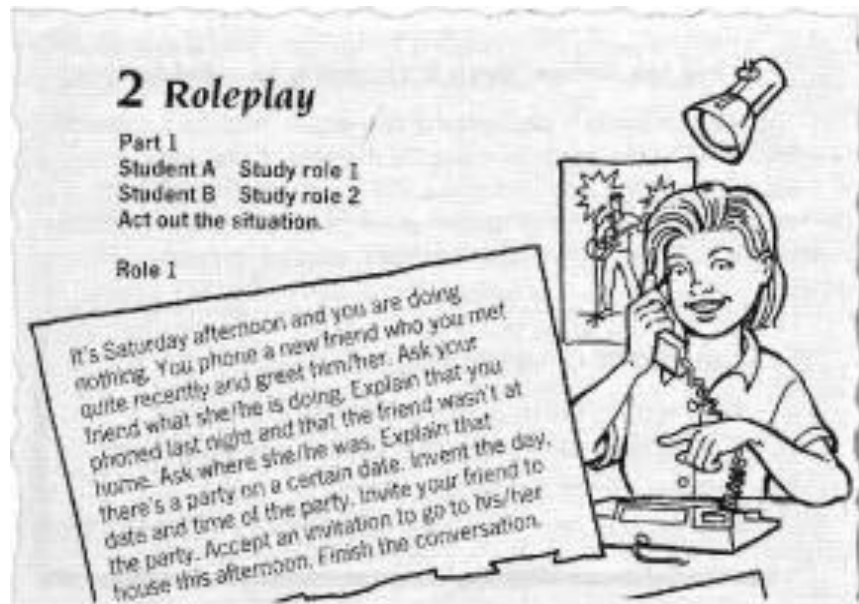


Pre-speaking

This is the last part of the chain of lessons on warming up activities. It sheds light pre-speaking skills.

In this task, you evaluate pre-speaking activities. Look at the following speaking activity.



There are four different pre-speaking activities, A-D, which your learners might do before they do the role-play. Read quickly through these. Complete the columns Skill(s) practised, Grouping and Aim(s) in the table, referring to the four pre-speaking activities, A-D. For each speaking activity, write in:

- the skill(s) that each pre-speaking activity practises
- the groupings required (whole class, pairs, groups)
- the aim(s) of each activity.

Pre-speaking activity	Skill(s) practised	Grouping	Aim(s)
A- Eliciting ideas	Speaking Listening	Whole class	<ul style="list-style-type: none"> • introducing learners to the topic • interesting learners in the topic • predicting contents of a dialogue
B- Listening to a dialogue	Listening Speaking	Whole class and pairs	<ul style="list-style-type: none"> • introduction to the topic • listening for specific information • interesting learners in the topic
C- Using key words	writing speaking	<i>pairs</i>	<ul style="list-style-type: none"> • writing a conversation • introducing the topic • cooperating • problem-solving
D- Using photographs	Listening	Whole class	<ul style="list-style-type: none"> • revising greetings and telephone language • focusing on the topic

Pre-speaking activity A: Eliciting ideas

The teacher asks about a situation which is similar to the role-play in the book. She uses questions to elicit from the learners' similar information to the situation, for example: *You have just met a new friend and want to go somewhere with him or her. You telephone him/her to invite him/her out. Where are you going? What else are you going to talk about? How do you feel about the situation?* The teacher then explains the role-play and gives out the role cards. Learners choose which role they would like to play; before they begin, each learner writes some questions that they will ask each other in their notebooks.

Pre-speaking activity B: Listening to a dialogue

The teacher records a telephone conversation on to a cassette, asking two colleagues to role-play the two characters in the book's role-play. She hands out the questions below to the learners, who listen to the dialogue and answer the questions individually; they then compare their answers in pairs

THE PHONE CONVERSATION	
1	Why does the man phone the woman?
2	How does the woman feel about being telephoned?
3	What did the woman do last night?
4	What are they going to do together?

The learners read their role cards and the role-play begins.

Pre-speaking activity C: Using key words

The teacher writes some key words from the role-play on the board, for example:

phone at home party film invitation homework cinema

She asks the learners to write a dialogue in pairs, containing all the words on the board. Some learners read their dialogues aloud to the whole class.

Finally, the teacher gives the role cards out.

Activity D: Using photographs

The teacher finds two photos of individuals on the phone and shows them to her class. She reminds her learners how British people answer the phone (stating the number) and how they greet each other. She introduces the situation; *You have just met each other. One of you is phoning the other to invite them to go to a party.*

Pre-speaking activity D: Using photographs

Here are the role cards...

Speaking and writing are both productive skills: learners have to actively produce something when they speak and write. Warming-up activities for the productive skills can, therefore, be similar. Here are some of these similarities:

- often involve practice of speaking or writing
- often involve input (e.g. functions, vocabulary, phrases) to help learners know what to say or write
- can use any of the language skills
- might include mini-exercises which are then put *together in the activity*.



Now here is a speaking activity (discussion, upper-intermediate) you'll have to design pre-speaking activities for.

Work in groups. Do you agree with these statements? Why? / Why not?

- 1 You can't get a good job without a degree.
- 2 Universities don't necessarily prepare you for employment.
- 3 Online universities have more advantages than traditional universities.

Yara + Enas A Eliciting ideas

Abdulla + Ameen B Listening to a dialogue

Ahmad + Oula D Using photographs

Please send your activity design to my email by 29th Apr.

Stay Home. Stay Safe.

Ramadan Mubarak

Resources

Tasks for Teacher Education