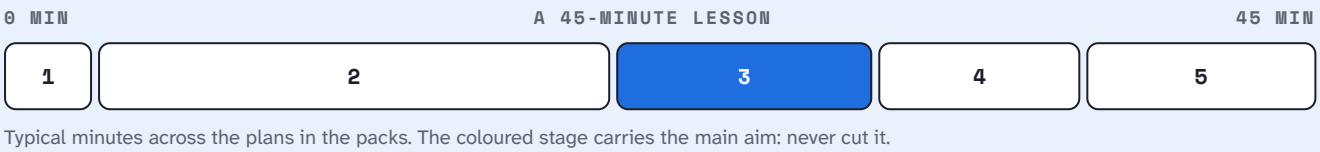
SPEAKING · LESSON FRAMEWORK

Productive Skills Speaking

Speaking lessons. The focus is on fluency and on doing a real speaking task well, with a second try that is better than the first.



Typical minutes across the plans in the packs. The coloured stage carries the main aim: never cut it.

1	**Lead in** 0-3 min	Introduce the topic and the type of speaking: a discussion, a role play, a presentation.
2	**Preparation for Speaking** 3-21 min	Give students the language and ideas they need: useful phrases, a model, time to plan. This is what makes the task go well. WATCH OUT Planning time is not wasted time. Weaker students need it most.
3	**Speaking Task** MAIN AIM 21-30 min	Students do the task in pairs or groups. Monitor quietly and write down good language and errors. WATCH OUT Don't interrupt to correct.
4	**Feedback** 30-37 min	Praise what went well, then work on a few errors and better ways of saying things.
5	**Speaking Task Repetition** 37-45 min	Students do the task again, often with a new partner, using the feedback. This is where you see the improvement.

WHAT GOOD LOOKS LIKE

The second attempt is noticeably better than the first: longer turns, the target phrases, fewer of the errors you fed back.

COMMON PITFALL

Cutting the repetition stage, so students never use the feedback.

HARRY'S TIP

The repetition stage is the one teachers cut when time is short. Cut from the lead in instead: students improve most on the second try.