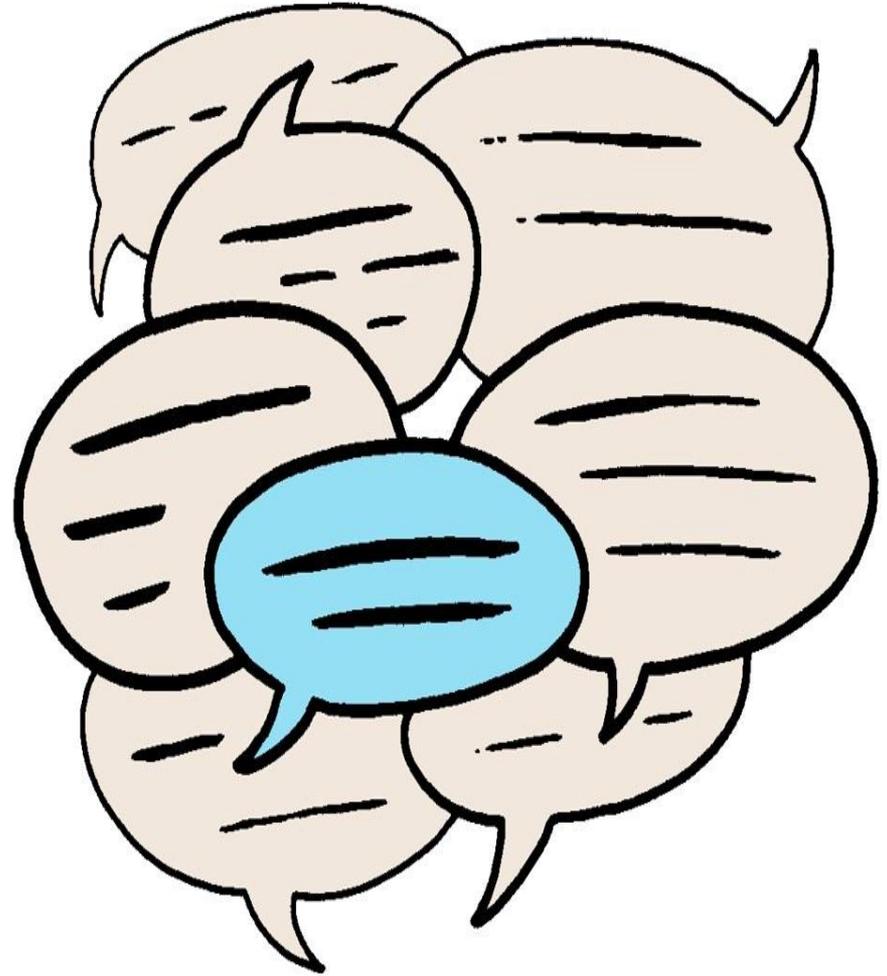


Speaking Activity:
Dialogues for
'Eating Out'

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Exposure of a Variety of Tools

Technological Tools

- [COCA](#)
- [Forvo](#)
- [Youglish](#)
- [Merriam Webster Dictionary](#)
- [Whatsapp](#) on mobile phones
- [Google Docs](#)

Several tools used to:

- Expose teachers to a variety of technology tools
- avoid monotony

Language Resources as Content Input

- [Common features of spoken discourse](#)
- [A Glossary of spoken language](#)
- [American English Speaking Resources: Dialogs for Everyday Use](#)
- [Choosing a Good Restaurant](#)
- [Agreeing and Disagreeing](#)
- [Making a Reservation](#)
- [ESOL Courses](#)

Speaking Activity: Creating and Presenting Dialogues

4 hours

Audience: Inservice English Teachers

Level: Intermediate to Advance

Task Description: Participants work together to **create and present informal dialogues.**

Objectives: By the end of this workshop, participants will be able to

- use situationally appropriate language while speaking
- Speak naturally with proper Intonation
- Write dialogues for language teaching
- Understand use of dialogue as integral to speaking practice
- Make authentic activities for their students
- Understand importance of task based activities and using prompts for ideas
- Use technology and Internet resources for making classroom material
- Get some experiential learning and understand what may work and what may not work in their contexts.

Group work

General Instructions

- Each group to have 6-7 participants
- Groups may have two or more **subgroups**
- **Subtasks** to be done by **subgroups** to save time
- Internal dynamics to be decided by the group members
- Groups to ensure speaking opportunity for all
- Teacher to move from one group to the other to observe and assist
- Appropriate body language for dialogue presentation
- Each group must give feedback to the presenters

Activity at a glance

4 hours

Tasks	Task Title	Task Focus	Time
Pre-activity Reading 1. Common features of spoken discourse 2. A Glossary of spoken language 3. Dialogs for Everyday Use			30 minutes
Task 1	Proposing to Eat Out	Agreeing/Disagreeing	40 minutes
Presentations by all groups			30 minutes
Task 2	Making a Reservation	Requesting	35 minutes
Presentations by all groups			30 minutes
Task 3	Deciding What to Eat	Framing wh-Questions/ Answers	45 minutes
Presentations by all groups			30 minutes
Collective oral feedback and incorporation of relevant suggestions			
Note: The dialogues prepared as Homework will be exchanged with other groups to be presented by them in the next speaking class.			

Task 1 Dialogue: Proposing to Eat Out

Approximately 40 Minutes

Scenario: The group members discuss whether to eat at home, order at home, to eat out. The dialogue should include:

- Whether they should eat out, order food at home or cook at home
- Name of restaurant
- Ambience of restaurant

Instructions:

- Step 1: [Read and Listen](#) (Subgroup 1) and [Read and Listen](#) (Subgroup 2) 2-3 minutes
- Step 2: Predict the words to be used for the dialogue. 3-4 minutes (Whole group)
- Step 3: Search [YouGlish](#) for pronunciation and write observations. 5-6 minutes (Subgroup 1)
- Step 3: Consult [COCA](#) for context and note down observations. (Subgroup 2)
- Step 4: Create 2-3 minutes dialogue 8-10 minutes (Whole group)
- Step 5: **Rehearse the dialogue for presentation with proper stress and intonation to make a group presentation.** 10-15 minutes (Whole group)

Task 2 Dialogue: Making a Reservation

Approximately 35 Minutes

Scenario: The group members have decided to eat out and they want to reserve a table in a restaurant. The dialogue should include:

- a. Proposing to make a reservation
- b. Whether they should make a reservation through an app or telephonically
- c. Deciding to do it telephonically as the app server is down
- d. Telephone call to the restaurant by one of the members

Instructions:

Step1: [Read and Listen](#)

3-4 minutes (Subgroup 1)

Step2: Predict the words that may be used for the dialogue.

3-4 minutes (Subgroup 2)

Step 3: Search [Merriam-Webster](#) Dictionary for pronunciation and meaning

3-4 minutes (Subgroup 2)

Step 4: Use the words predicted to create 2-3 minute dialogue.

8-10 minutes (whole group)

Step 5: Rehearse the dialogue for presentation with proper stress and intonation to make a group presentation.

10 minutes (whole group)

Task 3: Deciding What to Eat

Approximately 40 Minutes

Scenario: The group members are already the restaurant and are discussing what food they want to eat.

The dialogue should include the following prompts:

- Which cuisine,
- What to eat
- How much quantity to be ordered

Instructions:

Step 1: [Read](#)

2-3 Minutes (Subgroup 1)

Step 2, 3 and 4: {Name 3 different cuisines you like. Take notes of all the cuisines named. Select 3 cuisines that have been named most frequently. Share with other subgroup(s)}.

5 minutes (Subgroup 2)

Step 5: Brainstorm 3 words under each cuisine category and make a list.

4-5 minutes. (Whole group)

Step 6: Check the words in the list in [Forvo](#) for pronunciation.

4-5 minutes (Subgroup 1)

Step 7, Frame wh- Questions/ Answers for dialogue using the listed words.

4-5 minutes (Subgroup 2)

Step 8: Create a dialogue of 2-3 minutes using the Wh- questions

5 minutes (Whole group)

Step 9: Rehearse the dialogue for presentation with proper stress and intonation to make a group presentation.

10-15 minutes (Whole)

Homework

- **Task:** Writing a dialogue on Google docs (Collaborative Work) for presentation
- **Topic:** Our favourite -- Film, Food, Song, Actor
- **Tools:** **Google docs** and **Whatsapp group** of 6 participants and **email** and **American English Speaking Resources: Dialogs for Everyday Use**
- **Procedure**

Step	Task Instructions	Time (mins)	Tool	Channel
1	Create a Whatsapp Group	1	Whatsapp	Messages
2	Group Admin to share an *Internet resource	1	Whatsapp	Document share
3	Group Admin gives 30 minutes to everyone to read and come online on Whatsapp			
4	Deciding the topic	2-3	Whatsapp	Messages
5	Deciding the specific food/actor,etc.	2-3	Whatsapp	messages
6	Group members share their emails	1	Whatsapp	Messages
7	Create a google doc	1	Google Docs	
8	Send editing link to group members	3-4	email	
9	Discussing the points comments and suggestions	15	Google Docs	comments and suggestions
10	Creating a dialogue	30	Google Docs	comments and suggestions

Expected Learning Outcomes

- Participants will be able to
 - Teach speaking in authentic situations
 - Internalize the pedagogy of teaching through activities
 - Understand autonomy through technology
 - Use technological resources
 - COCA
 - Forvo
 - Youglish
 - Merriam Webster Dictionary, among others
 - Understand the speaking process
 - Replicate the same activities in their classes