

Name of activity: Showing Interest

Short description: This is a speaking and vocabulary activity to supplement Grade 9 Unit 2.24. It is aimed at conversational expressions used to show interest and understanding.

Link to curriculum: Grade 9; Unit 2.24

Difficulty level: Easy/Medium

Time: 30 mins

Learning outcomes: by the end of this activity:

- Students will have been presented, revised and practised expressions used in conversations to show interest and understanding or asking for clarification.

(Competency 8; Speaking; Competency 3; Listening; Competency 4; Vocabulary)

Option 1

Lesson plan with:

- ✓ Worksheet

Link to material: <http://learnenglishteens.britishcouncil.org/exams/speaking-exams/showing-interest>

Option 1: Worksheet

Preparation	1. Make a copy of Worksheets 1 and 2 for every student in class.
Stage / Time	Procedure
Introduction 10 mins	<ol style="list-style-type: none"> Before you hand out Worksheet 1, try to elicit the phrases from the students and put their ideas on the board. Elicit by describing different situations/utterances and asking them how they would react. Give clues for words you want them to use, for example: <i>T: What do we call a short, funny story that people tell to make each other laugh?</i> <i>STS: A joke.</i> <i>T: That's right, and what do you say, using this word, if someone tells you something you find difficult to believe? Something really strange, unbelievable, amazing?</i> <i>STS: You're joking! / You must be joking!</i> Give out Worksheet 1 and ask the students to look at it with their partners; compare with the examples on the board; study and make sure they understand all the phrases. Check if the students understand what the phrases mean and how they should be used.
Drilling 10 mins	<ol style="list-style-type: none"> Drill the phrases. Suggested <u>drilling procedure</u>: Choral drill first to boost the students' confidence - the whole class repeats after you first, then, so you can hear individual students better, without putting them in the spotlight, ask smaller groups to repeat (only girls; only boys; only first row, then second, etc.) - Ask the students to listen to you carefully and tell them not to repeat after you. Tell them you want them to concentrate on listening first. Tell them you are going to say the word twice and you don't want them to repeat until you have shown them to (using hands like a conductor, show them the gesture you are going to use). Ask ICQs (Instruction Checking Questions) to make sure everyone understands. Suggested ICQs: What am I going to do now? (Answer: say the new words and phrases). How many times? (Answer: Twice). What do I want you to do when I am saying the word? (Answer: Listen carefully). Do I want you to repeat the word straight away? (Answer: No). When do I want you to repeat the word? (Answer:

	<p>When you show/ask us + they might show the gesture you used).</p> <p>Do the first phrase as an example, as despite instructions and ICQs, someone is bound to repeat the word straight away.</p> <p>Say the first phrase. Put your finger on your mouth to indicate silence. Wait a few seconds. Say the phrase again. Put your finger on your mouth and wait a few seconds. Don't rush. Make sure you use naturally, using features of connected speech – beware of the 'staccato' type of modelling.</p> <p>Using previously demonstrated gesture, invite the students to repeat the word. Again, to boost their confidence, allow the whole group to repeat together, but then move on to individual students.</p> <p>Using gestures during the drilling stage helps the students concentrate on the words you focus on (since you are not saying anything else, they can only listen to the target words).</p> <p>Ideally, you should have listened to all your students pronouncing the target phrases by the end of the drilling stage. If you have a very large group, resort to small groups drilling (see choral drill above) to maximise your chances of picking up pronunciation errors.</p> <p>Model and drill all the new words and phrases following the procedure above.</p>
<p>Speaking and Listening – phrases in use</p> <p>10 mins</p>	<ol style="list-style-type: none"> 1. Distribute Worksheet 2. Ask the students to look at the sentences and check if they understand everything. Explain anything that is not clear to them. 2. Put the students into pairs or small groups. Ask them to take turns and choose a random sentence from Worksheet 2, look at it, read it quietly, then try and say the sentence to their partner/s from memory. The partner/s should then look at Worksheet 1 and use one of the phrases to react to the sentence. Then they swap roles. Tell them to tick off the phrases they hear and tell you when they have used all the phrases. Encourage them to come up with their own sentences, if they have run out of them, or if they don't like the ones on the worksheet. 3. Ask ICQs (see above) to make sure the students understand what they are required to do. 4. The 'informal' winners will be the group who has used all the phrases first.

Worksheet 1

Showing interest

1

It is very important to show that you are interested in what your partner is saying. Use these expressions to show you are interested. Remember! When we are very interested or surprised our voice is higher and louder.

Normal response

Uh-huh.
That's interesting.
Oh, I see.
Right.

Stronger response

Really?
Wow! That's amazing!
That's incredible!
No way!
You're joking!

Do you understand?

When you are speaking to someone it is important that you understand each other. If you don't understand something, ask your partner to explain what they mean. If they don't understand you, explain what you mean. Use these expressions to help you.

When you don't understand

I don't understand.
Could you repeat that?
Could you say that again?
What do you mean, exactly?
I'm not sure what you mean.
Can you explain that?

Explain what you mean

What I mean is ...
In other words ...

Worksheet 2

We're moving into a new house!

My sister's getting married to an American!

I'm going to study marketing abroad!

In the summer, my family and I are going to travel round Sri Lanka.

I had 10 different curries for dinner yesterday!

My friend has been fasting for 21 days!

I'm going to get a puppy for my old doggie!

I'd like to become a teacher of English!

My brother passed his driving license test on first attempt!

It was my grandmother's 90th birthday last week!

I've won a British Council essay competition!

Prince Charles is going to visit our school!

I am very good at tennis. I think I'll win a Grand Slam tournament in the future!

Did you know that Sri Lanka was visited by 53 different nations?

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