

# Guided Speaking Teacher's Notes

## Ask and tell

<b>Activity</b>	Card game
<b>Aim</b>	To ask and talk about topics.
<b>Interaction</b>	Groups
<b>Language focus</b>	Present perfect with <i>ever</i> , <i>never</i> , <i>for</i> and <i>since</i> ; review of simple present and simple past
<b>Skills focus</b>	Speaking, writing
<b>Preparation</b>	Make one copy of the worksheet for each group, and cut out the 16 topic cards.
<b>When to use</b>	After Unit 5 Lesson 3
<b>Time</b>	30–40 minutes
<b>Procedure</b>	<ol style="list-style-type: none"> <li>1 Tell the students that they are going to do a speaking activity using the present perfect and the simple present and simple past. Write the following sentences on the board, and elicit the correct answers from the students to review the verb forms. <i>Kelly _____ a gold medal when she was 34 years old./Kelly says she _____ wanted to win a gold medal since she was 14./People _____ Kelly why she has suddenly won two gold medals</i> (answers: <i>won; has; ask</i>).</li> <li>2 Show the students the topic cards and explain that in groups they are going to ask and talk about the topics on the cards.</li> <li>3 Tell the students that the cards will be placed face down in the middle of the group and that they take turns to choose a card.</li> <li>4 Explain that the cards either say <i>tell everyone</i> or <i>ask someone</i>. If the students choose a card with <i>tell everyone</i>, they must speak about the topic on the card. If they choose a card with <i>ask someone</i>, they choose another student to ask about that topic. They continue choosing cards until they have all been used.</li> <li>5 Separate the students into small groups of three to six students and ask one student in each group to choose a card to begin. The student on their left chooses the next card. Encourage the students to write notes while someone is speaking so that they remember the information for Step 8.</li> <li>6 While the students are speaking, monitor and write down any mistakes they make in the use or form of the present perfect or simple past.</li> <li>7 When the students have finished speaking, focus their attention on the mistakes on the board and ask them to work in pairs to correct them. Do some open class feedback by asking the students to volunteer their corrections. Make sure the correct versions are written on the board.</li> <li>8 Tell the students to work in groups to write up the information they have found in the form of a short report, which can then be put up around the classroom.</li> </ol>
<b>Variations</b>	To make it more challenging, the students could be told they have to speak for at least one minute per question. Alternatively, they have to ask the person speaking a follow-up question on what they have said.