Types of Speaking Activities

- Interaction
- Transaction
- Performance
<table>
<thead>
<tr>
<th>Function</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td><em>The speakers as “people” in conversation</em></td>
</tr>
<tr>
<td>Transaction</td>
<td><em>What is “said” or “done”</em></td>
</tr>
<tr>
<td>Performance</td>
<td><em>Transmission of information</em></td>
</tr>
</tbody>
</table>
Interaction
Features of interactions

- Create social interaction
- Focus on participants and their social needs
- Interactive, requiring two-way participation
- May be casual or formal
- Reflects speakers’ identity
Examples

- Greetings
- Small talk and chit chat
- Recounting recent experiences
- Compliments
Making small talk

A  Small talk is light conversation with friends, acquaintances, or strangers. Check (✓) the topics that are appropriate for small talk.

What’s Safe for SMALL Talk?

- Children and family
- Health problems
- Salaries
- Current affairs
- Hobbies
- Sports
- Entertainment
- Marital status
- The weather

B  Group work  Imagine you are at a party. Start a conversation, keep it going for one minute, and bring it to a close. Then find a new partner and repeat.

“Hi. How’s it going?”
“Pretty good. Hey, did you see that soccer game last night?”
“I did! It’s amazing to see our team play so well.”
“I know! Hey, I should get going, but I’ll call you later.”

Useful expressions

<table>
<thead>
<tr>
<th>Conversation openers</th>
<th>Conversation closers</th>
</tr>
</thead>
<tbody>
<tr>
<td>How’s it going?</td>
<td>See you later.</td>
</tr>
<tr>
<td>Can you believe this weather? It’s awful!</td>
<td>Sorry, I’ve got to run. Talk to you soon.</td>
</tr>
<tr>
<td>That’s a great (jacket).</td>
<td>It was great to meet you.</td>
</tr>
<tr>
<td>Do you know many people here?</td>
<td>I should get going. I’ll call you later.</td>
</tr>
</tbody>
</table>
Transactions
Features of transactions

- Giving or obtaining information, or getting goods and services
- Focus on message
- Making oneself understood completely
- Grammatical accuracy may not be a priority
- Communication strategies
Information oriented:
- asking for directions
- describing how to use something
- sharing opinions and ideas
- discussing plans

Goods and services oriented:
- focus on achieving a goal or service
- checking into a hotel
- shopping
- ordering a meal
Examples

- Classroom group discussion and problem solving activities
- Discussing needed repairs to a computer with a technician
- Making a telephone call to obtain flight information
- Asking someone for directions on the street
- Ordering food from a menu in a restaurant
CONVERSATION  Could you tell me . . . ?

A  Listen and practice.

Erica: Excuse me. Could you tell me where the bank is?
Clerk: There’s one upstairs, across from the duty-free shop.
Erica: Do you know what time it opens?
Clerk: It should be open now. It opens at 8:00 A.M.
Erica: Oh, good. And can you tell me how often the buses leave for the city?
Clerk: You need to check at the transportation counter. It’s right down the hall.
Erica: OK. And just one more thing. Do you know where the rest rooms are?
Clerk: Right behind you. Do you see where that sign is?
Erica: Oh. Thanks a lot.

B  Listen to the rest of the conversation.
Check (✓) the information that Erica asks for:

- the cost of a taxi to the city
- the location of the taxi stand
- the cost of a bus to the city
- the location of a restaurant
Performances
Features of performances

- An audience
- Speaker creates a “product”
- A single speaker
  - produces longer stretches of discourse
- Recognizable “scripts”
- Speech is monitored for accuracy
- Monologue rather than dialogue
- Language more formal
  - more like written language
- Reflects organisation and sequencing
Examples

- Morning talks
- Public announcements
- Welcome speech
- Business presentation
- Class talk
- Sales presentation
- Class debate
- Lecture
A These phrases are used to tell a story. Put them in the columns below.

<table>
<thead>
<tr>
<th>I'll never forget the time ...</th>
<th>Meanwhile ...</th>
<th>To make a long story short ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The thing you have to know is ...</td>
<td>And in the end ...</td>
<td>I've got to tell you about ...</td>
</tr>
<tr>
<td>It all started when ...</td>
<td>That reminds me of when ...</td>
<td>The other thing is ...</td>
</tr>
<tr>
<td>What happened was ...</td>
<td>The next thing we knew ...</td>
<td>So finally ...</td>
</tr>
<tr>
<td>I forgot to mention that ...</td>
<td>So later on ...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Beginning a story</th>
<th>Continuing a story</th>
<th>Going back in a story</th>
<th>Ending a story</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'll never forget the time ...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Pair work Tell a story about yourself. Use these story ideas and the phrases above. Ask follow-up questions.

Story ideas

- You tried something for the first time.
- You did something really exciting.
- You forgot something important.
- You had a surprising experience.
- You met a strange person.

“I'll never forget the first time I cooked a big dinner by myself. I had always helped my mother cook, so I thought it would be easy.”

“Why were you cooking a big dinner?”

“Well, I had invited all my friends over, and ...”

C Group work Share your story with another pair of students. Then choose one of your group’s stories and tell it to the whole class.
Balance between “types” of speaking!