

Just a moment

Teacher's notes

Aim

To practise a) answering spontaneous questions while staying focussed on a subject and b) interrupting a speaker

What

Conversational phrases, postponing answers and interrupting politely

Interaction

Teamwork

1:1

Take it in turns with the student to speak and interrupt each other

When to use

With or any time after task 8 on page 79

What you need

One set of cards per group

Preparation

Copy and cut up the cards on the following page.

Here's how

- Ask the class to tell you phrases a) a speaker can use to postpone answering a question to continue speaking and b) phrases for interrupting a speaker politely to ask a question. These phrases may include the following examples:
 - I'll come to that later ... / Can I get back to you on that ... / If it's OK, I'd like to focus on this first ...*
 - Sorry but ... / Just a moment ... / Can I just ask ... / Could you tell me ... / Excuse me for interrupting but ...*
- Divide the class into small groups (ideally 4–5 students). Give each group a set of cards and ask them to put the pile face down on their desk. One group member picks up a card, reads what it says and prepares to describe or speak about it for four minutes. If the speaker gets a question he/she feels is too personal, he/she doesn't have to answer but he/she should ideally think of a way to avoid the question diplomatically. If the students pick up a card with a subject that they feel they can't say anything about, they can pass and pick up a new card.
- While one person is speaking, the other members of the group should try to interrupt as often as possible, naturally using a polite phrase, and ask a relevant question.
- Give speakers about a minute to think before they start speaking.

Example: Lina picks up the card with *A business trip you made to another country and how you felt it went.*

Lina: In March 2012 I went to Singapore.
 Zohre: Sorry, how long did you go for?
 Lina: I went for six months.
 Jonathan: And how did your husband feel about that?
 Lina: I'll tell you more about that later if there is time. As I was saying ...
- After four minutes, stop the conversations and start a new round. Change the speakers after each strip.
- When each group member has had at least one go, ask the groups to share their experiences of asking and answering questions with the class. What advice can they give for answering questions during presentations?

EXTENSION

When in future lessons students deliver presentations to the class, the other class members again think of as many questions as possible but this time save them until the presenters have finished their talks and then choose a couple to ask.

Just a moment

A business trip you made to another country and how you felt about it	The quickest way to travel from your home to your workplace	The last presentation or training session you attended and what you learnt	A time you took part in a team-building exercise and how you felt about it
What motivates you most to work where you are now	How to negotiate the price of a second-hand car	The first thing you try to do when you start work in the morning	A company you are loyal to as a customer/client and why
A businessman/businesswoman you would like to be like and why	The most useful tool in your workplace and why	The website you find most useful in your workplace and why	Your ideal working conditions
A place you would like to visit on a busman's holiday *	Something you need to do before this week finishes	A wise thing somebody said that you often tell other people	The best way to spend a Friday afternoon



* busman's holiday (BE) = a holiday during which you do the same or something very similar to your normal work