Lesson plan

Topic: Informal speaking and listening
Level: Entry 1-2 / Scottish National 2-3
Time: 90 minutes +

Aims
- To develop learners’ ability to engage in conversations on the wing and in association
- To give practice of natural speaking and listening
- To develop learners’ vocabulary of conversational skills
- To develop learners’ confidence in spoken communication

Objectives
Learners will be able to
- engage in discussion on everyday topics
- open and keep conversations going
- interrupt and end conversations appropriately
- ask questions to gain specific information

Introduction
This lesson is about language for casual everyday conversations on the wings and in association. It provides learners with the language required to start a conversation, interrupt, ask open and closed questions, change a subject, keep a conversation going and end a conversation. There is plenty of opportunity to build on and extend language learners know already. The teacher has the opportunity to focus on the language areas relevant to their learners, with open ended exercises and practical speaking and listening games and role plays.

You will need:
- **Resource 1**: emotions cards, one set, cut up, per group of 3 or 4
- **Resource 2**: conversation cards, one per learner or pair of learners
- **Resource 3**: activity images, one set, cut up, per pair of learners
- **Resource 4**, game, one for each group or 3-4 learners (this can be enlarged and laminated for future use, though not essential)
- Sets of dice and counters for the groups
- Medium size sticky notes or small pieces of paper – at least two each.

**Tip!**
- To help prepare, you could elicit phrases from higher level learners or prisoner classroom helpers in advance
Procedure

Warmer (10-15 minutes)
- Elicit what people say when they meet – e.g. hi / hello / alright / local variations, and write them up on the board / flip chart
- Ask what other greeting they have heard on the wing / in association and board with the others
- Demonstrate saying the greetings in different emotional states: happy, sad, angry, bored, surprised excited and ask ‘how am I feeling?’ to elicit emotional vocabulary
- Board the elicited vocabulary, explaining that these are emotions and affect the way we speak
- Put the learners into small groups and give each group a set of cards face down. They pick one up in turn and say a greeting using the matching tone for the cards.
- The first member of the group to guess which emotion is being demonstrated picks a card and says a greeting in the manner of the card.

Tip!
- You could do this as a mingling activity if you have the space to walk around, which would be more natural and energising – give each learner a card.
- They walk up to another learner and they greet each other in the manner of the card, say what each emotion is and swop cards. This is not competitive so they tell the other person the emotion if s/he’s wrong. They then go on to greet another learner and greet them using the new emotion.

- Monitor and feedback in turn
- Ask learners which of the greetings / emotions made them want to stop and have a conversation with the other person.
- Elicit what they might say next e.g. ‘what’s wrong? What’s up?’

Activity 1 – phrasal confusion (20 minutes)
- Ask learners if they know what a ‘sarnie’ is – explain (sandwich)
- Put learners in groups of up to 4 of a similar level
- Handout a small piece of blank paper/sticky note to each learner, and ask them to write down one word or phrase that confused them when they first came to England/prison: they may need help with this. e.g. spin = cell search. Lock down = all prisoners locked in their cells. Stand-fast roll check = all prisoners stay exactly where they are until the officers are happy the prisoner numbers are correct.
- Put the pieces of paper into the centre of the table and invite learners to explain the ones they know to the rest of their group.
- Support learners to write the definitions on another piece of paper
- Those they don’t know you can collect, and write the definitions on a separate sheet of paper.
• Swap the words and definitions cards with the next table for them to match and discuss
• Share the unknown words and definitions between the tables, to provide equal numbers of words and meanings, to discuss and match
• Invite all learners to take one word from the middle of the table and make a sentence using it to the group

Differentiation
• In larger groups, keep the activities focused to the table groups
• In smaller groups this can be completed as a class activity
• For lower-level learners, be prepared to read and write their words and definitions
• If a learner is unable to provide a word then offer ‘spin, lock-down, stand-fast’ or any others you know are in use in your prison.

Activity 2 – topics for discussion (20 minutes)
• Hand out resource 2 and read the sheet with the class
• Ask learners where ‘what do you like about…..?’ ‘What do you think about…..?’ ‘Who is on your wing? might go.
• Add other suggestions for them to put in the correct group
• Invite them to add their own
• Once you are happy that they have a good understanding, hand out resource 3 and ask them which activities they are interested in
• Invite them to find someone in the class that likes the same activities as them by asking, ‘hello, do you like cooking?’ etc and to hold a short conversation with them using the phrases on resource 2.
• Monitor and support conversations with minimal corrections to support confidence building

Differentiation
• You will know your learners’ strengths and weaknesses, and can put the focus of speaking skill where it is most needed.
• Include intonation and stress and body language.

Activity 3 – Game (10+ minutes)
• Invite learners to stand up and move around the class to find other learners who share their interests, using the vocabulary covered so far in the session. e.g. Hi, do you like cooking?
• Each learner should have selected more than one topic of interest, and therefore it should be possible to match up 3-4 learners of similar interests
• Once in groups of 3-4, sit them in their groups around a table
• Hand out resource 4 with a dice and enough counters for one each
• Instruct learners to roll the dice in turn and move the correlating number of spaces on the board
• Follow the instructions on the square on which they have landed. E.g. when the learner lands on ‘interrupt someone’ they make a sentence using their chosen subject with an interruption, ‘excuse me, can you tell me how to cook chicken?’, ‘can you speak more slowly’.

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• Everyone involved in the game must be happy with the grammar of the constructed sentence before they move to the next player
• The winner is the first person to get to the finish.
• Monitor each group playing the game and mediate when there are disagreements; this could be by throwing the question to the whole class for agreement, or keep it within the group

Differentiation

Higher level learners could engage in role plays in groups of 3.
• Invite learners to make groups of 3 and role play conversations about their selected topic
• Two learners hold the conversation whilst the third listens and feeds back.
• Ask the learner to say two things the speakers did well and one that they could improve.
• Each learner takes it in turn to listen until all in the group have taken a turn at speaking and listening or observing.
• Monitor and provide support whilst moving around the class
• In mixed level classes, ensure similar level learners are grouped

Cooler

• Finish the session with ‘goodbyes’
• Elicit phrases the learners have heard for ‘goodbye’
• Invite the learners in turn to use one of the elicited phrases to say goodbye and leave the class

Extension activities / Homework

• Play the board game, and complete the role play
• With the role play, mix up the groups to expand the topic vocabulary for all learners
• Ask learners to speak to someone they haven’t spoken to before and report back on the conversation at the next session.
• You may have to give them some guidance with the help of a classroom supporter or sympathetic officer. If they are nervous about approaching other inmates, suggest the librarian, chaplain, a Listener or a learner from a higher level group whom you have primed to be friendly.
### Resource 1: Feelings

<table>
<thead>
<tr>
<th>Emotion</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td><img src="image" alt="happy" /></td>
</tr>
<tr>
<td>excited</td>
<td><img src="image" alt="excited" /></td>
</tr>
<tr>
<td>nasty</td>
<td><img src="image" alt="nasty" /></td>
</tr>
<tr>
<td>angry</td>
<td><img src="image" alt="angry" /></td>
</tr>
<tr>
<td>sad</td>
<td><img src="image" alt="sad" /></td>
</tr>
<tr>
<td>bored</td>
<td><img src="image" alt="bored" /></td>
</tr>
</tbody>
</table>
Resource 2 Conversations

Look at the pictures, and what they are saying. What else can you say in these situations?

1. Introductions

Hi, my names Raj. What’s yours?

2. Open Questions

How shall we start?

3. Change the subject

Did you see the tennis?

4. Wh- Questions

What’s wrong with me Doctor?

5. Interruptions

Excuse me. Can I give you my card?

What else?

________________________________________________________________________
### Resource 3 What is the activity?

<table>
<thead>
<tr>
<th>Cooking</th>
<th>Sport</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Cooking" /></td>
<td><img src="image2" alt="Sport" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chess</th>
<th>Snooker/Pool</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3" alt="Chess" /></td>
<td><img src="image4" alt="Snooker/Pool" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Music</th>
<th>Weather</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5" alt="Music" /></td>
<td><img src="image6" alt="Weather" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Film</th>
<th>TV</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7" alt="Film" /></td>
<td><img src="image8" alt="TV" /></td>
</tr>
</tbody>
</table>

List other things that interest you here.

_________________  ___________________  ___________________
_________________  ___________________  ___________________
# English Nexus ESOL Offender Learning
## Lesson plan - Language for Casual Conversation

**Resource 4 - Conversation Game.**

<table>
<thead>
<tr>
<th>Start and finish</th>
<th>Say a friendly greeting</th>
<th>Move forward 3 spaces</th>
<th>Ask a wh-question</th>
<th>Ask someone to explain</th>
<th>Say a friendly greeting</th>
<th>Go back to the start</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miss a turn</td>
<td>![Image 31]</td>
<td>![Image 32]</td>
<td>![Image 33]</td>
<td>![Image 34]</td>
<td>![Image 35]</td>
<td>Change the subject</td>
</tr>
</tbody>
</table>