Preparing to Speak

Edmund Dudley
Speaking English
What are your students good at?

• Speaking English in class?
• Speaking English in exams?
Exam components

Speaking tasks:  

1. Picture description  
2. Individual long turn  
3. Role-play

What students need:  

→ vocabulary  
→ ideas  
→ communication strategies

Which part is the most difficult? Why?
Activating vocabulary
Graphic organisers

Mind maps

chocolate
- types
  - dark
  - milk
  - white
- bars
- with caramel
- with nuts
- with raisins
- baking
- drinks
- milkshake
- cocoa
- hot chocolate
- cookies
- cake
- brownies

FACtFILES
Chocolate
Janet Hardy-Bould

Professional Development
Activating vocabulary
Graphic organisers

Mind maps

8.1 Travel and transport

1 Complete the mind map with the words below. Some of the words can be used more than once.

nouns aisle cabin captain carriage driver flight attendant luggage rack overhead lockers platform runway tracks ticket inspector turbulence verbs arrive board disembark land set sail take off

plane cabin transport ship train
Activating vocabulary
Graphic organisers

Spidergram

Venn Diagram
Getting ideas

Brainstorm

Extend answers

Generalise

MATURITA TASK – Speaking Part 2

You will be asked to talk about young people's lifestyles. Consider the following issues:

- diet (both food and drink)
- exercise
- entertainment
- suggested changes.

5 questions
Getting better at speaking exam tasks

From this

To this
Describing a picture
Getting feedback from students

• What is useful feedback?
• What isn’t useful?
• What should you do while you are listening?

→ constructive comments
→ negativity
→ use criteria
Role play
Prompt cards

• What is usually written on the students’ role-cards?
• Give students a situation: they write the role cards and exam instructions

Organising a party
Your group has decided to have a party. Discuss and decide:
Role-play
Creating tasks

Create instructions ➔

SIMULATION – organizing a party
Your group has decided to have a party. Discuss and decide:
- whose house it will be at;
- how many people can come;
- what time it will start and finish;
- what music there will be;
- which day it will be;
- who you will invite;
- what there will be to drink and eat;
- what to do about the neighbours.

3 Students write a list of useful expressions for the situation or roles. For the simulation above, for example:
How about ...? Why don’t we ...?
What if we ...? Do you think we should ...?
I think we’d better ... I’d rather ...
They could also suggest vocabulary, such as guests, host, snacks, loud, chat, dance, complain.

Get ready to ➔ speak
Individual long turn
Managing an extended monologue

‘Some people say that we need to build more roads. Others believe that more roads just lead to more traffic. We’d like to know what you think about this issue.’

What would you say?
Individual long turn
Consider both sides

<table>
<thead>
<tr>
<th>more roads</th>
<th>advantages</th>
<th>disadvantages</th>
</tr>
</thead>
</table>

‘Some people say that we need to build more roads. Others believe that more roads just lead to more traffic. We’d like to know what you think about this issue.’
‘Some people say that we need to build more roads. Others believe that more roads just lead to more traffic. We’d like to know what you think about this issue.’
It was raining so Mrs Tailor put on her coat. The children were waiting by the door. She kissed them and set off for the station. While she was waiting for the train, she noticed a handbag under a bench.
Making sense of grammar
Explanations that make sense

02 Talking about the past
Past simple and past continuous

It was raining so Mrs Tailor put on her coat. The children were waiting by the door. She kissed them and set off for the station. While she was waiting for the train, she noticed a handbag under a bench.

We use the **past simple** to give the actions in a story, and we use the **past continuous** to give background information about the situation:

*It was raining so Mrs Tailor put on her coat. The children were waiting by the door. She kissed them and set off for the station. While she was waiting for the train, she noticed a handbag under a bench.*
Practising grammar
Contextualised exercises

ED  Where ____________________ (you, be) when the tsunami disaster
              ____________________ (happen)?

AMY  I ____________________ (lie) in bed because I ____________________ (have)
      flu. I ____________________ (watch) an old film on television, although I
      ____________________ (not, enjoy) it very much because I ____________________
      (not, think) it was very good. Then suddenly they ____________________
      (interrupt) the programme to give the news.

Answer key

02 Talking about the past

A  
16  were you  20  was watching
17  happened  21  wasn’t enjoying
18  was lying  22  didn’t think
19  had  23  interrupted
02 Talking about the past

Can you remember what was happening and what you and your friends or family were doing when you heard about the attack on the Twin Towers in New York on 11 September 2001? Say or write three things, using the past continuous, and starting with ‘When I heard about the attack, I was …’
Quote unquote
What do they have in common?

‘Equality is a lie – women are better.’
(Anonymous)

‘A woman without a man is like a fish without a bicycle.’
(Attributed to Gloria Steinem)

‘An accountant is a man who is hired to explain that you didn’t make the money you did.’
(Anonymous)

‘The happiest time of anyone’s life is just after the first divorce.’
(John Kenneth Galbraith)

‘I always pass on good advice. It is the only thing to do with it. It is never any use to oneself.’
(Oscar Wilde)

‘A diplomat is a person who can tell you to go to hell in such a way that you actually look forward to the trip.’
(Caskie Stinnett)
About the language
Through the language

SECTION 11 articles: a/an and the

GRAMMAR SUMMARY

A/An shows that we are talking about one person or thing. We often use a/an:

- in descriptions
  She's a kind woman. He's got an interesting face.

- when we say what something is, or what somebody's job is.
  This is an earring. She's a farmer.

The usually means 'You know which one(s) I'm talking about:

Can I use the bathroom? (The hearer knows that this means 'your bathroom')

Nouns used without articles often have a special meaning.

I'm interested in birds. (This means 'all birds'.)

Most Western European languages have articles. So, if you speak (for example) French, German, Spanish or Greek, you will not have too many problems with a/an and the: they are used mostly in the same way as your articles. There are a few differences: see pages 156, 157, 160, 162, 163. If you speak a non-Western-European language (for example Russian, Polish, Arabic, Chinese, Japanese), you may find articles more difficult. In that case, study all of this Section.
Freer practice

Contexts that make you think

Complete these sentences in any way you like.

There’s a/an ........................................ in my pocket/handbag.
In my town, there’s a big .........................................
If you see a/an ........................................ you’ll have good/bad luck.
I recently bought a/an .........................................
I’ve got a beautiful .........................................
If I look out of the window I can see a/an .........................................
I was once bitten by a/an .........................................
Yesterday I ate a/an .........................................
For my last birthday, ........................................ gave me a/an .........................................
My ........................................ is married to a/an .........................................
Open your mouth to laugh…
…and get something to chew on

**Mixed article uses.** Complete the quotations with *a, an, the* or – (= no article).

1. When I was born, I was so surprised that I couldn’t talk for .............. year and .............. half. (Gracie Allen)
2. California is .............. great place – if you happen to be .............. orange. (F Allen)
3. Never put anything on .............. paper, my boy, and never trust .............. man with .............. small black moustache. (P G Wodehouse)
4. .............. dog is .............. only thing on earth that loves you more than you love yourself. (Josh Billings)
5. .............. Americans like .............. fat books and .............. thin women. (Russell Baker)
6. .............. actor’s .............. guy who, if you ain’t talking about him, ain’t listening. (Attributed to Marlon Brando)
Developing skills and awareness
Find the balance

language teaching

exam practice
Preparing to Speak

Edmund Dudley