



# Speaking Types Lesson Plan

<p><b>Learning Objective:</b> To raise awareness of the distinction between transactional and interactional spoken discourse; to practise telephoning and booking a flight; to practise spoken fluency.</p> <p><b>Skill:</b> Speaking</p> <p><b>Age/Level:</b> Adult/Intermediate</p>	<p><b>Preparation Time:</b> 5 minutes</p> <p><b>Completion Time:</b> 60 minutes</p> <p><b>Resources:</b> Booking Flights Worksheet, Booking Flights Key, Holidays Questionnaire, text attached to plan, pens, paper, a whiteboard and pens</p>
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## Preparation

Copy dialogues from the last page of this lesson plan, and the four resources listed above; one copy per student.

## Warm-Up (2 minutes)

Put students into pairs, student A and student B. Give student A exactly one minute to tell student B about his/her last holiday. After one minute, give a signal (e.g. clap your hands) to indicate that student B now has a minute to do the same.

## Presentation (8 minutes)

- Hand out copies of the dialogues on page 4 of this lesson plan. Ask students to read them and then tell their partner whether or not they seem natural and why/why not.
- Elicit that the first conversation is strange because the passenger expected a simple, factual response, while the second dialogue is equally unnatural because the lady at the bus station did not want a factual response; she wanted a friendly conversation. Point out that there are two types of speaking: one where you need to give information accurately, and another where you are speaking to be friendly and you don't really 'need' to know the answers to your questions. (The terminology for these types of speaking is *transactional* and *interactional*, but your learners do not necessarily need to know these terms!) Explain that in this lesson, you are going to do two speaking activities about holidays, one of each of the above types.



### Practice 1: Transactional dialogue (30 minutes)

- Explain that students are going to practise telephoning and booking a flight. Go through the worksheet entitled **Booking Flights Worksheet**, in which students rearrange words to form questions that a travel agent may ask a customer and then roleplay a telephone conversation between a customer and a travel agent in pairs. Monitor and ensure that everyone understands the vocabulary in the travel agent's questions – difficult vocabulary might include *round trip, one way, aisle seat, window seat, travel insurance*.
- When students have finished, they can use the **Booking Flights Key** to check their answers.

#### Key:

- 1 Can I take your name, please?
- 2 How do you spell your name, please?
- 3 Where are you travelling from?
- 4 And where are you travelling to?
- 5 Round trip or one way?
- 6 How many people are travelling?
- 7 Business class or economy class?
- 8 What date would you like to leave?
- 9 And what date would you like to return?
- 10 Would you prefer an aisle seat or a window seat?
- 11 Would you like to buy some travel insurance?

### Practice 2: Interactional dialogue (18 minutes)

- Explain that, while the 'Booking Flights' activity involved accurately giving information, now students are going to do the type of speaking where the purpose is to relax and chat purely for enjoyment. Hand out the **Holidays Questionnaire**, and emphasise (as is stated in the rubric) that the aim is to use these questions as a starting point for a natural conversation, rather than to ask and answer all of the questions interview-style.
- Allow about fifteen or twenty minutes for pairs or small groups to discuss the questions. During this type of speaking activity, it is important that the teacher is on hand to help with vocabulary, etc., but does not interfere by monitoring too closely or correcting errors. The aim here is not to make the learners' speech more 'correct,' but to build the confidence and the fluency with which they can use their 'imperfect' English.



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### **Closure (2 minutes)**

Briefly ask the class whether or not they think that the town where you are holding the class is a good place to spend a holiday. What are the good and bad points? Which other parts of the same country would be better holiday destinations?

### **Rationale**

In my classes I have noticed that, when I give a set of questions to discuss for fluency practice, there are often some students who seem to approach the task as if the aim is to answer all of the questions as quickly as possible, rather than use them as the basis for genuine communication. This lesson aims to raise learners' awareness of the requirements of different types of spoken exchange, and could lead to more productive and effective classroom learning through oral communication.



- 1 *A passenger asks a question to a coach driver.*

**Passenger:** Is this the right coach for Brighton?

**Driver:** Yes it is. It's a lovely journey, actually. The first bit's not much fun, just motorway, but when you get off the motorway there's a lovely view. I'm quite looking forward to it. When we get to Brighton I have to drive back again, then I'm going to go home and watch some TV. I think there's a film about...

- 2 *Two people are waiting for a coach. One is a British lady in her sixties, the other is a language student. While they are waiting, the lady asks the student a question.*

**British lady:** So where are you going, dear? Anywhere nice?

**Language student:** Brighton.