
Preparing to Speak

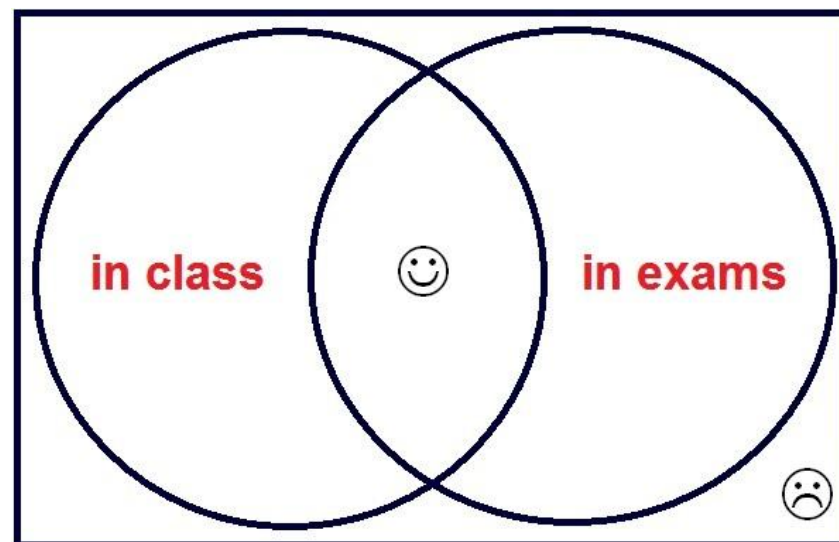
Edmund Dudley



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:

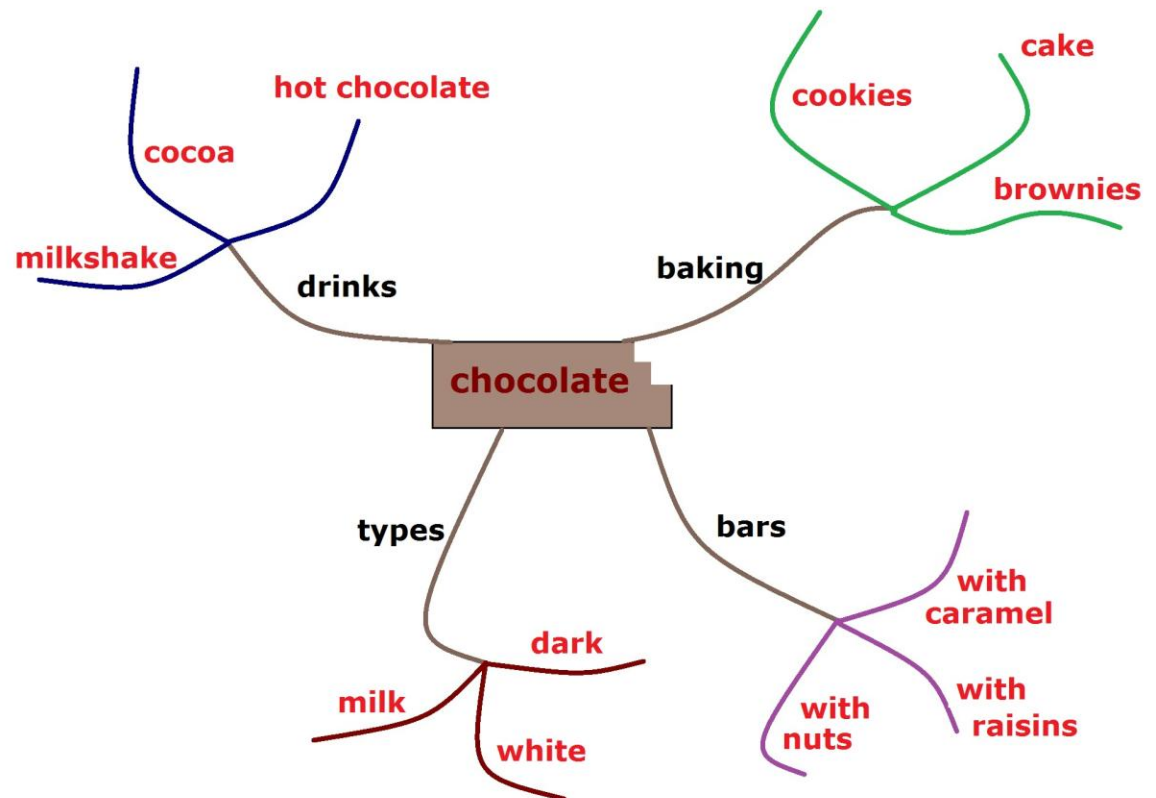
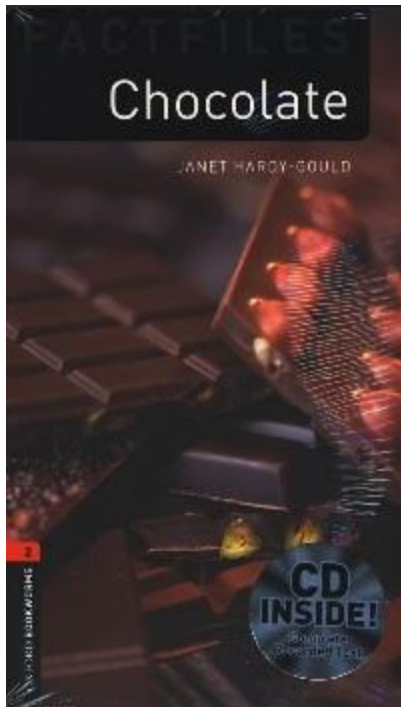
- vocabulary
- ideas
- communication strategies

Which part is the most difficult? Why?

Activating vocabulary

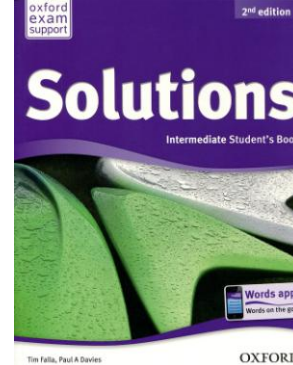
Graphic organisers

Mind maps



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

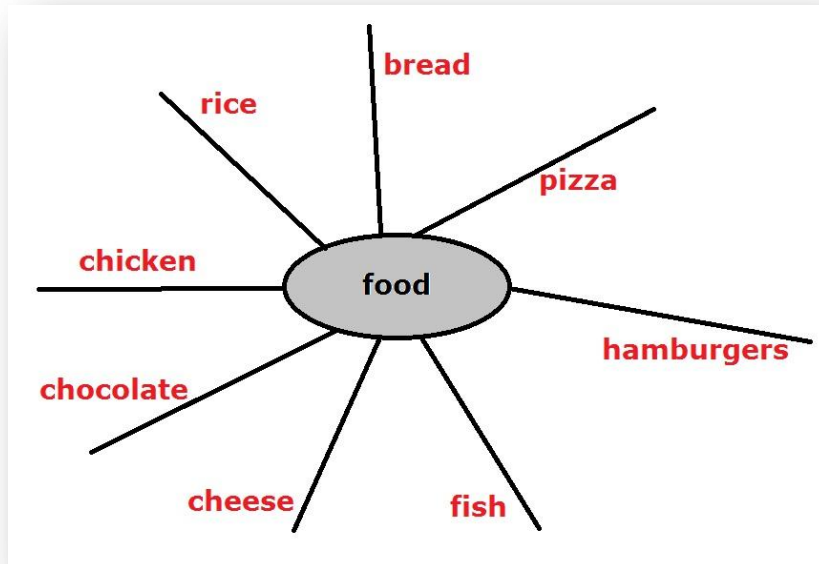
verbs arrive board disembark land set sail take off

```
graph LR; transport((transport)) --- plane((plane)); transport --- train((train)); transport --- ship((ship)); plane --- plane_lines[ ]; train --- train_lines[ ]; ship --- ship_lines[ ]
```

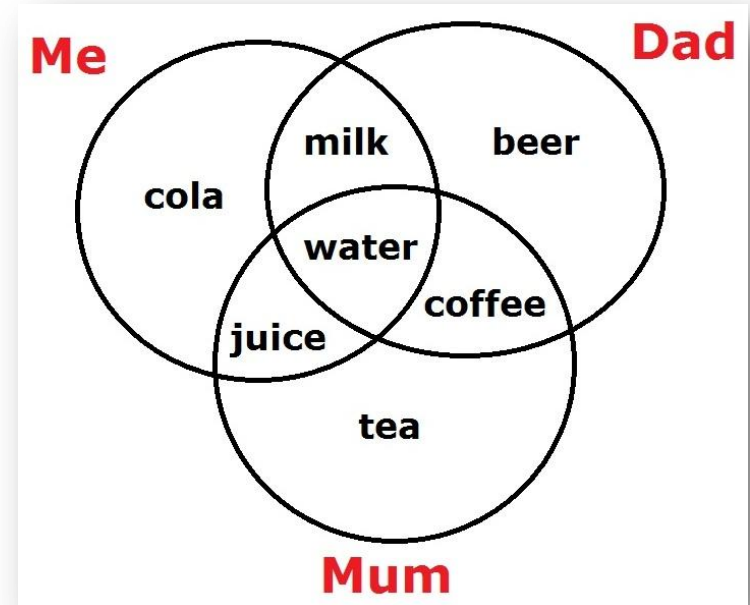
Activating vocabulary

Graphic organisers

Spidergram



Venn Diagram



Getting ideas



MATURITA TASK – Speaking Part 2

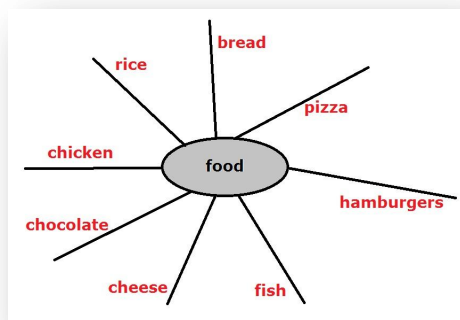
You will be asked to talk about young people's lifestyles.
Consider the following issues:

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

Brainstorm

Extend answers

Generalise



Getting better at speaking exam tasks

From this



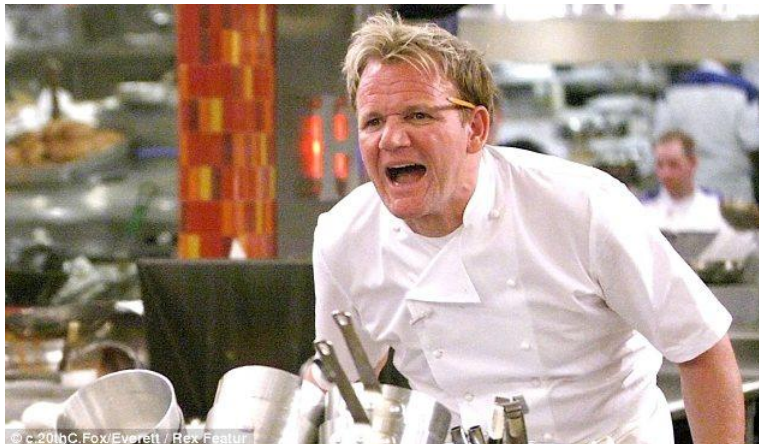
To this



Describing a picture

Getting feedback from students

- What is useful feedback?
- What isn't useful?
- What should you do while you are listening?

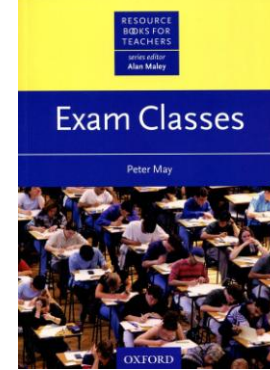


- constructive comments
- negativity
- use criteria



Role play

Prompt cards



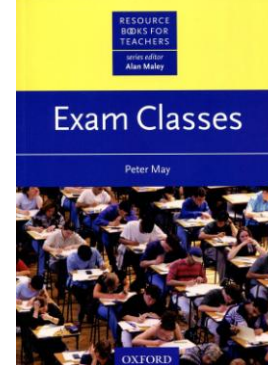
- What is usually written on the students' role-cards?
- Give students a situation: they write the role cards and exam instructions

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 ...?

What if we ...?

I think we'd better ...

Why don't we ...?

Do you think we should ...?

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

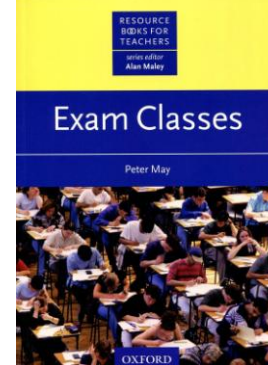
Consider both sides

‘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.’

more roads	
<i>advantages</i>	<i>disadvantages</i>

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.’

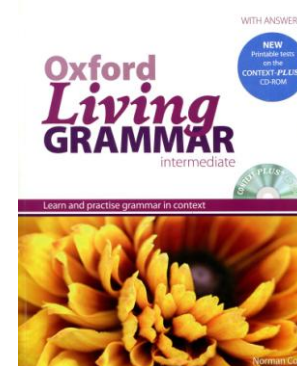
In my opinion, ...
I’m convinced that ...
It seems to me ...
To tell the truth ...
As I see it, ...
I really believe that ...
What I mean is ...
Let me put it another way ...
It may seem a bit, ... but ...

Personally, I think ...
I reckon ...
To my mind ...
My own feeling is ...
The thing that ... me is ...
As far as I’m concerned ...
Why not look at it this way ...
The point I’m trying to make is ...
There’s no need to worry about that, ...

It was raining so Mrs Taylor 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



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02 Talking about the past

Past simple and past continuous

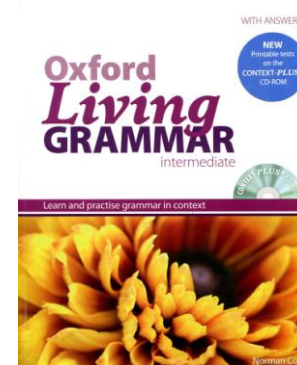
It was raining so Mrs Taylor put on her coat. The children were waiting by the door. She kissed them and set off for the station. While she was waiting for the train, she noticed a handbag under a bench.

- 3 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 Taylor 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



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ED Where¹⁶ (you, be) when the tsunami disaster
.....¹⁷ (happen)?

AMY I¹⁸ (lie) in bed because I¹⁹ (have)
flu. I²⁰ (watch) an old film on television, although I
.....²¹ (not, enjoy) it very much because I²²
(not, think) it was very good. Then suddenly they²³
(interrupt) the programme to give the news.

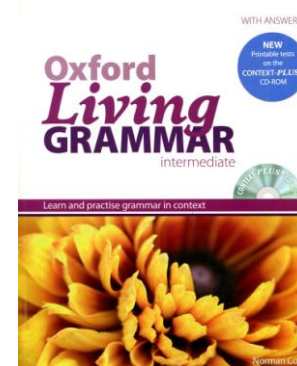
Answer key

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

Personalising grammar

Engaging activities



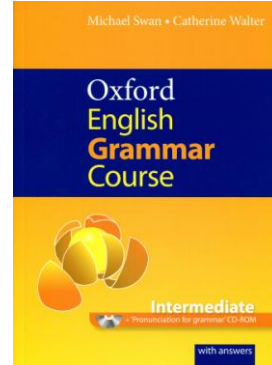
02 Talking about the past

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)

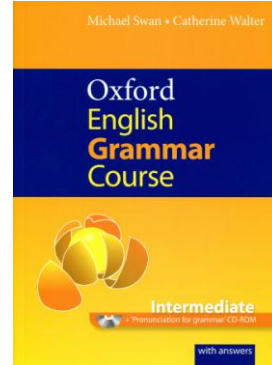
'The happiest time of anyone's life is
just after the first divorce.'
(John Kenneth Galbraith)

'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.

articles: *a/an* and *the*

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'Writing about art is like dancing about architecture.'
(Anonymous)

'An optimist is someone who thinks the future is uncertain.'
(Anonymous)

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

'Treat a work of art like a prince: let it speak to you first.'
(Attributed to Arthur Schopenhauer)

'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.'
(Cassie Stinnett)

'The happiest time of anyone's life is just after the first divorce.'
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'Equality is a lie – women are better.'
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(Anonymous)

ARTICLES: *A/AN* AND *THE* 155

articles: *a/an* and *the*



Freer practice

Contexts that make you think

2 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

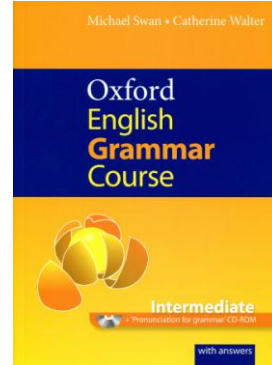
I was once bitten by a/an

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



2 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

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language
teaching

exam
practice



Preparing to Speak

Edmund Dudley