

## B2/C1 Speaking into Writing

**Aims:** To practise speaking, listening and writing skills in an integrated skills lesson.

**Length of lesson:** 90 mins

**Level/age:** B2-C1

**Language:** Vocab - *defibrillator, poison, an antidote, to vomit (an emetic), an injection, a heart attack cardiac arrest, to faint, broken equipment/wire*

**Materials:** Screen big enough for students to be able to watch this YouTube clip. Space for your students to sit opposite each other.  
<https://www.youtube.com/watch?v=yNntwSjOwo>  
Whiteboard to pre-teach vocab  
Class context where students can sit facing each other.  
Pen and paper (sts).

**Preparation:** Set up Youtube, check video clip working  
Put KWL chart on board, eg

KNOW	WANT TO KNOW	LEARNED
JB is spy		

### Procedure:

*Pretask: 5 mins*

*KWL chart:* (Play the James Bond theme. Elicit from students everything they know about James Bond. Ask 'who does he work for?' (don't be surprised if they say the CIA...) write these things under K(know) heading, e.g. spy/ secret agent, rich, fast cars, vodka martini (shaken not stirred), loves many women etc.

*Pre-teach vocab:* *defibrillator, poison, an antidote, to vomit (an emetic), an injection, a heart attack/ cardiac arrest, to faint, broken equipment/wire* (write these and elicit meaning rather than attempt to explain them yourself).

*KWL chart:* what do the students want to know? Fill in 'W', e.g. what do they think is going to happen – how will James survive, how will he 'win the day' (nice phrase to teach advanced learners) etc. Leave the L column till the end.

*Task 1: Speaking, listening, writing 15 mins*

Arrange the students so that they are sitting opposite each other with one group able to see the screen and the other not able to see the screen.

Tell the students they are going to describe what they see to the person who can't see, and that this person should write it down.

Play the first half of the clip, up to 2 minutes 20 seconds. Stop the clip. Students will continue speaking, so wait for a natural pause and for everyone writing to finish.

Ask the people listening if there's anything they want to check - a little more conversation should ensue.

Ask the students to change places.

Ask them what they're going to do now (the people who can see will describe what is happening and the others will write it down).

Play the rest of the clip.

Allow students to finish before giving the next instruction:

Students should now, in pairs, sequence their writing so that they have a list of 10 things that happen in the film/ video clip. They should agree on these in their pairs.

You can now play the clip again if anyone wants to check their list. Each student should have their own list.

### *Task 2: Speaking 20 mins*

Using the lists, students will now pair up with one person playing M (Bond's boss) and the other, James.

Move one line of students along one person, so they are in a new pair.

Students should play the roles of M and Bond to discuss what happened. In a brief plenary, discuss the kind of thing you might want to know if your employee had had this experience, and what the employee might say.

Students in line 1 play M, the other line plays Bond.

Move the students along again, so they're practising interviewing a different person.

Then switch roles - so line 1 is now Bond, line 2 plays M - time for revenge (especially as M has fired Bond!). Each person should play Bond twice and M twice to give them a chance to rehearse the language. The teacher should monitor the use of language here closely - there's a chance to tailor the language you want them to use, eg (but not limited to) language of obligation/ necessity.

*Teacher plenary:* what have the students learned about Bond?

Write this in the L space. What else have they learned? Students should feedback to you. If you have noticed any great language, write it on the whiteboard. Bear in mind the next task - the language should be relevant to what the students will do next.

### *Task 3: Individual Writing 40 mins*

### *Task 3.1: 10 mins*

Students have played both Bond and M now, so the task here is to use their experience in the interviews and their list to write a report. Elicit from the students what they need to write in a report. As well as content, they will need to decide:

- a) Who is writing?
- b) Who will be reading this? How might it change if it were M or Bond for example?
- c) What form should the writing take? (eg organisation, structure, length, style of language - formal? content - pleading to keep the job?)

You could have some words or phrases on the whiteboard to help them with this.

Allow the students to decide – this could be a rich learning experience - they design the structure (they could give their structure to someone else who has to follow the instructions - up to you).

### *Task 3.2: 30 mins*

Having made these decisions, the students write their reports. You can collect these in at the end, read and use what you find in the next class.

### *Post task: 10 minutes*

Take this opportunity to focus on one or two specific language structures as necessary (depending on what has gone before and what is coming after this lesson). Check that students have written the salient points down.

### *Ideas for follow up:*

In the next class, you could work with the reports in a number of ways. You could tell the students that their reports have been 'leaked' to the newspapers, and that two journalists from the Sun and the Guardian have decided to write the story... how would they do this? You could show them two versions of any story in the papers. Then the students could work together to construct a sensationalist right wing tabloid version (the Sun) or a left slanted broadsheet article (the Guardian).