

Warm up

Ask a student about a trivial topic, like the last time they went out or the last film they watched. When they talk about it, pay attention to them, but remain passive. When they finish, ask the same question to another student, but this time, encourage the communication by nodding, showing interest and asking questions. Ask the class what they thought of the two interactions. Elicit how we can encourage conversation. You might have to apologize to the first student for your lack of responsiveness!

Using the Factsheet

There are three possible ways to use the Factsheet:

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

Theory to practice

Suggested answers

- 1
 - a They asked open-ended questions.
 - b They showed interest in the speaker without interrupting them.
 - c They rephrased what the other person said.
 - d They interrupted to give their opinion.
- 2
 - a What's it like in your hometown? / What did you like about living there? / And how was your school?
 - b Really? / Yeah. / That sounds interesting!
 - c So what you're saying is we should combine theory with real-life survey?
 - d Can I just say something here?

Using the Worksheet

Practice

1 Match the phrases to make sentences.

- Ask students to match the parts of each sentence, and elicit the correct answers.
- Practise the intonation of each sentence, and elicit a situation in which each one might be used.

Answers




- a If I understand you correctly, ...
- b I'm not giving you a chance to speak.
- c What are your thoughts on this?
- d Can I jump in here?

2 Include a sentence from Exercise 1 in each conversation.

- Ask students to read the dialogues. Elicit the topics they are discussing (sustainable diets; high street vs online shopping; privacy vs security; video games).
- Students add the sentences to the conversations. Elicit answers.


Answers

- a Can I jump in here?
- b What are your thoughts on this?
- c If I understand you correctly,
- d I'm not giving you a chance to speak.


- 3**  **Practise the conversations in pairs.**
- In pairs, students read out the dialogues. Ask them to focus on the intonation and timing.
- 4**  **Take turns to talk about the photos. While one student is talking, the other student should encourage them to continue by listening actively, showing interest and asking questions.**
- Students form pairs. One student chooses a picture and starts talking about it. The other student should encourage them to continue. Encourage them to use the phrases from the Factsheet and the Worksheet. Then they swap roles for the next photo.
- 5**  **Repeat Exercise 4, but this time one student continues talking until the other interrupts them and gives their opinion.**
- Form different pairs. This time one student continues talking, dominating the conversation. The other student should find a suitable moment to interrupt them. Ask them to think about how they are going to interrupt beforehand (when is a good moment, which phrase they are going to use, etc.).

TIP

Ask students to read the Tip. Demonstrate by asking a student to start reading one of the dialogues in Exercise 2; then interrupt them mid-sentence. Demonstrate again by interrupting at the end of the sentence with a relevant point.

- 6**  **In small groups, choose a topic and have a discussion.**
- Write the topics from the Worksheet (sustainable diets, high street vs online shopping, privacy vs security, video games, pollution, distraction/isolation caused by technology) and the Factsheet (small vs big cities, JOMO, education) on the board, adding any others that you know students might be interested in. You can also elicit topics from the students.
 - Form groups of three or four students, and ask them to choose a topic and discuss it. If one group finishes the discussion before the others, they can choose another topic and continue.

Reflect

- 7**  **Think about your discussion and answer the questions as a group.**
- In the same groups, ask students to reflect on the discussion they had and answer the questions.