

Need some company (teacher's notes)

1. Warm-up 5 mins

Aims: to break the ice and foster a safe environment for learning.

Procedure: Introduce the topic. Ask students if they like spending time alone and why / why not. Details are not important at this point.

2. Would you agree? (Activity 1) 5 mins

Aims: to generate interest in the topic and revise the vocabulary.

Procedure: Students should split the collocations, idioms and phrasal verbs into three categories: those related to being alone and those related to being with other people or both and explain why they think so. Check the understanding, ask definitions.

Possible answers:

associated with being alone:

a loner

to go it alone

to cope with solitude

to plough a lonely furrow

associated with being with other people:

chip in (if it's chip in something - to interrupt conversation, if it's "chip smth in" - to give some money when several people are giving money to pay for something together)

come out of your shell

exchange banter

to get on like a house on fire (people like each other very much and become friends very quickly)

both:

chill out (you can relax with friends or alone)

to make someone's day (some person can make your day or something different, for example some event)

to be down in the mouth (you can be down in the mouth because of other people or because you feel lonely)

to be bummed out (making people sad, shocked, upset)

3. Discuss the questions (Activity 2) 10 mins

Aims: to develop speaking for fluency.

Procedure: If you work in a group, allow students some time to think before they answer. Then maintain a discussion between all members of the group. Ask if the participants agree with previous speakers. If a group is too big, let students discuss their answers in pairs.

If you work one-to-one, comment on your student's answers and express your opinion.

Key: student(s)' own answers.

4. Discussion (Activity 3) 10 mins

Aims: to provide speaking practice.

Procedure: If you work in a group, allow students some time to think before they answer. Then maintain a discussion between all members of the group. Ask if the participants agree with previous speakers. If a group is too big, let students discuss their answers in pairs.

If you work one-to-one, comment on your student's answers and express your opinion.

Key:
student(s)' own answers.

5 Debates. (Activity 4) 15 mins

Aims: to provide students with practice of monologue speaking.

Procedure: Introduce the role play to the students - a debate. Tell the students that the debate will start in 10 minutes. But first they must prepare. Put them all into two groups and give the task. Students discuss why some people fear being alone and some enjoy it. Encourage to use useful language. After 10 minutes conduct the debates with the whole group.

If you work one-to-one, let the student choose the side, be his / her opponent.

6. Sum up 5 mins

Put errors on the board or whiteboard and let student(s) correct them.

Summarise the lesson and tell students what results they have achieved (Now you can ... After our speaking lesson you will be able to....)

Ask them if they have any questions.