

Unit 09: Teaching Productive Skills (Homework)

In this unit we will continue looking at how SL learning can be encouraged. You will recall that curriculum design is concerned with the creation of original course materials, but it is also concerned with the selection of texts and other materials and with adapting coursebook content to facilitate learning and teaching.

Learning outcomes

On successful completion of this unit, you should be (better) able to

- discuss several important features of spoken language,
- use activities and techniques strategically in the design of a novel unit of study, and
- choose and adapt coursebook material in a systematic, principled way and justify your decisions.

Textbook reading

Nation, P., & Macalister, J. (2010). *Language curriculum design*. Routledge. [chapter 6]

Supplementary reading (See “Further reading” folder Unit 1)

Richards, J. C. (2015). *Key issues in language teaching*. Cambridge. [chapters 13, 15]



Homework: As you read through the learning material, complete the prompts below (e.g., paraphrase, summarize, provide specific details/examples—Do NOT copy word-for-word directly from the source material).

Refer to the **reading(s)** above and the **study material** below.

1. Provide the correct **term** for each definition below.

Term	Definition
	A pair of utterances in which the first invites/requires a particular type of response, e.g., Q: “What’s your name?” A: “Chris” (question + answer)
	An interaction that focuses on maintaining social relations, e.g., small talk in an elevator with a stranger or conversation with a friend or family member.
	A “writer-oriented” approach to teaching writing skills in which learning to write involves learning how “good” writers do what they do and then following their processes, e.g., pre-writing, drafting/revising, and editing/proofreading.

+ Read pages 2–9 below and complete activities **before** class. See answer key in **Appendix 1**.

1. Teaching Productive Skills

“Productive skills” refers to speaking/writing skills, as these involve the creation of new spoken/written texts, respectively. This term is used to contrast speaking and writing with listening and reading, traditionally known as receptive skills.

Being able to speak in a second or foreign language is a complex undertaking that involves the application of **knowledge** as well as **skills**. In order for learners to say something, they need to have knowledge of the underlying language systems (e.g., grammar, phonology). But speaking also involves skill in using the target language. This means acting on the underlying knowledge of that language.

Motor-perceptive skills: These concern the perception, recall, and articulation of the sounds and structures of the target language (in the right order).

Interaction skills: These involve using underpinning knowledge and motor-perceptive skills to communicate successfully. This means that learners need to make decisions about **what** they want to say and about **how** they are going to say it. In addition, they need to produce speech that expresses their intentions while at the same time maintains the desired relations with their interlocutors.

1.1 Features of spoken language

A number of authors have come up with classifications of the common features of spoken language. Writers approach this topic from different angles, but there is still much overlap. Below is a brief introduction to the features of speech—and some more **important terminology**—from the viewpoints of

- Jane Willis
- Mike McCarthy
- Scott Thornbury

1.1.1 Willis (1996), in *A Framework for Task-Based Learning*, is concerned with the difference between **spontaneous** spoken language (i.e., when speakers speak as they think) and **planned** spoken language (e.g., when delivering a speech).

Spontaneous	Planned
<ul style="list-style-type: none">• Evidence of real-time composing<ul style="list-style-type: none">- unfinished utterances- repetition- fillers• Discourse markers• Back-channels• Ellipsis• Lexical phrases	<ul style="list-style-type: none">• Lexically rich• Syntactically complex

1.1.2 McCarthy (2001), in *Spoken Language and Applied Linguistics*, proposed a classification of the features of spoken interaction that include **structural**, **interactional**, and **generic** features, as well as **contextual constraints**.

A. Structural features

Fundamental to all spoken interaction, these include the **transaction**, the **adjacency pair**, and the **exchange**.

Transactions are stretches of talk identified by certain types of activity at their boundaries. For example, speakers typically divide a conversation up by marking the transitions to new phases with some sort of **marker** (*right, okay, etc.*).

An **adjacency pair** is a pair of utterances in which the first invites/requires a particular type of response.

Q: *What's your name?*

A: *Chris* (**question + answer**)

G: *How are you?*

RG: *I'm fine, thanks, you?* (**greeting + return greeting**)

O: *Would you like another ...?*

R: *No thanks* (**offer + response**)

An **exchange** is the smallest structural unit of interaction, consisting of at least an adjacency pair, though it often also includes a follow-up.

When's Ben coming? (**Initiation**) *I think he's coming now* (**Response**) *Oh, OK* (**Follow up**)

B. Interactional features

These include **turn-taking**, **discourse marking**, and **information staging**. Information staging refers to the frequent manipulation in informal speech of the "typical" Subject–Verb–Object–Adverbial word order of an English clause.

An example of information staging is **fronting**, which allows a focus on the "fronted" element.

Sushi *I've never tried* (cf. *I've never tried sushi*)

C. Generic features (Speech genres)

Carter and McCarthy (1997), in *Exploring Spoken English*, identify **eight** main **speech genres**.

1. Narrative: Everyday anecdotes told with active listener participation

2. Identifying: People talking about themselves, where they live, their jobs, their likes and dislikes, etc.

3. Language-in-action: Interactions where the language is being used principally in support of actions that are taking place at the moment (e.g., cooking, packing, moving furniture)

- 4. Comment-elaboration:** People giving opinions and commenting on things, other people, events, etc. in casual conversation
- 5. Service encounters:** Sequences in settings involving the buying and selling of goods and services
- 6. Debate and argument:** Extracts in which people take up positions, pursue arguments, and express their opinions (with or without some sort of chairperson)
- 7. Language and learning:** Language in use in the context of formal and informal learning
- 8. Decision-making/negotiating outcomes:** Episodes of speech in which people work toward decisions/ consensus, or negotiate their way through problems toward solutions
- Note:** Genres are subject to **embedding**, for example, narrative anecdotes may occur during a university lecture, and casual conversational episodes may occur during a service encounter.

D. Contextual constraints

Spoken language is likely to be **context-bound**. As a result, words that are obvious in the context are often **ellipted** (i.e., left out). Another context-bound feature of speech is its **variable lexical density**. Extremely context-bound genres, such as “language-in-action” (see “Speech genres” #3) tend to display very low lexical density, with a high proportion of function words and a lower proportion of content words.

For example, a couple are doing the cleaning together:

A: *What are you going to do with **that**?*

B: *I'll polish **it** in a minute*



Activity 1: Work alone. Examine the **IELTS** frames below. Which **three** different **genres** do they target?

Part 1 _____

“Let’s talk about what you do. Do you work or are you a student?”

- “What kind of work do you do?” “What do you find most interesting about your work” ...

Part 2 _____

“Describe an occasion when you remember meeting someone for the first time.”

Part 3 _____

“We’ve been talking about an occasion when you remember meeting someone for the first time. Now I’d like to discuss with you one or two more general questions related to this.”

Making new friends

- “Where do young people meet new friends in your culture?” ...

1.1.3 Thornbury (2005), in *How To Teach Speaking*, classifies the features of spoken language according to whether they derive from its **spontaneity**, its **interactivity**, its **interpersonality**, or its need to achieve coherence and relevance.

A. Spontaneity

Due to the real-time nature of speech, features such as filled pauses, repetitions, false starts, backtracking, and incomplete utterances often occur. Spontaneity also leads to speech being constructed in short, linked units (e.g., using *and*, *but*, *so*). This enables the addition of “**heads**” (at the beginning) and “**tails**” (at the end) of utterances.

Lisa, her sister, she's very outgoing (**head**) (cf. *Her sister Lisa is very outgoing*)

She's a good teacher, Hana (**tail**) (cf. *Hana is a good teacher*)

B. Interactivity

Talk is normally interactive: Participants take turns to speak, keep silent when others are speaking, interrupt each other (and frequently overlap), back-channel, and structure what they say, or signal their intentions through the use of **discourse markers**. Here is an example of speaking turns that consist entirely of discourse markers (just to illustrate their importance in spontaneous spoken language):

A: OK, then?

B: Right.

A: That's it, then.

B: Fine.

A: Bye.

B: Bye.

C. Interpersonal function

Conversation serves to establish and maintain social relations. Even when speakers disagree, they do it in such a way that does not threaten the face of other speakers. This is achieved through **hedging** and **vague language**.

Hedge: A word or phrase used to indicate that the speaker is not 100% sure of what they are saying.

*The car was **sort of** yellow, I **guess*** (accuracy)

*Well, I **mean**, I have never **actually really** liked her as a manager* (distance/softening)

Vague language: The (un)intentional lack of precision in the idea or thing expressed—the result of some assumed shared knowledge.

*Have they got juice or **anything like that**?*

*Can you pass me that round **thingy** over there?*

Other strategies used by speakers that exemplify the interpersonal, joint construction of talk are to constantly refer to **shared knowledge** and to **appeal for agreement** through the use of ...

Turn-taking: Refers to the way participants in a conversation get their chance to speak. They do this by recognizing when other speakers are finished and by signaling verbally (or non-verbally) that they want a turn.

What do you think?

Can I add something here?

Back-channeling: Feedback that listeners give speakers to show engagement in the conversation.

Mm

Huh

Really?

Fillers: Language used by speakers to avoid long, frequent, or silent pauses—to hold the floor, gain thinking time, etc.

Err

Um, well

You know?

1.2 Interactional vs. transactional speaking



Activity 2: Work alone. When designing speaking lessons, it is important to distinguish between speaking for **interactional** vs. **transactional** purposes. Refer to the website below and fill in the blanks.

Website: <http://www.professorjackrichards.com/teaching-speaking-interactional-versus-transactional-purposes/>

Interactional Speaking	Transactional Speaking
An interaction that focuses on maintaining _____ relations, e.g., _____ in an elevator with a stranger or _____ with a friend or family member	An interaction that focuses on getting something _____, rather than maintaining social relations, e.g., _____ takeout food over the phone or giving directions to a stranger on the street
Agenda management and _____ are important features of small talk and conversation.	Language _____ are important in transactional speaking. So too are “scripts”—which are predictable _____ of individual moves/functions in a transaction.

Skills involved in interactional speaking include selecting _____ appropriate to the topic, providing relevant evaluative comments through _____, and using appropriate intonation and _____ patterns to express meaning.	Skills involved in transactional speaking include selecting vocabulary related to particular transactions and _____, using fixed _____ and routines, and using scripts for specific transactions and situations.
<p>Function: The <i>purpose</i> of an utterance (rather than the grammatical form an utterance takes)</p> <p>E.g., requesting, ordering, offering, asking for directions/instructions</p> <p>Functional exponent: An utterance that <i>expresses</i> a particular function.</p> <p>E.g., Function: “request clarification” Exponent: <i>So are you saying that ...?</i></p>	

1.3 Ways of using a coursebook

Nation and Macalister (2010, ch. 11) discuss ways a teacher can adapt a coursebook:

- By “adding”: **Quantitatively** by *extending* (e.g., further practice of a grammar point [same type of thing, no change to methodology]); **qualitatively** by *expanding* (addition of a new follow up activity [different type of thing]).
- By “deleting or omitting”: **Subtracting**—reducing the number of exercises or material (No change to methodology). **Abridging**—removal of large “chunks” so students do not get practice in some areas (e.g., removing all the “Pronunciation Practice” exercises).
- By “modifying”: **Rewriting**—physically rewriting—exercises and content (e.g., reading comprehension questions). **Restructuring**—changing activities “on-the-fly” to meet class needs (e.g., reassigning group members).
- By “simplifying”: A type of modification. Instructions can be simplified, as can reading texts (sentence structure, vocabulary, grammar structure) and writing tasks.
- By “reordering”: Putting parts of a coursebook in a different order.

2. Teaching Writing as a Discrete Skill

The **three approaches** described below represent **options** that can be translated into classroom practices in many different combinations. Together they offer an overview of current L2 writing instruction.

Three Approaches to Teaching Writing		
Product (–70s) “text-oriented”	Process (70s–90s) “writer-oriented”	Genre (90s–) “reader-oriented”
<p>The gist: Learning to write involves learning grammar/lexis + writing “functions” (e.g., cause-effect organization, thesis/topic sentences) and then reproducing these features accurately.</p>	<p>The gist: Learning to write involves learning how “good” writers do what they do and then following their processes, e.g., pre-writing, drafting/revising, and editing/proofreading.</p>	<p>The gist: Learning to write involves learning how to communicate with readers. Learning grammar/lexis supports this end. Writers don’t just write, they write to achieve a goal.</p>
<p>Lesson procedure:</p> <ol style="list-style-type: none"> 1) Presentation of a model text, e.g., “My Favorite Room.” Text written to teach pre-selected grammar/lexis. 2) Teach the target language, (e.g., form and meaning of adjectives, prepositions of place, lexis to describe furniture). 3) Give controlled practice in these features. 4) Learners write their own “My Favorite Room” text using the features practiced and imitating the model. 5) Teacher corrects/grades the text. 	<p>Lesson procedure:</p> <ol style="list-style-type: none"> 1) Ss read an essay, e.g., “Cultural Identity vs. Ethnic Fashions.” Essay chosen to engage Ss interests/curiosity. 2) Ss complete a series of pre-, while-, and post-reading tasks. 3) Ss choose a topic to write about and learn a pre-writing strategy (e.g., mind-mapping). 4) Ss write and receive feedback on their drafts from both the teacher and their peers. 5) Ss practice editing in areas of weakness, e.g., subject-verb agreement. 6) Teacher may grade the final draft or just comment on Ss writing process (e.g., “Very good job drafting and editing.”) 	<p>Lesson procedure:</p> <ol style="list-style-type: none"> 1) Presentation of a model genre, e.g., “rental advert.” Text chosen to highlight grammar/lexis typical of the genre. 2) Analyze the genre for typical features of layout, content, organization, language, style. 3) Teach the language typical of the genre (e.g., form, meaning, and use of adjectives, prepositions of place, lexis to describe furniture). 4) Give controlled practice in these features. 5) Learners write their own “Advert” to an audience using the features practiced. 6) Teacher corrects/grades the text.
<p>Syllabus: E.g.,</p> <p>Unit 1: -be verb</p> <p>Unit 3: present simple tense</p> <p>Unit 5: comparatives: as ... as</p>	<p>Syllabus: E.g.,</p> <p>Unit 1: Environment</p> <p>Unit 3: Culture</p> <p>Unit 5: Work</p>	<p>Syllabus: E.g.,</p> <p>Unit 1: Rental advert</p> <p>Unit 3: Movie review</p> <p>Unit 5: Academic essay</p>
<p>Teaching context: EGP</p>	<p>Teaching context: EAP</p>	<p>Teaching context: ESP</p>



Further reading

1. Read “Impromptu Talks and Discussions” for examples of spoken functions and their exponents.
2. Read Hyland (2003), *Genre-based Pedagogies*, for an overview of teaching genre-based writing.
3. Refer to Thornbury (2005), *How to Teach Speaking*, for lesson procedures and techniques.
4. Refer to Nunan (1994), *New Ways in Teaching Speaking*, for lesson procedures and activities.
5. Refer to Nation (2009), *Teaching ESL/EFL Listening & Speaking* and *Teaching ESL/EFL Reading & Writing*, for lesson procedures and techniques.
6. Refer to McCarten (2007), *Teaching Vocabulary*, for lesson procedures and techniques related to teaching “spoken” vocabulary.
7. Refer to Hyland (2003), *Second Language Writing*, for lesson procedures and techniques.
8. Refer to White (1994), *New Ways in Teaching Writing*, for lesson procedures and activities.
9. See how the principles described in this unit have been applied in the following coursebook (“Further reading” folder):
 - *New Cutting Edge*, Cambridge

Unit 09: Teaching Productive Skills (Activities & Tasks)

1. Warm-up

Many learners study English to communicate effectively in speech and often judge their progress and course effectiveness by their spoken proficiency. Similarly, students who study in English or plan to attend English-medium universities need strong academic writing skills.



Activity 1: Work with your partner(s). Which is more important to you (or to your students): **speaking** or **writing** abilities?

2. Features of Spoken Language



Activity 2: Work alone. Underline **five** additional **discourse markers** (including **back-channel** devices) in this coursebook dialogue. What is the function of each one?

Tim: So, how was your weekend, Jessica? ("**so**" = **introducing new topic**)

Jess: Great! Gina and I went biking out in the country. (**none**)

Tim: Oh, really? (**back-channel = interest**)

Jess: Yeah, it was fun, but there were lots of hills. I was exhausted by the end of the day.

Tim: Yeah, I bet.

Jess: So ... anyway, what did you do?

Tim: Oh, I had a party Saturday. It was good.

Jess: Really? Nice.

Tim: Well, anyway, ... I have to go. I have a meeting now. See you later.



Activity 3: Work alone. Match each **turn-taking function** to an appropriate **exponent**.

Functions	Exponents
1) to clarify what someone else has said	____ I'm not sure I get it. / Are you saying ...?
2) to clarify what we have said	____ What I'm saying is ... / Let me rephrase that.
3) to check that someone is following us	____ Sorry for interrupting, but ...
4) to let the speaker know that we are lost in the conversation	____ Are you with me? / Am I making sense? ____ So you mean ...? / So the idea is that ...?

Tip: This would be helpful **scaffolding** for a discussion-type **productive follow-up task** (speaking) (e.g., preparing to discuss an issue in a newspaper article).



Activity 4: Work alone. Typical **adjacency pairs** are **offer > response** | **request > response** | **question > answer** | **confirmation check > confirmation**, and **thanks > response**. Find examples of these adjacency pairs in the conversation below.

Sue:	Hi. How can I help?	}	
Leo:	I'd like to do a fitness class.	}	
Sue:	Your card, please?	}	request >
Leo:	Sorry—it's at home.	}	response
Sue:	OK. No problem. What's your name?	}	question >
Leo:	Leo.	}	answer
Sue:	Sorry, what's your surname?	}	question >
Leo:	Seymour.	}	answer
Sue:	Can you spell that, please?	}	
Leo:	S-E-Y-M-O-U-R.	}	
Sue:	And what's your address?	}	
Leo:	18 New Street.	}	
Sue:	18 New Street.	}	confirmation check >
Leo:	Yes, that's right.	}	confirmation
Sue:	So, a fitness class?	}	confirmation check >
Leo:	Yes, what time's the next one?	}	confirmation (information) question >
Sue:	It's at twenty past seven.	}	answer
Leo:	And, is it a big group?	}	(information) question >
Sue:	No, only ten people.	}	answer
Leo:	Great. Can I book a place?	}	request >
Sue:	Of course. There you go.	}	response
Leo:	And where's the class?	}	(information) question >
Sue:	It's in Studio 1.	}	answer
Leo:	So that's 7.20 in Studio 1?	}	
Sue:	That's right.	}	
Leo:	Thanks for your help.	}	
Sue:	You're welcome.	}	

Source: *Empower Elementary A2 Student's Book*. Cambridge.

b) Label the **adjacency pairs** we might teach learners at an early stage.

<p>_____</p> <p>A: <i>I'm sorry!</i></p> <p>B: <i>That's fine.</i></p>	<p>_____</p> <p>A: <i>How are you?</i></p> <p>B: <i>Fine, thanks.</i></p>
<p>_____</p> <p>A: <i>Would you like to go to the movies?</i></p> <p>B: <i>I'd love to! / Sorry, I'm busy—another time?</i></p>	<p>_____</p>



Activity 5: Work with your partner(s). What would a transaction “mapped” onto this model for a **service encounter** sound like?

Model	Transaction
A: Greet the shopkeeper.	
B: Greet the customer. Offer service.	<i>Good morning. Can I help you?</i>
A: Ask for something.	
B: Respond affirmatively or negatively. Make another offer.	<i>Here you are. Anything else?</i>
A: Decline offer.	
B: Give total price.	<i>That's three dollars and fifty cents.</i>
A: Make payment and thank shopkeeper.	
B: Respond and take leave.	<i>Thank you. Have a nice day.</i>
A: Take leave.	

Tip: This would be a useful **productive follow-up task** (speaking) (e.g., role play after skimming or scanning a restaurant menu).



Activity 6: Work with your partner(s). Examine these coursebook exercises. What **feature of spoken language** does each one practice? Does the exercise focus on **understanding**, **production**, **both**?

1. a. fillers (both) b. turn-taking (both)

1 **Against the clock!** You have two minutes to match a heading to each group of expressions.

Moving on to a new topic Interrupting
Returning to a topic Forgetting your point

A

Hang on, ...
Sorry, can I just say something?
Sorry to interrupt, but ...
If I can just make a point please, ...

B

My mind's gone blank.
I've lost my train of thought.
Where was I?
What was I saying?

C

As I was saying, ...
Anyway, going back to (exams), ...
Anyway, what I was going to say was, ...

D

That reminds me of (a friend of mine), ...
By the way, talking of (football), ...
Changing the subject completely, ...

2 In groups of three, decide on six topics to talk about. Practise speaking, interrupting, and returning to the topic.

2. a. vague language (production) b. false starts (production)

D Complete the conversations with *or something* and *or anything*. Then practice with a partner.

1. **A** Do you eat a big lunch?

B No, I usually just have a salad _____.

2. **A** What do you usually have for breakfast?

B Oh, I just have some coffee and a muffin _____.

A You don't have eggs _____?

3. **A** Would you like to go out for dinner _____?

B Sure. But I don't want a big meal _____. Something light maybe.

A OK. Well, let's go somewhere with a salad bar _____.

Note

Use *or something* in affirmative statements and in questions that are offers and requests.

Use *or anything* in negative statements and most questions.

About you

E **Pair work** Ask and answer the questions. Give your own answers.

(from *Touchstone Level 1 Student's Book* by McCarthy, McCarten and Sandiford, 2014)

3. a. fronting/heads (understanding) b. fronting/heads (production)

5a Complete the dialogues with the phrases in the box.

My bike • That man • Michelle Thomas • ~~My mum's birthday~~ •
The phone bill • His e-mail

- 1 A: My mum's birthday, it's today! I forgot to send her a card.
B: Why don't you ring her, then?
- 2 A: _____, I forgot to pay it!
B: But it was due weeks ago. We'll get cut off!
- 3 A: _____, he's so rude!
B: Why? What did he do?
A: He never looks at you when he's serving you, never says hello and just throws your change at you.
- 4 A: Can I speak to somebody about my account please?
B: _____, she's the person you need to speak to. She's at the desk over there.
- 5 A: _____, that guy's just stolen it!
B: Don't worry, I'll go after him.
- 6 A: _____, it wasn't very clear.
B: I know what you mean, it didn't answer any of our questions, did it?

(from *A Handbook of Spoken Grammar* by Paterson, Caygill and Sewell, 2011)

4. a. genre (understanding) b. adjacency pairs (production)

1 Work in pairs. Read the sentences and then number them in order.



- ☐ And I realised that I was the only left in the playground.
- ☐ But I suddenly noticed that it had gone very quiet!
- ☐ It was break time and I remember we were playing hide and seek in the playground.
- ☐ It turned out that I had missed the bell, and my classmates had gone back to their classes.
- ☐ I had hidden a long way from the school buildings.
- ☒ I remember feeling really abandoned and embarrassed.
- ☒ One of my earliest memories is from school when I was about seven years old.

(from *Get Real Intermediate Student's Book* by Hobbs and Kedde, 2008)

3. Teaching Productive Skills

Speaking and writing **tasks** vary in the demands they make on learners, in the support they offer to learners, and in their distance from the actual real-world target tasks learners wish to perform. All tasks, however, have **five core components** in common.



Activity 7: Work alone. Match the components to the descriptions.

	Components	Descriptions
1	Input ____	a. the steps the learners will follow to accomplish the task
2	Goal ____	b. the text, pictures, diagram, etc. provided for students to work on
3	Setting ____	c. the parts teachers and learners play and the relationships between them
4	Roles ____	d. where the students will work (e.g., in class, at home)
5	Procedure ____	e. the purpose/reward of the task

3.1 A speaking task

Consider the following **speaking task**:

Make your own diary page.

a) Fill your diary with some arrangements for next week. Leave two half-days clear.

b) Work in a group of four. Try to find a time for a meeting.

1	Input	A completed diary (used as a model and to stimulate interest) and an empty diary page
2	Goal	Negotiating a time for a meeting
3	Setting	Whole class discussion > Group discussion
4	Roles	Student: Conversational partner Teacher: Task initiator, monitor, and facilitator
5	Procedure	Major stages: 1. Show students a completed diary. 2. Fill in diary page leaving two half-days clear (individually). 3. With partners ask and answer questions about availability (group). 4. With partners agree on a time to meet (group).

Task Analysis

To complete this task successfully, learners at A2 level would need to be able to use the following key **vocabulary** and **grammar**:

- **lexis of arranged activities** (e.g., ... *free, schedule, an appointment*)
- **structures for describing future arrangements** (e.g., *I'm playing golf, I have a meeting*)



Activity 8: Work with your partner(s). What **other** vocabulary, grammar, and **features of spoken language** would learners need? Complete the table.

Features	Examples
E.g., <i>to ask about and express (lack of) availability</i>	A: Are you free on Sunday? B: <u>I'm busy all-day Tuesday.</u>
<u>time phrases</u> (e.g., on + day + part of day) to make arrangements.	
	<u>If</u> I moved my appointment from Monday to Tuesday, <u>could</u> we meet then?
to use strategic language to manage their discourse, e.g., fillers to gain time to check their schedule.	
	That's <u>fine with me</u> . That's <u>great!</u> I'm <u>sorry</u> I can't.
to be able to complete an invitation > acceptance/refusal adjacency pair .	

3.2 Productive tasks



Activity 9: Work with your partner(s). Examine the coursebook **speaking task** in **Appendix 2** and complete the lesson plan.

Lesson objectives: By the end of this lesson, students will be (better) able to

- take part in an interview.

Major Stages:

1. “Tune In” (1): Have Ss read job descriptions to arouse curiosity in the topic.
2. “Prepare for Task” (2–4): 1) Have Ss generate **que**_____ for an interview. 2) Provide a **mod**_____ of the task. 3) Have Ss complete a personal data form.
3. “Task” (5–6): Have Ss **r**_____ **-p**_____ an interview.
4. “Report Back” (7–8): Have Ss evaluate their classmates’ interviews.



Activity 10: Work with your partner(s). Examine the coursebook **writing task** in **Appendix 3** and complete the lesson plan.

Lesson objectives: By the end of this lesson, students will be (better) able to

- use gradable and non-gradable adjectives to describe travel experiences.
- compose a holiday review for a personal travel blog/website.

Major Stages:

1. “Tune In” (1–3): Have Ss read and discuss a travel website holiday review.
2. “Prepare for Task” (4–5): 1) Have Ss analyze a model for **str**_____ (scene > description > conclusion) and **lan**_____ (past tenses, time expressions, adjectives, linkers). 2) Clarify gradable and non-gradable adjectives and have Ss complete “Worksheet 1.”
3. “Task” (6–8): Have Ss plan and **wri**_____ a holiday review.
4. “Report Back” (9–10): Have Ss read and respond to classmates’ texts.

Speaking Activities vs. Tasks

Remember that speaking **activities** (e.g., after a grammar clarification stage) are meant to consolidate language learning and make grammar/lexis lessons a little more engaging and practical. Speaking **tasks** have a real-world outcome.

Tip: See **Appendix 4** for a description of procedures (i.e., **major stages**) for a task-based speaking lesson.

Appendix 1: Answer key.

Key Terms: adjacency pair, interactional speaking, process writing

Activity 1

Part 1: identifying

Part 2: narrative

Part 3: comment-elaboration

Activity 2

Interactional Speaking	Transactional Speaking
An interaction that focuses on maintaining <u>social</u> relations, e.g., <u>small talk</u> in an elevator with a stranger or <u>conversation</u> with a friend or family member	An interaction that focuses on getting something <u>done</u> , rather than maintaining social relations, e.g., <u>ordering</u> takeout food over the phone or giving directions to a stranger on the street
Agenda management and <u>turn-taking</u> are important features of small talk and conversation.	Language “ <u>functions</u> ” are important in transactional speaking. So too are “scripts”—which are predictable <u>sequences</u> of individual moves/functions in a transaction.
Skills involved in interactional speaking include selecting <u>vocabulary</u> appropriate to the topic, providing relevant evaluative comments through <u>back-channeling</u> , and using appropriate intonation and <u>stress</u> patterns to express meaning.	Skills involved in transactional speaking include selecting vocabulary related to particular transactions and <u>functions</u> , using fixed <u>expressions</u> and routines, and using scripts for specific transactions and situations.

MFP Analysis

Target Language	Meaning	Pronunciation	Form
Vocabulary: awful Context: "I feel awful today. My back and my head hurt really bad."	Extremely bad	BrE: /'ɔː.fəl/ AmE: /'ɑː.fəl/ Two syllables. Stress on the first syllable.	ungradable adjective - can be used before a noun or after linking verbs. collocates with adverbs such as totally, really, absolutely, bloody

SPEAKING TASK: A JOB INTERVIEW

5.5

TUNE IN

1 a Read the descriptions, 1–3, and match them to the photos.

b Work in pairs. Compare your answers in a and answer the questions.

- 1 What is a babysitter?
- 2 Why does Nia want a babysitter?

PREPARE FOR TASK

2 a Nia wants to interview Martina and Brad for the baby-sitting job. Write seven questions that Nia can ask them in the interview. Use the prompts to help you.

- 1 Drive? A car? *Can you drive? Do you have a car?*
- 2 Swim?
- 3 What sports/practice?
- 4 What other interests/have?
- 5 What languages/speak?
- 6 Sing? Play a musical instrument?
- 7 Work on weekends?
- 8 Like animals?

b Think of three more questions Nia can ask.

3 5.14 Listen to a job interview. How many of the questions in 2 did you hear?

4 Work in two groups. Group A is Brad. Group B is Martina. Complete the form for your character. Answer *no* to at least two items.

Home
Links
Archives
Search




Vacation Playmates

The website that cares about your children

1 Hi, I'm Brad. I'm an engineering student. During school vacations I work as a babysitter. I love my job. It's a great excuse to play sports and games of all types.

2 My name's Martina. I'm a babysitter. I really like working with children of all ages. I also cook and clean and take care of the house. It isn't a bad job, and I learn to speak English at the same time.

3 Hi, I'm Nia. I'm a doctor. I work full time. I don't have a lot of time to spend with my two boys, Jake (6) and Josh (9). I need a babysitter to help me over summer vacations.

Name: _____

Age: _____

Nationality: _____

Languages: _____

Mark the things you can do:

☐ cook

☐ drive

☐ swim

☐ play a musical instrument (which?) _____

What sports do you practice regularly? _____

What other interests do you have? _____

Do you have a car? _____

Do you have a bike? _____

Do you like animals? _____

TASK

5 a Work in pairs—one student from group A and one student from group B.

Student A: You are Nia. Use the questions in 2 to help you.

Student B: You are Martina. Use the notes in the form in 4 to help you.

b Act out the interview between Nia and Martina. Take notes.

6 Now act out the interview between Nia and Brad. Student A, you are Brad. Student B, you are Nia.

REPORT BACK

7 Look at page 159 and decide who is the best person for the job.

8 Report back to the class. Do you all agree? Why/Why not?

WRITING TASK: A HOLIDAY REVIEW
2.5

TUNE IN

- 1 Work in pairs. Look at the photos on a travel website. Discuss the questions.
 - 1 Where did the woman go on holiday?
 - 2 What did she do on holiday?
 - 3 Do you think she enjoyed it? Why?
- 2 Quickly read the holiday review and check your answers to 1.
- 3 The website has a 'rate this review' feature, where readers decide how useful a review is. How would you rate this review? Why?

Holiday company: Wild Travel
Reviewer: Sally Castle

Rate this review:

very useful ☆☆☆☆☆
quite useful ☆☆☆
not useful ☆

HOLIDAY REVIEW

a When we booked our holiday, my husband and I were really excited. We are both quite adventurous people, so trekking on the island of Borneo seemed like our dream holiday. Unfortunately, it was more like a nightmare!

b We travelled in summer, so we were expecting hot, sunny weather. But when we arrived at the airport, it was raining. It rained for fourteen days! We walked for more than 10 kilometres every day, but we didn't see any interesting wildlife – only dangerous snakes! Our tour guide, Azman, wasn't very reliable. On the first day he was two hours late. Then he lost our map while we were following a river. We were walking until midnight that night!

c By the end of the holiday, we were tired and fed up. Borneo was beautiful. But the best part of our holiday was going home!

PREPARE FOR TASK

- 4 Match paragraphs a–c to descriptions 1–3.
 - 1 giving a conclusion
 - 2 setting the scene
 - 3 describing what happened
- 5 Read the review again. Find and underline two examples of
 - 1 past tenses
 - 2 time expressions
 - 3 adjectives
 - 4 linkers

TASK

- 6 Imagine you are going to write about a holiday experience for the website. Choose one of the following:
 - an amazing holiday experience • a terrible holiday experience
- 7 Think of an experience to describe. You can use your own ideas, or describe an experience from the news or TV. Answer the questions in the paragraph plan.

Paragraph	Content ideas
1	Where did you go on holiday? When did you go? Who did you go with?
2	What happened on the holiday? Why was it good/bad?
3	How did you feel after the holiday?

- 8 Now write a short description of your holiday experience. Remember to:
 - 1 follow the paragraph plan in 7.
 - 2 use a variety of language as in 5.

REPORT BACK

- 9 **a** Compare your reviews in groups.

b What are the two most interesting things about each story?
- 10 Decide as a group which was your favourite holiday review. Why?

Worksheet 1

Gradable and non-gradable adjectives

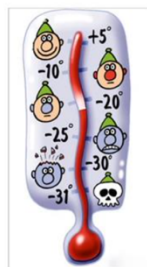
Gradable

- have comparative or superlative form,
- are used with fairly, rather, quite, very, really, extremely

Non-gradable

- do not have comparative or superlative form,
- are used with absolutely, completely or really

..... awful, terrible
 excellent, perfect, superb,
 fascinating
 astonished
 delicious
 / boiling / freezing
 / enormous, huge / tiny
 furious
 terrified
 starving
 filthy
 exhausted
 hideous
 devastated
 miserable
 vital



a bit cold
 a little cold
 slightly cold
 fairly cold
 quite cold
 cold
 really cold
 very cold
 extremely cold
 freezing

Ex 1 Complete very or absolutely

- 1) I would eat ... only if I were _____ hungry.
- 2) The last time I was _____ unhappy was...
- 3) ... makes me _____ furious.
- 4) I think the film... is _____ terrifying.
- 5) If I were _____ rich, I would...

Ex. 2. Complete the sentences so that they are true for you.

Ex 3. Complete with the words.

a bit very really completely absolutely

I speak ☐ good Italian but my French is terrible.

What an ☐ gorgeous skirt! Where did you buy it?

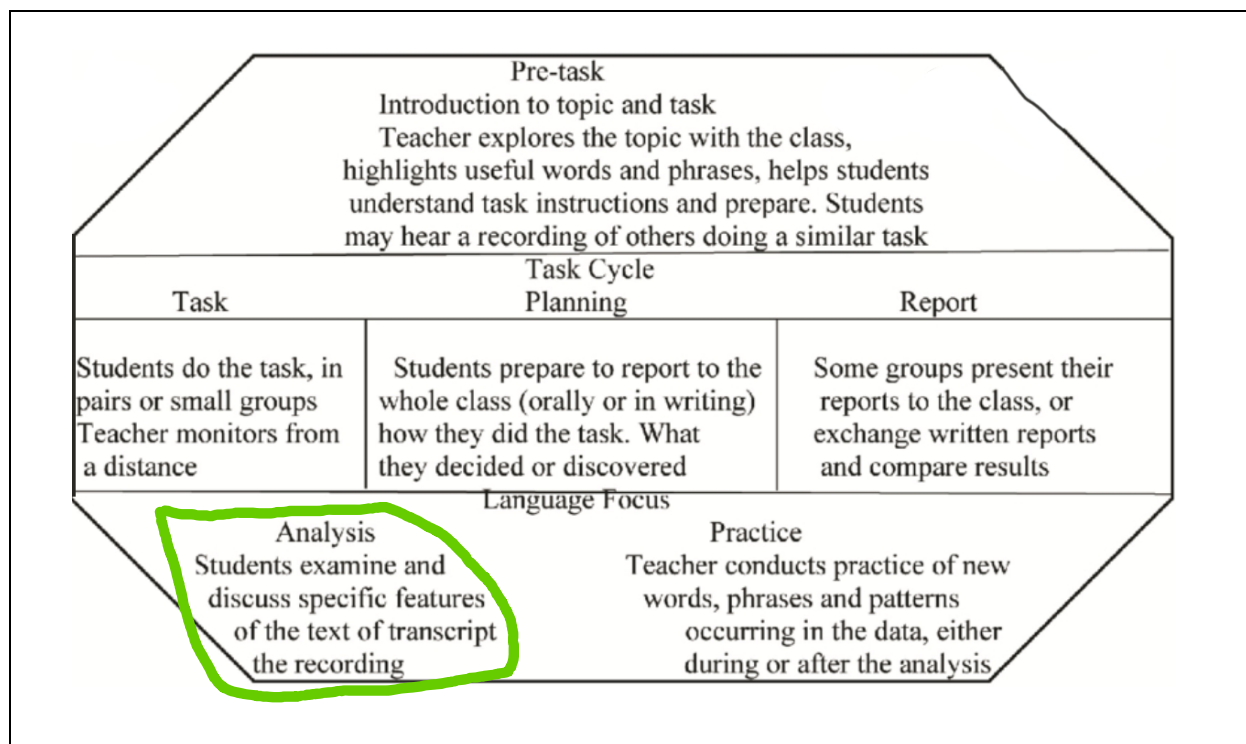
You should have come to the party. It was ☐ fantastic.

Sorry I'm ☐ late, aren't I?

Have you seen that film? It's ☐ amazing!

Appendix 4: General procedures for a task-based speaking lesson.

A Task-based Approach (Thornbury, *How to Teach Speaking*, pp. 119–122)



A Genre-based Approach (Thornbury, *How to Teach Speaking*, pp. 119–122)

Warm-up/Input: Students look at pictures, have a quick chat, read/listen to something to arouse curiosity in the topic/establish a need to communicate.

Prepare for speaking/Pre-task: Students listen to a model (e.g., interview) to get a better sense of what is expected and/or **students examine, discuss, learn specific language/features of the text** to give them the “tools” to perform the task.

Task: Students complete the task in pairs or groups.

Report: Students complete the task in front of the class. Teacher/students provide feedback—success of the task and/or language/features.

Syllabus design: Only if you arrange your syllabus around the **tasks** themselves, e.g., Unit 1: Giving Contact Info, Unit 2: Participating in a Job Interview, do you have a **task-based syllabus**.