictionary.
- 3 Quite quickly to get a general idea of the writer's opinion.



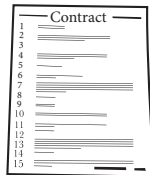
d You want to know what time the next train home is. How do you read your local train timetable?

- 1 From the beginning until you find the relevant page.
- 2 By flicking through the pages to locate the specific piece of information you need.
- 3 Quickly to find out the different places the timetable refers to.



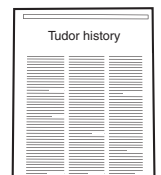
b You have just received a contract for a new job. Before you sign it, how do you read it?

- 1 Very thoroughly, focusing in detail on all the information in the contract.
- 2 Intensively looking for spelling or punctuation mistakes.
- 3 By scanning to count the number of clauses in the contract.



e You are doing some research into different viewpoints of a key historical event. You come across an article by an unknown writer. How do you read it?

- 1 Quite quickly to look for any facts.
- 2 By searching the text, looking for any difficult words.
- 3 Quite carefully to find out whether you can detect any political bias.



c A newspaper article you are interested in includes a few words you don't know the meaning of. How do you read it?

- 1 Stopping and starting to look up each new word in a dictionary.
- 2 At a normal rate, trying to guess the meaning of the new words.
- 3 At a normal rate, skipping the sentences that contain difficult words.



2 Reading sub skills

2a Match the reading sub skill terms below with the answers to Task 1.

skim/gist reading

reading to infer textual meaning

close reading

scan reading

reading to infer vocabulary meaning

2b Which of the sub skills from 2a are typically used when reading:

a a poem

b a phone book

c an academic article you are interested in which contains some unfamiliar terminology

d instructions for assembling flatpack furniture

e a newspaper article you have limited interest in

2c Discuss these questions:

1 What affects the way we read texts in our first language?

2 If you are learning a second language, do you read in the same way as you do in your first language? Why / why not?

3 What can we do to address these issues in the English-language classroom?

Worksheet 2

3 Teaching receptive skills: Reading and listening

3 The aims of a reading lesson

Following feedback from this task with your trainer, match the stages 1–9 with the aims a–i so you have a record of the answers.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1 Learners discuss a memorable tourist experience in pairs. 2 The teacher explains the meaning of two key words in the text. 3 Learners read and choose the best of three summaries for the text. 4 Learners read again and answer true/false questions about information in the text. 5 The teacher writes five new words on the board from the text. Learners look for these words in the text and underline them. 6 Learners guess the meaning of the new words in the text. 7 The teacher asks learners to underline examples of the present perfect in the text and to discuss why the tense is appropriate in each instance. 8 The teacher asks learners to talk about the different kinds of reading skills they have practised. 9 Learners discuss the effects of tourism in their city in small groups. | <ol style="list-style-type: none"> a To provide practice in inferring the meaning of new vocabulary. b To provide spoken fluency practice by exploring the topic of the text further. c To provide practice in scan reading for specific words. d To clarify the meaning of key vocabulary items. e To provide spoken fluency practice and to activate prior knowledge about the topic of the text. f To develop awareness of reading sub skills. g To provide practice in close reading. h To encourage learners to notice grammatical features in the text. i To provide practice in reading for gist. |
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4 The differences between listening and reading

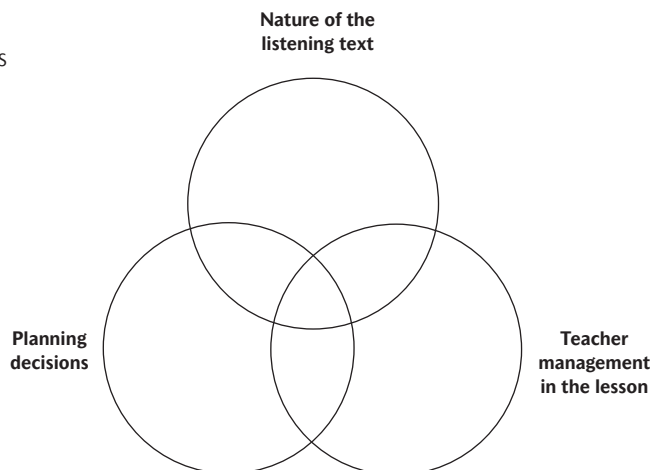
From a learner's perspective, what are the key differences between reading and listening lessons? Are reading or listening lessons more challenging? What are the challenges?



5 Managing the challenge of listening

5a Sort the following list of problems associated with listening lessons into the Venn diagram. Some problems can be placed in more than one category.

- 1 The speed of the speech in the dialogue was too fast.
- 2 The listening took place at the end of the lesson when the learners were tired.
- 3 The task was too challenging.
- 4 The instructions for the listening task were unclear.
- 5 The CD wasn't cued and learners got confused about what they should be listening to.
- 6 There no was lead in for the listening text.
- 7 The recording of the dialogue wasn't clear.
- 8 Learners didn't get a chance to check their answers to the task in pairs before doing feedback.
- 9 The speakers in the dialogue used a strong regional accent.
- 10 The teacher forgot to explain the context of the dialogue.
- 11 The vocabulary in the listening text is quite difficult.
- 12 The subject of the conversation wasn't particularly interesting for learners.



5b In groups, brainstorm advice you would give on one of the topics below.

Choice of text	Creating listening tasks	Setting up listening tasks in the classroom

5c Work in groups of three (one person from each of the previous groups) and share your ideas.

4 Oral fluency and speaking skills

Summary

Focus	Classroom methodology
Aims	To explore ways of developing learners' oral fluency and speaking skills.
Contexts	New or experienced in-service teachers
Duration	60–75 minutes
Preparation	Photocopy both worksheets, and make multiple copies of the role play cards in the appendix, p.109 for Task 1. The dialogue cards in the appendix, p.109 for Task 4 also need to be cut up for ordering.

Lead in

Put trainees in small groups. Ask them to think of as many different speaking tasks as possible. Set a time limit of a minute. Conduct feedback and list ideas on the board.

- 1 a and b** Give each trainee a copy of worksheet 1. Put trainees in pairs. In each pair, give one trainee the Teacher A role card, and the other trainee the Teacher B role card from the appendix, p.109. Ask them to have a discussion, expressing the views on their role cards. How did they find the discussion? Conduct feedback.

i Make the point that without an information gap and some kind of conflict, speaking tasks are not generative and will peter out.

- 2** Put trainees in small groups to come up with some rules. Conduct feedback.

f

- 1 It is important to have an information gap so that learners have a reason to speak to each other.
- 2 Make sure you choose topics that are of interest and are relevant to your learners.
- 3 It's important to vary task types so that learners remain motivated and are not bored.
- 4 It is often important to give learners time to think about and/or plan what they are going to say. Don't be afraid of the silence this requires.
- 5 Consider how you will deal with error correction. Will you correct? If so, what will you correct? (Refer to the aims of the lessons.) Will you provide individual feedback or whole group feedback?

- 3 a and b** Ask trainees to work alone to write a first draft of the aims for each task, then get them to check answers in pairs. Conduct feedback on 3a before getting them to discuss the questions in 3b.

f

3a suggestions:

- 1 To provide semi-controlled practice of the present perfect simple and progressive to talk about past actions with a connection to the present.
- 2 To provide oral fluency practice on the topic of crime.
- 3 To highlight strategies for making and refusing polite interruptions.
- 4 To provide freer personalised practice of causative 'have' and 'get'.

3b

- 1 Oral fluency: 2 Oral language practice: 1
- 2 Language practice activities have a clear linguistic agenda, whereas fluency activities do not aim to practise a specific grammar item.
- 3 It focuses on specific strategies or subskills for oral interaction.

- 4a** Put trainees in pairs and give each pair a set of dialogue cards from the appendix, p.109. Ask trainees to make five mini dialogues of either two or three lines between two people, A and B. Conduct feedback.

f

Dialogue 1: 9, 5	Dialogue 2: 3, 11, 7
Dialogue 3: 13, 2, 10	Dialogue 4: 8, 1, 12
Dialogue 5: 4, 6	

- 4b** Give each trainee a copy of worksheet 2. Ask trainees in pairs to match the dialogues to the speaking skill they exemplify. Conduct feedback.

f

the phrases show where the speaking sub skill is used

Seeking clarification: Dialogue 4: So, I don't have to save the doc?

Turn taking: Dialogue 1: ...and so those are all the points I need to explain.

Boundary or transition marking: Dialogue 5: So let's now have a look at their written proposal.

Feedback: Dialogue 3: I bet you did.

Repair: Dialogue 2: I did pass. I just didn't do as well as I'd hoped.

- 4c** Ask trainees to discuss the questions in pairs. Conduct feedback.

f

- 1 Speakers use visual clues like gestures, facial expressions, eye contact (or lack of it), nods of the head and body position.
- 2 These are known as paralinguistic features.
- 3 Showing video recordings of native speakers interacting can highlight paralinguistic features.

- 5** It might help to do an open-class example of a. Put trainees in groups to brainstorm ideas. Conduct feedback.

Reflection task

- How often do you focus on specific speaking skills and strategies? Do you do too much or too little? Why?

Worksheet 1

4 Oral fluency and speaking skills

1 Warmers

- 1a Your trainer will give you and your partner a role card each. Have a discussion, putting forward your views as they are stated on the role card.
- 1b Did you have an interesting discussion? Why / why not?

2 Good ideas for oral fluency tasks

In groups, write some rules to help make oral fluency tasks work well. Think about the following ideas.

- 1 Information gap
.....
- 2 Topics
.....
- 3 Task types
.....
- 4 Planning/thinking time
.....
- 5 Error correction
.....

3 What are the aims?

- 3a The following tasks are from *face2face Upper Intermediate*. Decide what the specific aim of each task is.

1

7B 5 p57

a) Work on your own. Make questions with *you* with these words. Use *How long ...?* or *How much/many ...?* and the Present Perfect Simple or Present Perfect Continuous. Use the continuous form if possible.

- 1 / countries / visit ?
How many countries have you visited?
- 2 / live / in your house or flat?
- 3 / phone calls / make / today?
- 4 / study / English?
- 5 / know / your oldest friend?
- 6 / spend / on food today?

b) Work with your partner. Take turns to ask and answer the questions. Ask follow-up questions.

2

3C 8 p27

a) Work on your own. Read about a crime that happened in the UK. Then write five words/phrases to help you remember the crime.

A 35-year-old secretary stole £4.3 million from the company she worked for over a period of several years. She was caught a few weeks before she was planning to leave her job and start a new life in a £750,000 villa in Cyprus.

b) Work with the other people in your group. Take turns to tell each other about the crime in a). Use your own words if possible. After each crime, decide what punishment you would have given the criminal if you'd been the judge.

c) Turn to p159. Read what happened to the criminals. Do you agree with the sentences that the judges gave them? Why?/Why not?

3

2 ASKING FOR PERMISSION TO INTERRUPT

a) Match the beginnings of sentences 1–6 to the ends of sentences a)–f). Which sentences sound more polite?

1 Sorry to bother you,	a) busy?
but have you	b) a word?
2 Is this	c) got a minute?
3 Sorry to	d) disturb you.
4 I was wondering if	e) a good time?
5 Are you	f) I could see you for a moment.
6 Can I have	

REFUSING PERMISSION TO INTERRUPT

b) Look at these ways of refusing permission. Fill in the gaps with these words.

busy against tied time pushed

- 1 Sorry, this isn't a good
- 2 I'm really up it at the moment.
- 3 I'm afraid I'm a bit up just now.
- 4 I'm rather for time at the moment.
- 5 I'm really rather right now.

TIP! ● If we are refused permission we often say:
Don't worry, it's not important/it can wait/it's not urgent/
 I'll catch you later/some other time.
When would be a good time/a better time/more convenient?

c) What can we say if we want to give someone permission to interrupt?

d) Check in **RW6.1** p127.

4

Get ready ... Get it right!

8 Make three lists: things you have done for you; things you get other people to do for you; things you do yourself. Use these prompts, the phrases in 1a) and your own ideas.

cut/hair dye/hair clean/car print/photos do/gardening
 clean/windows do/nails clean/house wash/clothes
 iron/clothes deliver/food alter/clothes paint/house

9 a) Work in groups. Take turns to tell each other about the things on your lists. Ask follow-up questions if possible. Who is the most practical person in the group?

I have my hair cut about once a month. Oh, I get my sister to do mine. She's really good.

b) Tell the class about the most practical person in your group. Who is the most practical person in the class?

- 3b Discuss these questions:

- 1 Which tasks focus on oral fluency and which focus on oral language practice?
- 2 How are these types of tasks different?
- 3 How can you categorise the other task?

4 Oral fluency and speaking skills

4 Speaking skills

4a Answers:

Dialogue 1:

- 9 **A:** ... and so those are all the points I need to explain.
 5 **B:** Thanks for that. Does anyone have any questions about the points that have been made?

Dialogue 2:

- 3 **A:** I was so disappointed with my exam result.
 11 **B:** Don't worry. You can resit it. I'm sure you'll pass next time.
 7 **A:** I did pass. I just didn't do as well as I'd hoped.

Dialogue 3:

- 13 **A:** We saw some amazing things.
 2 **B:** I bet you did.

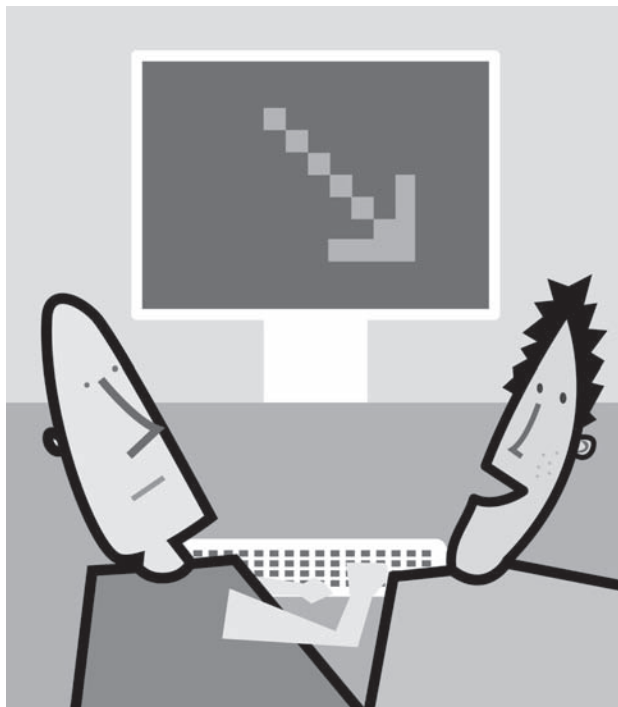
- 10 **A:** So many breathtakingly beautiful buildings!

Dialogue 4:

- 8 **A:** Then to finish you just click here where it says 'log out'.
 1 **B:** So, I don't have to save the doc?
 12 **A:** No, no. It automatically saves itself.

Dialogue 5:

- 4 **A:** In short, the discussion was very constructive.
 6 **B:** Pleased to hear it. So let's now have a look at their written proposal.



4b Match the mini dialogues from 4a to the definitions of speaking skills below.

Seeking clarification – when you check information with the person you are speaking to.

Turn taking – when you indicate to other speakers that you have finished saying what you want to say, and when you indicate that you would like to speak next.

Boundary or transition marking – when you indicate to the other speaker that you are going to start talking about a new topic.

Feedback – when you use small phrases, words, sounds or gestures to show the speaker that you are listening to what they are saying.

Repair – when you correct yourself when you speak, or when you rephrase something if you think the other person hasn't understood you.

4c Discuss these questions:

- 1 What visual clues do speakers use to support some of these speaking skills?
- 2 What do we call these clues?
- 3 How can we help learners develop awareness of these visual clues?

5 What could you do?

Below are suggestions for contexts and resources for speaking tasks. What could you do to make an interesting task for learners?

a *Speaking skill:* Transitions or boundary markers

Context: Telling a story (monologue)

Resource: a tape recorder or MP3 player that can record
 What could you do?

b *Speaking skill:* Turn taking

Context: A simulation of a business meeting with three or more participants

Resource: one student who observes the meeting, but doesn't take part
 What could you do?

c *Speaking skill:* Seeking clarification

Context: Someone explaining a new software programme to another person

Resource: three examples of phrases used to seek clarification on strips of paper
 What could you do?

d *Speaking skill:* Providing feedback

Context: Friends telling each other what their week at work was like

Resource: checklist that measures feedback during the conversation
 What could you do?

e *Speaking skill:* Repair

Context: Patient telling a doctor about symptoms

Resource: four examples of incomplete conversations where there has obviously been a breakdown in communication
 What could you do?