The tips below are all designed to be used in the classroom, to manage and assess the speaking tasks in *Beyond B1 Student’s Book*. Some of the tips are illustrated with real examples from the Student’s Book to show how they can work in the classroom. The tips aim to get maximum talking time from your students, foster good speaking habits (active listening and accepting other points of view) and create a positive speaking experience for the whole class.

**CLASSROOM MANAGEMENT: Observing students during speaking activities**

- Organise where students are going to sit during speaking activities so you have room to move around them and observe.
- When students are doing a more involved group discussion activity, don’t stand behind them or in their eyeline as this can be distracting.
- Instead, take a chair and sit quietly to one side so they can continue their discussion so they are less aware of being observed.
- At this level, encourage students to keep the activity moving and get maximum talking time by being inventive with their available vocabulary. Intervene as little as possible while they are talking.

**CLASSROOM MANAGEMENT: Time limits and ending the activity**

- It is important that students know how long they have for a particular speaking activity, so they can manage their time effectively. Write how long they have on the board before they start and give them a warning when they have one minute left to go.
- Rather than trying to make yourself heard when everyone is talking, use a stopwatch (there is one in the Teacher’s Area of the Presentation Kit) to give the students their one-minute warning and also to stop the activity.

**WARMER: Two truths and an untruth**

In this warmer, students write three sentences about themselves on a piece of paper. Two of the sentences should be true and one should be false. Working in groups, students take turns to read aloud their sentences. The other members of the group should decide which two are true and which is false. The student then reveals the correct answer.

**Example: Before Unit 3, page 35, Exercise 1**

- Ask students to write three statements about themselves relating to the topic of singers and music: two true and one false, eg
  - I play the guitar.
  - I once met Madonna.
  - I love rock music but I've never been to a concert.
- Put students into groups of four to six.
- Students take turns to read out their sentences. The other students decide which sentence is untrue and write it on a piece of paper.
- Once every student in the group has read out their statements, everyone reveals their false sentence. The winner is the student who identifies the most false sentences.
- Afterwards, engage the students in a whole-class discussion to share some of their favourite truths and untruths.
**WARMER: Pyramid discussion**

Pyramid discussions are a great way to get shy students used to talking in larger groups. Students work in pairs to discuss their ideas first before joining up with another pair to discuss their ideas in a larger group. If you have a less confident class, you can ask students to make notes of their ideas individually first before putting them in pairs.

Example: *Unit 2, page 17, Exercise 7*

- Ask students to work alone to choose the five items they think are most important to pack in their suitcases.
- Put students into pairs to discuss their ideas and agree on five items.
- When they have finished, join them with another pair to form a group of four to compare their ideas. Explain that they should agree on the five items.
- If time allows, you could even group students one more time into groups of eight to agree a final list of five items.
- Afterwards, hold a class vote to agree the final list of five items, and encourage the students to compare their opinions.

**DEVELOP GOOD SPEAKING HABITS: Active listening**

Active listening is a useful skill both inside and outside the classroom. It shows that the listener is paying attention to what is being said. Encourage students to listen actively by maintaining eye contact and adopting a relaxed position (encourage them not to cross their arms). If you want to practise active listening, you can get students to do the activity **Distraction**.

Ask students to work in groups of three. Two students take turns to talk about something. The person listening should not offer their own opinion but should listen actively and repeat back what the first person said. Meanwhile, the third person tries to distract them (for example by coughing, moving things around the desk, stretching their arms, etc).

Example: *Unit 7, page 77, Exercise 5b*

- Ask students to sit in groups of three. One student tells another student the story of how they felt and why. The other student should actively listen, maintaining eye contact, and ask appropriate questions (eg *So did you feel like that because you were frightened?*).
- The third student tries to distract them.
- The students switch roles so each student has a turn in each role.
- Afterwards, engage the students in a whole-class discussion to share how they felt – it’s very frustrating to be ignored in conversation, etc (see **Providing feedback**, below).

**DEVELOP GOOD SPEAKING HABITS: Accepting others’ point of view**

One of the most important skills for students to learn is to accept that other students may not agree with their opinion. This is especially important at higher levels where there are more discussion-based tasks. They also need to learn to disagree with others in a polite way. One way to practise this in a controlled activity is to elicit from students a list of phrases for agreeing and disagreeing and write them in two columns on the board. Put the students into pairs and ask them to take turns to give their opinion on any subject. The other student should simply agree or disagree using one of the phrases on the board. It doesn’t matter if they agree or disagree; what’s important is that they give their true opinion and that the other student responds calmly (especially if they disagree).
DEVELOP GOOD SPEAKING HABITS: Peer assessment

It can be useful for students to give each other feedback on issues such as turn taking, eye contact and active listening. It is better not to ask students to give feedback on language errors as this can lead to resentment and discourage students from talking in future activities. It is important though not to let assessment interfere with the speaking activity. Before the activity, write the things you would like the students to assess on the board, eg turn taking, eye contact and active listening. Ask students to consider how well the other group members do these things during the speaking activity. Afterwards ask them to take a small piece of paper for each student in their group and write one or more things they did well with smiley faces to show how well they did them, eg

Peter: turn-taking 😊 eye contact 😊😊

They can give the paper to the other students in the group. Make sure students only feedback on things other students did well, rather than things they didn't do so well.

TEACHER FEEDBACK: Assessing students

It is important to monitor students and assess how well they are doing in speaking tasks. However it's a good idea (and easier for you!) if you focus on one or two areas to assess for each speaking activity. For example, in one activity you may choose to focus on how well students are interacting and taking turns; in another you may choose to focus on their grammar, vocabulary and pronunciation. If you are assessing these, don't make a note of every error you hear, but do make a note of any recurrent or important errors to correct at the end. When you are assessing students, be discrete – move around quietly and allow students to complete the speaking activity in their own time. Make sure any feedback is done at the end of the activity.

TEACHER FEEDBACK: Providing feedback

If you have chosen to assess students' grammar, vocabulary and pronunciation, write any errors on the board at the end of the lesson and invite students to correct them. Make sure you keep the errors anonymous and do not say who made them as this could discourage students in future speaking tasks.

It is always important to give positive feedback on the ideas students have discussed. Make a note of any interesting things that students say and use these as a basis for a whole class discussion at the end of the activity.