

# 10E Speaking Plus

## Could you show me how to delete photos?

### OPTIONAL LEAD-IN

Books closed. Show any object to the class and say: *Can you tell me how to use this?* Elicit instructions, for example, if you ask them how to use a bilingual dictionary students might say: *you need to look up the word in Spanish and the English word is beside it.* Put students into pairs for them to repeat the activity using objects they have with them. Monitor and help as necessary.

## 1 LISTENING

**a** In pairs, students look at the pictures and answer the questions. Take feedback as a class.

### Suggested answers

Picture a

- 1 They're at home.
- 2 They're looking at a washing machine so maybe it is broken.
- 3 It looks like the man is helping the woman.

Picture b

- 1 It looks like an electronics shop.
- 2 The man looks like a shop assistant and the woman is probably a customer. They're talking.
- 3 Perhaps she wants the shop assistant to help her because she bought a product and it doesn't work.

Picture c

- 1 It looks like they're at work.
- 2 The man is typing on a computer and the woman is reading something from the paper.
- 3 It looks like she's helping him with his work.

### LOA TIP REVIEW AND REFLECT

A lesson like this one, where a lot of new vocabulary is likely to come up, is a useful opportunity to talk to students about how they record new vocabulary. Ask them to share any advice or suggestions they have with the group. Useful questions to ask might include: *Do you organise your vocabulary notes or just write new words down in a list? Do you write down a translation, an explanation, an example of how the word is used? Do you include notes about pronunciation?* There are no right or wrong answers here, but it can be useful for students to share their ideas and learn about alternatives to their usual ways of studying.

**b** **4.33** Play the recording for students to listen and match the pictures with the conversations. Check the answers as a class. Discuss whether students' ideas in 1a were right.

### Answers

Conversation 1: picture a  
 Conversation 2: picture c  
 Conversation 3: picture b

**c** **4.33** In pairs, students read the sentences and write any answers they can from memory. Play the recording again for students to listen and check and complete their answers. Check the answers as a class.

### Answers

1 F 2 F 3 F 4 T 5 T 6 F

At the end of this lesson, students will be able to:

- understand a conversation where one speaker is asking another for help
- use phrases to ask for help and agree to help
- use polite intonation

## 2 USEFUL LANGUAGE

**a** **4.33** In pairs, students read the conversations and underline the correct phrases to complete them. Play the recording for students to listen and check their answers. Check the answers as a class.

### Answers

1 Can you 2 Of course 3 Would you mind explaining  
 4 Not at all 5 Could you show 6 No problem.

**b** Individually, students read the phrases and think of alternatives to the words in italics. In pairs, students read and compare their sentences. Monitor and help as necessary. Take feedback as a class.

## 3 SPEAKING

Tell students that they can now practise using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Give them a short time to look at their roles and think about what language and phrases they will need to use.

In pairs, students role-play the conversation using the role-play cards and their notes. Monitor and help as necessary. Nominate a few pairs to perform their conversations for the class.

### FAST FINISHERS

If students have mobile phones, they can ask each other how to do various things on their phone to practise the language from this lesson. For example, they could ask: *Can you show me how to send a text message?; Can you show me how to use the speaker phone?* Monitor and help as necessary.

## 4 PRONUNCIATION

### Intonation: sounding polite

**a** **4.34** Play the recording and ask students to listen and identify the request that sounds more polite. Play the recording of the second request again and ask students to listen and repeat it with the appropriate intonation.

### Answer

request 2

**b** **4.35** Play the recording for students to listen and tick the requests that sound polite. Check the answers.

### Answers

sentences 1, 2, 5 and 6

**c** **4.35** Play the recording again for students to listen and repeat the requests that sound polite in 4b. Encourage them to exaggerate the appropriate intonation, as this will help them remember how it sounds. Drill the sentences as necessary.

**d** Put students into pairs for them to take it in turns reading the requests and responding to them using the appropriate intonation. Monitor for any problems and clarify these with the class at the end of the activity.