

Speaking

The speaking strategies introduced are intentionally linked to those in Writing in order to underline the similarities between the two skills.

- Students learn to plan their speaking by visualising content.
- Vocabulary review will also line up words and expressions, ready for use.
- Fluency strategies ensure attention to quality
- Accuracy strategies will help keep errors at a minimum.

1. Me

Level Any

Time 1 hour

Materials Film music

Focus To encourage self-assessment of speaking competence.

State

You need students in an open, talkative mood. Play some film music as the class settles. Match, pace and lead them into a visual mode by breathing high in your chest and speaking slowly in a high, flat voice.

Future-pacing

Tell students about someone you'd like to meet. Describe the scene, the exchanges and how you'd feel. Have them imagine someone they'd like to meet and do a similar description. Explain that to-day you are going to practise introductions so that you'll always know what to say.

Presentation

Familiarise students with the procedure: gradually write the grid below on the board while you demonstrate introductions step-by-step in round class practice. Remember to shake hands.

Plan

Basic sentence structure

Vocabulary

Who?

Where live? S + V + O + Adv.

Topic

School?

Hobbies?

Practice

Practice in pairs. Students rehearse their introductions so as to be able to perform later in front of the class. Go round facilitating. Choose likely candidates for the celebration performances.

Debrief

Comment on the aspects of Fluency(vocab, pron ...) and Accuracy that you observed on your rounds.

Celebration

Invite pairs of students to come up and perform.

2 Where?

Level Any

Time 1 hour

Materials None

Focus Describing a place orally.

State

Lead students into a relaxed state where they resource their favourite sensory system(s). You can do this by matching their state, pacing them, then leading them into a kinesthetic mode by breathing low, in the plexus, during the Future-pacing stage.

Future-pacing

Tell your students about a place you like. Say what you see, what you hear and what you feel about the place. Ask them to mention a place they like. Elicit sights sounds and feelings from them. Announce that today's lesson will help them describe that place which they already know and like so much.

Presentation

Explain, Write, Demonstrate the following grid :

<u>Plan</u>	<u>Vocabulary</u>	<u>Basic sentence structure</u>
SEE	Write during	Subj. + verb + object + Adv.
HEAR	visualisation	
FEEL		

Students should have pen and paper to hand. Tell them that you are going to lead them into the place they like. They'll have some minutes after the session to ask you for words they don't know. With their notes they'll then help each other in pairs to describe their place.

"You are now in a place you like ... look round and notice the colours ... Bring your picture nearer ... What is in the background? ... What is in the foreground? ... Is the picture still or moving? ... Listen to the noises ... Describe the noises you can hear ... Are the noises loud or soft? ... Are they near or far? ... Which part of the picture are they coming from? ... Is there any movement in the picture? ... What can you feel? ... Smell? ... What do you feel about the picture? Now you are feeling relaxed ... you gradually come back here ... you are ready to describe your place."

Practice

Tell students to write notes on their dream following the guidelines above. You will help with any unknown vocabulary for the first few minutes. Students then rehearse in pairs telling each other about their places in preparation for telling the class.

Debrief

Ask individual students whether they tried to talk accurately or simply communicate? Accept ideas on which is more important, accuracy or fluency. Ask about problems of lack of vocabulary and solutions(paraphrasing ...).

Celebration

Get some students to give descriptions in front of the class.