



Speaking 2

Main aims

- Warm up - fluency
- To agree, disagree and compare in a very natural way.
- To defend your position.

Warm up

Presentation is more like writing (e.g. our vocal features last lesson). Questions after is more like thinking.

Communication - 3 parts

discover and guess the information

Body language = 66%

Vocal features (tone, stress, pauses, emotion, etc.) = 33%

Word (vocabulary, grammar, rules, etc.) = 6-7%

Fluency is about taking your thoughts straight to speaking in the fastest possible time (with no thought to grammar, vocab or rules).

Fluency is also not necessarily about knowing more vocabulary, but rather about describing

1. Question relay in 2 mins
2. Wow for more descriptive language

Jigsaw - project discussion

Aim: to agree, disagree and compare in a very natural way.

Handout: [Agree, disagree and comparison language](#).

Warm up: Practice the agree / disagree statements with outrageous examples (e.g. All seminars should be scheduled on one day from 6am to 8pm leaving other days free).

1.11 Jigsaw

| | |
|-------------|---|
| Language | Agreeing, disagreeing and comparing |
| Outline | Students work together to complete a task. |
| Level | ** |
| Time | 30–40 minutes |
| Preparation | Write the task on the board. There should be three elements in the task (e.g. passions, values, experience) to enable the jigsaw activity to work. See examples of tasks in Box 1.11a. Photocopy the language from Box 1.11b. |

Procedure

- 1 Ask the class to read the task on the board and check that everyone understands that three elements should be considered in order to complete the task. See Box 1.11a.
- 2 Divide the class into three groups. Allocate one element of the task to each group.
- 3 Ask the groups to think about examples to illustrate these three elements. Encourage them to think of at least five ideas. See examples in Box 1.11a.
- 4 Hand out copies of the language of agreeing, disagreeing and comparison (see Box 1.11b) and encourage the students to use this language in the following discussion.
- 5 Drawing on their work in Step 3, ask the groups to rank their ideas from 1 to 5: 1 being the most important and 5 being the least important.
- 6 Create new groups, with three students in each group. The new groups contain one person from each of your original groups.
- 7 Ask the groups to synthesize their ideas to complete the task. Once more, the language from Box 1.11b should be used in these discussions.
- 8 Finally, the new groups present their completed task to the class. In doing so, they outline how they came to their decisions.

Box 1.11a: Problem-solving tasks

Task 1: You have been asked to design a computer game for senior citizens. You believe that your game should reflect the *passions, values and experience* of the elderly.

| Examples from Task 1 | | |
|-----------------------|----------------------|---|
| Passions | Values | Experience |
| Gardening | Family relationships | Retirement from paid employment |
| Bowls | Religious beliefs | Financial independence |
| Golf | Caring for others | Possible health issues |
| Religious affiliation | Hard work | Grandparenthood |
| Charity work | Self-sufficiency | Increased leisure time |
| Politics | Community | to follow personal interests such as travel |
| Books | Friendships | |
| | Financial security | |

Other tasks with three elements:

- Design an advertising campaign for a product which targets parents, children and grandparents.
- Prepare a town plan for a new suburb which includes recreational facilities, public transport and affordable housing.
- Develop a political campaign using print, electronic and internet media resources.

Follow-up

Ask the students to draw on their own academic discipline areas to create tasks which have three elements for consideration. They present these to the class and suggest how they would integrate the three elements to complete the task.