

5C Expressing an interest

Activity type: Speaking – Guided conversation – Groups

Aim: To practise using expressions for showing interest in order to develop conversations in a natural way

Language: Expressions for showing interest in a conversation – Use at any point from Explore Speaking, p48.

Preparation: Make one copy of the worksheet for every three or four learners. Cut up each worksheet along the dotted lines to form sets of 27 cards.

Time: 15–25 minutes

- 1 To introduce the activity, ask learners to suggest topics for a conversation and write up their suggestions on the board. Topics might include: *last weekend; best friends; some good news you received recently; a terrible holiday; a memorable party; my home town*, etc. You will need around eight topics.
- 2 In a second list on the board, write the nine expressions on the cards:
*Yeah. Oh no! OK. Right. Really? That's great.
That's wonderful. That's terrible. That's awful.*
To show what to do, start talking about one of the conversation topics, and get students to react by using the expressions.
- 3 Divide learners into groups of three or four and give each group a set of cards, face down. One member of each group shuffles the cards and deals them out equally so that each player has five cards.

Stronger classes

To make the game last longer, learners deal out all 27 cards.

- 4 Learners decide who will go first, and that learner chooses one topic of conversation to talk about for one minute. While this learner is talking, the other members of each group have to listen to what he/she says and look for opportunities to say the words or expressions on their cards in order to show interest. When they say one of the expressions on the cards, they can get rid of that card.
- 5 After one minute, stop the conversations. The learner to the left of the first speaker now takes over and talks for a minute about a different topic. The game continues until one learner has successfully discarded all five of their cards. This learner is the winner.

Round-up: Reporting back

At the end of the game, a learner from each group tells the class everything they can remember from the conversations that their group had. If you tell learners at the beginning that they will need to do this, it should make them listen more closely.

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Yeah.	Yeah.	Yeah.
Oh no!	Oh no!	Oh no!
OK.	OK.	OK.
Right.	Right.	Right.
Really?	Really?	Really?
That's great.	That's great.	That's great.
That's wonderful.	That's wonderful.	That's wonderful.
That's terrible.	That's terrible.	That's terrible.
That's awful.	That's awful.	That's awful.