**Speaking Activities (Laura Brooks)**

**Whole class activity #1**

This is an opportunity for students to speak and listen to each other. I explain to students that I’m going to read something that I want them to talk about. The rule is that each student must say something. I also explain that the group is responsible for being sure that each student has an opportunity to speak. I tell them that they are to pretend that I’m not there. I read ‘Telling Lies’ p. 22 from *Discussion Strategies*. This passage is only half a page. Then I tell them to go ahead and start. I don’t give any instructions about who starts or turn taking. I let them figure that out for themselves. While the class is talking, I make notes about the order of speaking and who is speaking. I also make notes about speaking errors that I hear. I don’t let this go longer than 20 minutes. I then go over errors that I heard and see if they can correct them.

**Whole class activity #2**

This is an opportunity for the students to speak, to listen to others, and to respond to what someone else says. I tell the class that they are going to discuss a topic that I give them. I then ask what rules there should be for a good discussion and see what they come up with (ex: only one person speaking at a time, respect each other, etc.). I write the rules on the board. I explain that the first person will express their opinion and then say “What do you think, (a classmate’s name)? The 2nd person starts by saying one of 3 things written on the board: “I agree with what you said about \_\_\_\_\_ because ...” or “I don’t agree with what you said about \_\_\_\_\_\_ because ...” or “That’s interesting what you said about \_\_\_\_\_\_\_”. (I write these on the board.) Then that person can add his/her thoughts. I give them the topic – What makes a good marriage? I ask for a volunteer to go first. I help facilitate this in a variety of ways including if I think someone is getting off topic or suggesting that the speaker ask someone else what s/he thinks if I think that person is going on for too long. I also jump in with comments such as “Can you say more about that?” When everyone has had a chance to speak or it seems that enough time has passed for this activity, the activity ends. I then ask them how they feel about the activity.