

Open books open minds



mm publications



Developing the speaking and writing skills in Traveller

Often we have learners completing English courses who at the end of the year, still cannot manage to speak with confidence or cannot deal with writing tasks given in exams. How can we aid our students?

Practical ideas and tips will be given in order to confront situations like these.

English Essay
"What I did Last Summer"



I played ball, and
I went to camp.



ONE, TWO, THREE, FOUR, FIVE,
SIX, SEVEN, EIGHT...



NINE HUNDRED AND NINETY-
TWO WORDS TO GO!



Squire



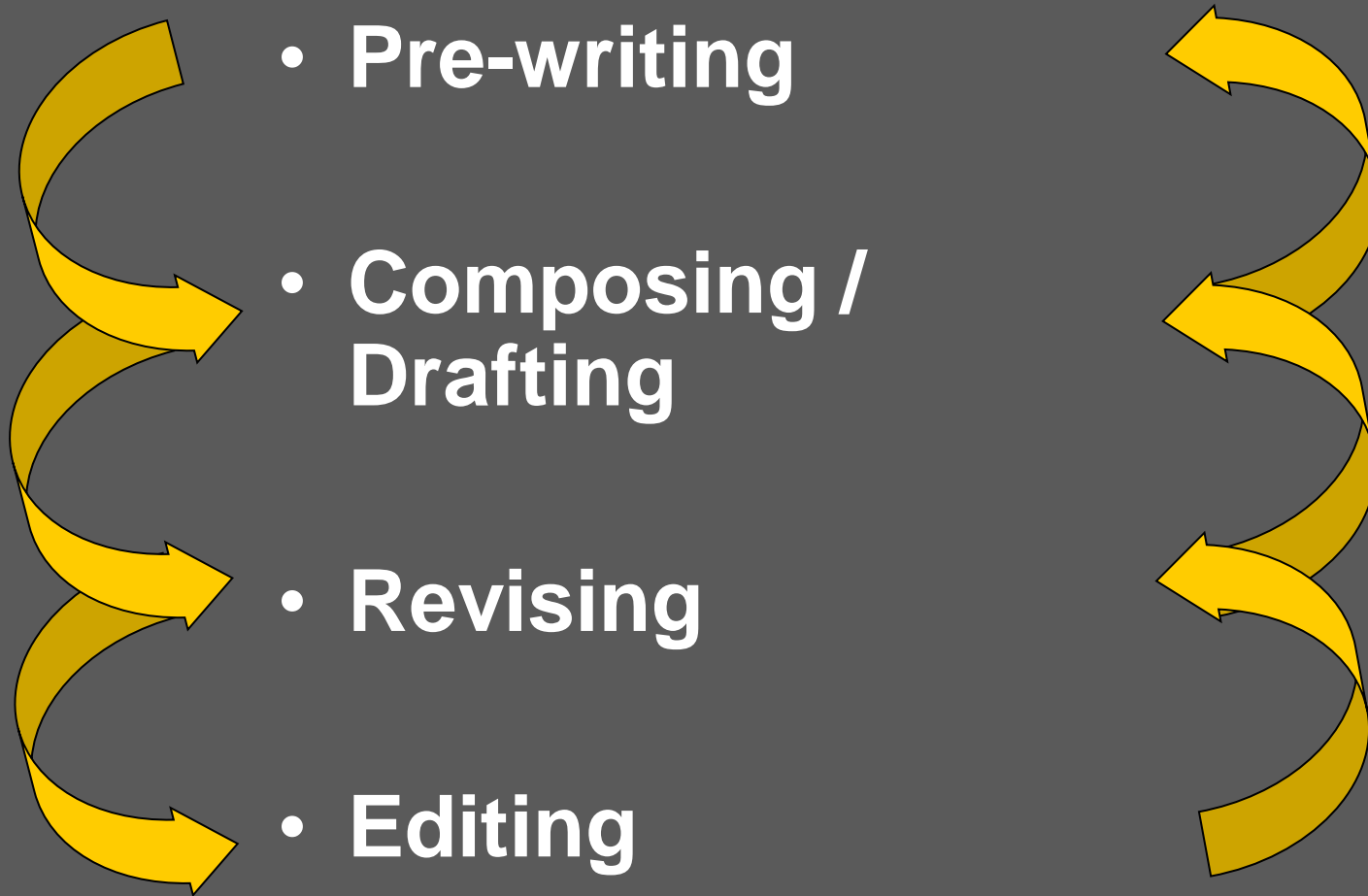
**Process
and
Product**

Stages of the writing process

- **Pre-writing** (generating ideas, collecting data, planning)
- **Composing / Drafting**
- **Revising** (reorganising / shifting emphasis / focusing)
- **Editing** (checking grammar, lexis, punctuation, layout)

(adapted from Tribble 1997)

Stages of the writing process



(adapted from Tribble 1997)

English Essay
"What I did Last Summer"



I played ball, and
I went to camp.



ONE, TWO, THREE, FOUR, FIVE,
SIX, SEVEN, EIGHT...



NINE HUNDRED AND NINETY-
TWO WORDS TO GO!

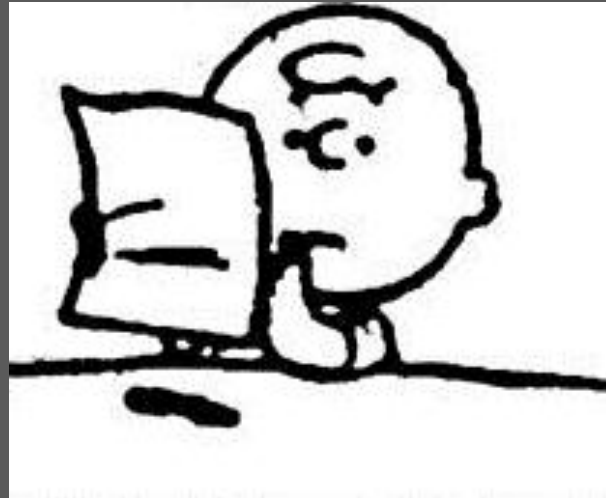


Squire

I don't know what to write.

I don't know how to write about this in English.

I can't write so many words.



Content

Language

Meeting the demands of the task

What writers need to know

- Writing process knowledge
- Content knowledge
- Context knowledge
- Language system knowledge

(adapted from Tribble 1997)

Content knowledge

Concepts involved in subject area

- **Collecting data**
- **Input**

Techniques for generating ideas

- **Brainstorming**
- **Mind mapping**
- **Quickwriting or Freewriting**

Brainstorming

My best friend Tom

Appearance

tall and thin, short, brown hair and green eyes

Character

friendly, funny, clever, helpful

Clothes

jeans, T-shirts

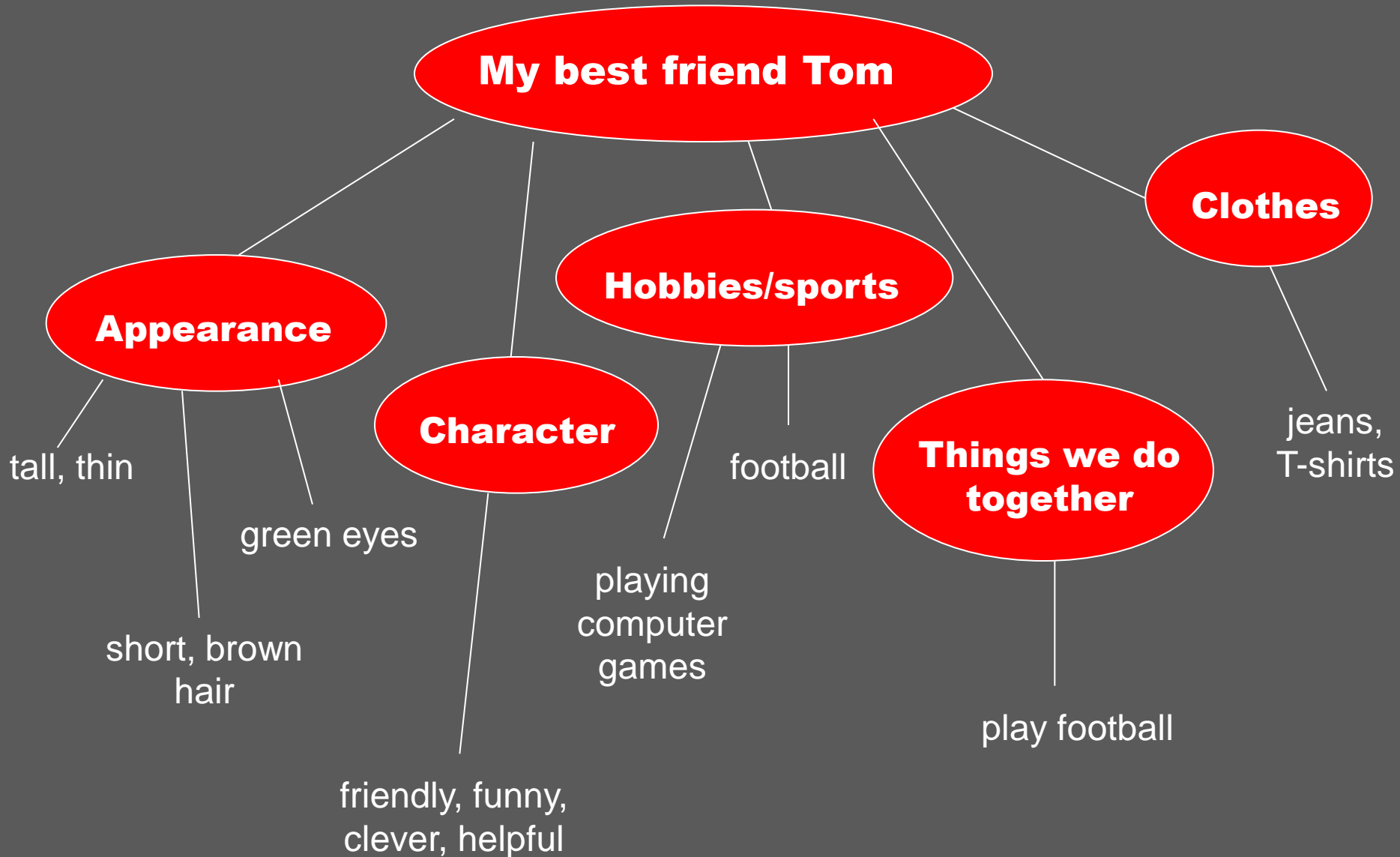
Hobbies/sports

playing computer games, football

Things we do together

play football

Mind mapping



Quickwriting or freewriting

Tell Ss to write whatever comes to their mind related to the topic without stopping or paying attention to spelling, grammar or punctuation

Tom's tall, thin. Has short brown hair, green eyes. Wears jeans and T-shirts. Loves computer games. I really like him. We play football.

Context knowledge

- **Purpose**
- **Audience**
- **Writing Conventions**
(style, register, text organisation)



**Genre
analysis**

Sample text and Tip

WRITING A DESCRIPTION OF A PLACE / BUILDING


A. Discuss.

- What places or landmarks attract visitors in your country? What is special about them?
- If you had the opportunity to visit a famous landmark, which would you choose? Why?

B. Read the description of Bran Castle below. Is it a place you would like to visit? Why / Why not?

DRACULA'S CASTLE

If you travel deep into the Carpathian mountains to the heart of Romania, you will find the legendary Transylvania. In this mysterious place, you will see an ancient castle on top of a hill; this is Bran Castle.



With its four impressive towers, the castle was originally used as a fortress to protect the inhabitants from enemy armies. It is now a museum where visitors can see art and furniture collected by the Queen of Romania, Marie, who lived there for many years. At the bottom of the hill, in an open-air museum park, there are examples of traditional peasant homes.

One of the people associated with the castle was Prince Vlad III, who was famous for his unbelievable cruelty. Many people believe that the character of Count Dracula is based on him, and that is why the castle is commonly known as Dracula's Castle. This has given the castle a spooky reputation.

Bran Castle offers visitors an exciting glimpse into Romanian history. In addition, its link with the legend of Dracula makes it an attractive tourist destination. A trip to this impressive castle is definitely worth the time.

C. Each of the following phrases corresponds to one of the paragraphs in the description. Write the numbers 1-4 in the boxes.

In this paragraph the writer:

- says why the place is worth visiting and makes a general comment about it.
- says what makes the place special and describes the atmosphere.
- mentions the important features of the place and what you can see and do there.
- says where the place is and gives general information about it.

D. Find words/phrases in the text which mean:

- having many stories told about it (para 1) _____
- a well-protected place that is difficult for enemies to enter (para 2) _____
- a poor person who earns a living from the land (para 2) _____
- connected to (para 3) _____
- known for its frightening atmosphere (para 3) _____
- a place where someone is going to (para 4) _____

E. When you are writing a description of a place, follow the outline below.

OPENING PARAGRAPH

- Give some general information about the place.

MAIN PART (2 paragraphs)

- Describe the place, the atmosphere and its special features.
- Say what there is to see and do there.

CONCLUSION

- Summarise your points.
- Make a general comment or say how you feel about the place.

WRITING TASK

Write a description of a famous landmark or building in your country using the outline above (100-150 words).

TIP

When you are writing a description of a place:

- write about a place you are familiar with, for example one you have been to.
- use the Present Simple to describe the place and the Past Simple to talk about its history.
- write about the most important and interesting features of the place.
- don't include unimportant details in your description.
- use a variety of adjectives to make your description more vivid.

Sample Texts

Awareness-raising activities

Tip

WRITING AN INFORMAL LETTER GIVING NEWS

A. Discuss.

- What kind of changes to someone's life does moving to another city involve?

B. Alice has recently moved to Bristol and has written a letter to her friend Mandy. Read the letter and answer the question below.

Why is Alice writing to Mandy?

- a. to give Mandy information about Bristol
- b. to tell Mandy about her life in Bristol
- c. to explain what the job of teaching involves

Dear Mandy,

Sorry for not getting in touch sooner, but I've been really busy settling into my flat and getting used to my new job. I hope all of you back in Manchester are OK.

Bristol is a beautiful city and I've got a really nice flat with a lovely balcony. It's quite near my job, too. You should come and visit me soon; there are lots of things to do here and I'm sure we'll have lots of fun. Why don't you try to come next weekend?

I like my new job a lot. The school I teach at is in a nice, modern building and the rest of the staff are very friendly and helpful. But teaching is hard work, believe me! I've been correcting essays all weekend and I still haven't finished them all.

Well, that's all for now. I really must get back to my essays. Say hello to everyone for me and keep in touch, OK?

Love,
Alice

C. Read the letter again and answer the following questions.

In which paragraph does Alice:

- a. give information about the school she works at?
- b. give a reason to end her letter?
- c. describe what her colleagues are like?
- d. tell about where she lives?
- e. make an invitation?
- f. apologise for something and express a wish?
- g. refer to entertainment?

D. When writing an informal letter giving news, follow the outline below.

GREETING

- Use an appropriate greeting (*Dear...*, *Hello...*).

OPENING PARAGRAPH

- Use set phrases to begin your letter and say why you're writing (*I hope you are fine*, *It was nice to hear from you*, etc.).

MAIN PART (1 or 2 paragraphs)

- Give your main news.
- Continue with more news.

CLOSING PARAGRAPH


- Give a reason for ending your letter.
- Use set phrases to end your letter (*Well, that's all for now*, *Waiting for your letter*, etc.).

SIGNING OFF

- Use a signature ending (*Yours*, *Love*, etc.) and write your first name below that.

WRITING TASK

A friend of yours has recently moved away to another city. Write a letter to him/her with all your news.



TIP

When you are writing an informal letter, use:

- ▶ informal language.
- ▶ short forms (e.g. *I'm*, *didn't*).
- ▶ exclamations (e.g. *It was great!*).
- ▶ direct questions (e.g. *What are you up to?*).
- ▶ expressions (e.g. *well*, *of course*, *anyway*, *actually*, *you know*, *you see*).

For the layout of informal letters and set phrases you can use, see Appendix 1.

Sample Text

Appropriate layout
Appropriate register

3b writing

WRITING A LETTER OF APPLICATION

A. Discuss.

- Have you ever had a job before? If yes, how did you get it?
- How do people apply for jobs they see advertised in newspapers?

B. Read the advertisement and the letter of application below. Do you think that David is suitable for the job? Why / Why not?

**PART-TIME WAITER
REQUIRED FOR
RESTAURANT**



Applicants must:

- have experience working in a restaurant
- have knowledge of either French, Spanish or German
- be available from June till end of August
- have a friendly personality

We offer:

- pleasant working conditions
- a competitive salary
- a uniform
- training

Apply in writing to:
The Manager
The Plum Restaurant
4 Parkway Street, Torquay TQ3 5RQ

David Ainsley
26 Barbara Street
Torquay TQ2 6PQ
22 April 2008

The Manager
The Plum Restaurant
4 Parkway Street
Torquay TQ3 5RQ

Dear Sir/Madam,

I am writing to apply for the position of waiter as advertised in the 'Evening News' on the 20th of April.

I am an eighteen-year-old student in my final year of school. I believe I am suitable for this position because I have previous experience of working in a busy restaurant. Last summer I worked at Vincent's Italian restaurant and, before that, I worked as a cashier at a fast food restaurant.

In addition, I am fluent in French and I have a good knowledge of German. I consider myself to be a reliable person. I am always punctual and I realise the importance of being friendly and polite to customers. As I finish school in May and I will not start university until the beginning of October, I am available for the months you require.

I have enclosed a copy of my curriculum vitae for your review. I hope my application will be taken into consideration. I look forward to hearing from you.

Yours faithfully,
David Ainsley
David Ainsley

C. Read the following sentences. Tick the sentences that apply to the letter above.

The writer:

- a. begins his letter with a set phrase.
- b. uses informal language.
- c. explains why he is suitable for the job.
- d. gives examples of what he does at the weekends.
- e. describes his qualifications and experience.
- f. states his age.
- g. explains what his drawbacks are.
- h. uses set phrases to end his letter.

D. Read the letter again and find the formal words/expressions that correspond to the more informal meanings given below.

- a. job (para 1) _____
- b. the right person (para 2) _____
- c. I think I am (para 3) _____
- d. on time (para 3) _____
- e. free (para 3) _____
- f. I have included (para 4) _____
- g. for you to examine (para 4) _____
- h. will be thought about (para 4) _____

Planning and organisation

F. When you are writing a letter of application, follow the outline below.

GREETING

- Use a formal greeting, not first names (Dear Sir/Madam, Dear Mr, Ms, Mrs, Miss + surname).

OPENING PARAGRAPH

Use set phrases to:

- state the position you are applying for.
- say where/when you saw the job advertised.

MAIN PART (2-3 PARAGRAPHS)

- State your age.
- Describe your qualifications and experience.
- State your present/previous job.
- List any interests/hobbies you have that are relevant to the job advertised.
- Explain why you think you are suitable for the job advertised.

CLOSING PARAGRAPH

Use set phrases to:

- say whether you have enclosed a CV or a reference.
- say that you hope your application will be taken into consideration.

SIGNING OFF

- Use a formal signature ending (*Yours faithfully* – when you don't know the name of the person you are writing to. *Yours sincerely* – when you know the name of the person you are writing to.) Sign underneath and print your full name below your signature.

TIP

When you are writing a letter of application:

- begin and end your letter with appropriate expressions.
- use formal language and write in a confident manner.
- do not use short forms or abbreviations.
- identify the qualities required for the job (as stated in the advertisement) and explain why you consider yourself suitable for the job.
- don't state drawbacks.

Language system knowledge

- **Grammar:** e.g. narrative tenses, linkers
- **Vocabulary:** e.g. formal / informal language

Language system knowledge

- narrative tenses
- time linkers
- adverbs and adverbial phrases

2b writing

WRITING A STORY

1. DISCUSS

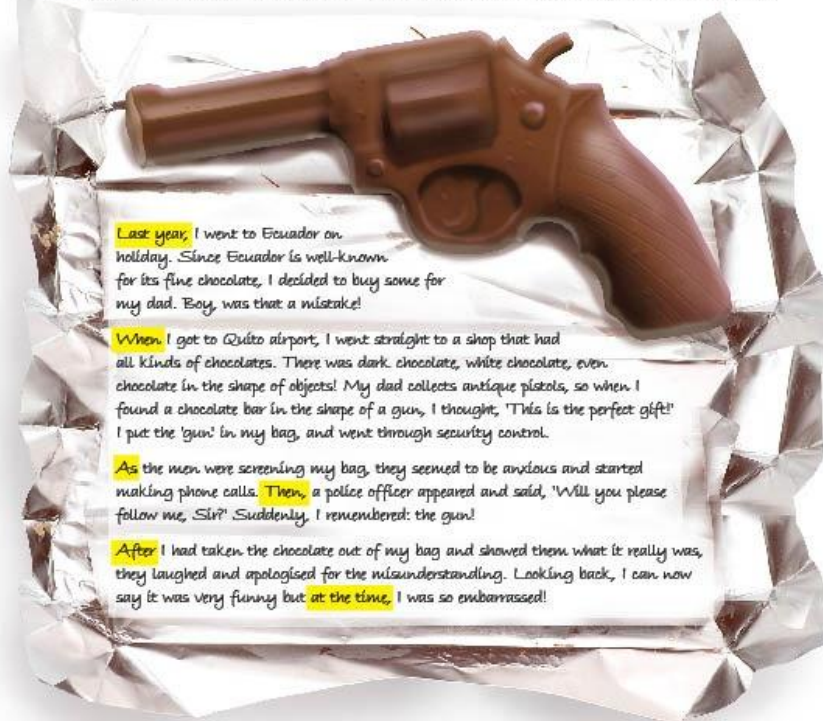
Have you ever been in an embarrassing situation? What happened? How did you feel?

2. FOCUS ON TASK COMPLETION, STYLE AND ORGANISATION

Read the rubric and the story below. Then, answer the questions 1-5.

The English Club of your school/college has organised a short story competition and you have decided to enter. The competition rules say that the story must end with the following words:

Looking back, I can now say it was very funny but at the time, I was so embarrassed!



Last year, I went to Ecuador on holiday. Since Ecuador is well-known for its fine chocolate, I decided to buy some for my dad. Boy, was that a mistake!

When I got to Quito airport, I went straight to a shop that had all kinds of chocolates. There was dark chocolate, white chocolate, even chocolate in the shape of objects! My dad collects antique pistols, so when I found a chocolate bar in the shape of a gun, I thought, 'This is the perfect gift!' I put the 'gun' in my bag, and went through security control.

As the men were screening my bag, they seemed to be anxious and started making phone calls. Then, a police officer appeared and said, 'Will you please follow me, Sir?' Suddenly, I remembered: the gun!

After I had taken the chocolate out of my bag and showed them what it really was, they laughed and apologised for the misunderstanding. Looking back, I can now say it was very funny but at the time, I was so embarrassed!

1. Why was the writer embarrassed? Do you think the situation was funny?
2. Has the writer changed the prompt sentence used at the end of the story?
3. In which paragraph does the writer mention where and when the story took place?
4. Does the writer use formal or informal language?
5. What tenses does the writer mainly use in the story?

Language system knowledge

- narrative tenses
- time linkers
- adverbs and adverbial phrases

3. FOCUS ON TIME LINKERS

A. Complete the rules below with the highlighted words in the story on page 36.

- Use _____, before, _____, until, till, as soon as and by the time to link two past actions, one of which happened earlier than the other.
- Use while and _____ with the Past Progressive to link two past actions which were happening at the same time or to introduce the 'longer' of the two actions.
- Use time words/phrases such as yesterday, last night, _____, after that, _____, next, _____, just then, etc. to indicate when something happened.

B. Expand the notes below into full sentences. Use the appropriate past tenses and the time linkers given.

- we / arrive / we / go / straight / hotel (as soon as)

- Kate / have / big / breakfast / she / go sightseeing (then)

- Bob / take / pictures / monuments / guide / tell / tourists / about / history / city (while)

- I / walk / square / stranger / approach / and / ask / some money (as)

- Alice / get / station / train / already / leave (by the time)



4. WRITING TASK

A. Read the rubric below and complete the outline for the story.

An international travel magazine is organizing a short story competition and you have decided to take part. The competition rules say that the story must end with the following words:

It was a holiday I will never forget.

INTRODUCTION

When did you go on the holiday?

Where did you go?

Who did you go with?

How did you feel at the time?

MAIN PART

What were you expecting the holiday to be like?

What was it like? / What happened?

What did you (and the others) do?

How did you (and the others) feel?

CONCLUSION

What was the outcome of the events?

How did you (and the others) feel at the time?

How do you (and the others) feel about the events now?

TIP

When writing a story remember that:

- ▶ you should try to keep the plot of the story fairly simple.
- ▶ the story should continue from or end with the prompt sentence.
- ▶ the story should be organised in paragraphs, have an interesting introduction and an appropriate ending.
- ▶ you should use informal or consistently neutral language.
- ▶ you should use past (narrative) tenses.
- ▶ you should use linking words (to indicate the sequence of events, chronological order, etc.).
- ▶ you should try to create an appropriate atmosphere by using direct speech, very short sentences, questions, exclamations and vivid vocabulary.

B. Now write the story (120-180 words).

For linking words/phrases and other words/phrases that you can use, see Appendix I.

The writing process

- Stages of the writing process
- Content knowledge
- Context knowledge (genre analysis)
- Language system knowledge
- Integration of skills

Integration of skills

SPEAKING

Read the blurbs from five different novels and talk about what you would and wouldn't like about each of them. Then decide which two books you would definitely be interested in reading and why.

- What would/wouldn't you like about each of the following books?
- Which two books would you definitely be interested in reading?



Harry Potter and the Prisoner of Azkaban – J.K. Rowling
(Fantasy)

In this third book of the Harry Potter series, Harry finds out that a wizard named Sirius Black has escaped from prison and is going to try to kill him. As the book progresses, Harry learns new magical skills and makes a surprising discovery.



The Shadow of the Wind – Carlos Ruiz Zafón
(Mystery/Thriller)

Set in Barcelona, this is the story of a young boy called Daniel Sempere, who is taken to the Cemetery of Forgotten Books and allowed to choose a book to keep. Daniel starts a search to find out more about the mysterious writer of the novel he has chosen and why his books were destroyed over the years. As Daniel grows older, his interest in the author leads to him gaining enemies and he soon realises that in trying to save the author's work, Daniel is saving himself.



Autumn Lover – Elizabeth Lowell
(Romance)

The beautiful Elyssa Sutton returns to her ranch after the Civil War is over. However, a gang of men want to take her horses and ranch away from her. Can the handsome ranch foreman Hunter Maxwell protect her?



The Story of my Life – Helen Keller
(Autobiography)

The book tells the story of a little girl who lost both her hearing and sight at a very young age. With the help of her teacher, Anne Sullivan, she learnt to communicate with the outside world.



A Brief History of Time – Stephen Hawking
(Science)

If you've always wanted to understand how the universe started but were afraid you'd get lost in a very technical book, then read Hawking's book. The author has the ability to explain very complicated ideas in simple, everyday English.

fascinating exciting page turner
(un)original gripping dull

I would prefer to read... because...
I don't think I'd like... as I'm not really into...
I think... would be fascinating to read because...
I would definitely read... because...

8b writing

WRITING A BOOK REVIEW

A. Discuss.

- How do you choose books to read or give as gifts?
- Do you ever read book reviews in newspapers or magazines? Why / Why not?

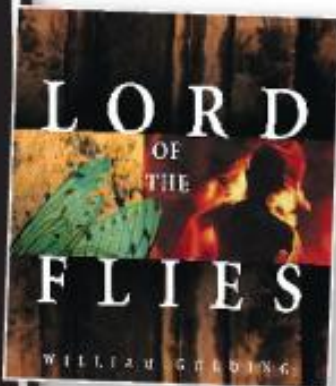
B. Read the review of the novel *Lord of the Flies*. Is this a book you would be interested in reading? Why / Why not?

William Golding's timeless novel, *Lord of the Flies* was first published in 1954. It shows what happens when the basic principles of civilisation collapse, and a fight for power breaks out.

The story takes place during WWII, and begins when a small aeroplane carrying young British schoolboys is shot down over an uninhabited island in the Pacific Ocean. Many of the boys survive the crash and are stranded on the island. However, none of the adults on the aeroplane survive. The boys set about electing a leader, organising a hunt for food and learning how to survive on their own.

Lord of the Flies is a book well-known for its use of symbolism. Each boy in the story symbolises some aspect of human nature: politeness and order, cruelty, scientific intelligence and moral goodness. Many objects in the story symbolise a greater idea or concept, too. A conch shell, for instance, becomes the symbol of order and democratic power. When the shell is destroyed, order and civilisation are lost on the island, and savagery breaks out.

Golding's powerful tale of the internal battles between right and wrong gives readers an understanding of the dark side of society. There is no question why this is one of the most popular books in English literature classes today.



C. Read the review again and answer the questions below.

In which paragraph does the writer:

- tell us where the story takes place?
- give his/her overall impression of the novel?
- tell us who the author of the novel is?
- comment on the significance of symbolism in the novel?
- present the plot of the story?
- refer to certain qualities of the characters?
- comment on what makes the novel so popular?

D. Read the review again and find words/phrases which mean the following:

- not affected by the passing of time (para. 1) _____
- a place where no people live (para. 2) _____
- to be in a place that you can't leave (para. 2) _____
- a general idea about something (para. 3) _____
- cruel and violent behaviour (para. 3) _____
- existing or happening inside a person, object or place (para. 4) _____

E. Read the table below with phrases/expressions you can use in a book review and then complete the book review on *The No 1 Ladies' Detective Agency* with words from the box.

| | |
|-------------------|---|
| Introduction/Plot | This book is a best seller / timeless novel. The book is written by ... The book is set / takes place ... It is a novel / a classic / an adventure story / a mystery, etc. It came out in ... It was published in/by ... The book tells the story of ... The main character is ... |
| Comments | This book is badly/well written. The opening chapters are so appealing that you want to keep on reading. The book contains detailed/vivid descriptions of the characters. The book is very descriptive and informative. The book is well-known for ... |
| Conclusion | You will find it hard to put down. It is (not) worth reading. If you haven't read it, make sure you get a copy. There is no question why ... |

adventures descriptions characters
bestselling hard to put down published
novel detective story informative
appeals to all ages written by because
well written

The No 1 Ladies' Detective Agency

The No 1 Ladies' Detective Agency is the

- (1) _____ book (2) _____ the author Alexander McCall Smith. The book was first (3) _____ in 1999 and it still remains hugely popular with readers around the world.

It tells of the (4) _____ of Precious Ramotswa, Botswana's only female detective. Ramotswa is the (5) _____ of the (6) _____ who goes about solving all kinds of problems. With the help of her eager secretary and her loyal friend Mr J.L.B. Mafeni, owner of the Spedy Motors garage, she helps bring justice to those that do wrong to others.

The No 1 Ladies' Detective Agency is not a conventional (7) _____. It is a lighthearted glimpse into life in Botswana. The book is (8) _____ and (9) _____ as well. It is full of vivid (10) _____ of both the (11) _____ in the book and the country of Botswana.

This is a book that (12) _____ and is so enjoyable that you will find it (13) _____.

F. When you are writing a book review follow the outline below.

INTRODUCTION

- Give some general information about the book (title, author, what type of book it is, what it is about).

MAIN PART (2-3 paragraphs)

- Give a brief summary of the plot.
- Comment on significant aspects of the book (style of writing, symbolism, etc).

CONCLUSION

- State your opinion.
- Make a recommendation.

WRITING TASK

Your English teacher has asked you to write a review of a book you have read recently for the English Club magazine. Write the review describing the book and saying whether you would recommend it or not (100-150 words).

TIP

When you are writing a book review:

- mention the main events in the book in one paragraph; give a general idea of the plot and don't include too many details about it.
- do not give away the ending of the story; include comments on other aspects of the book in another paragraph.
- justify your opinion by referring to specific aspects of the book.
- pay attention to tenses. Use the Present Simple to describe the plot.

Ways to Respond to Written Work

- Correcting errors

She buy a new bicycle yesterday. Bought

- Coding errors

S – spelling

P - punctuation

T – tense

A – article

WW – wrong word

WO – word order

Λ – something missing

Ways to Respond to Written Work

- Indication of number of errors

12 spelling mistakes!

- Commenting on form and content

*You have not finished your letter with an appropriate closing phrase and ending.
For example: I look forward to hearing from you. / Yours faithfully,*

Ways to Respond to Written Work

- Making text specific comments

Try to link your sentences / ideas using appropriate linking words. For example: I did my homework. Then I watched TV. > After doing my homework, I watched TV.

- Asking questions

What does 'it' refer to in this sentence?

- Praising

Good work! / I particularly like your conclusion! / The plot is well developed and your story has a good pace.

Outside the classroom

- Encourage students to read in English (and in their native language) as much as possible as the more they read, the better writers they become.

Building up the speaking skills

Read the statements below. Are they True or False?

| | True | False |
|--|--------------------------|--------------------------|
| <ul style="list-style-type: none">You can learn to speak a foreign language just by memorizing words and learning grammar. | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none">The speaking skills cannot be developed in large classes. | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none">A noisy class is a sign of bad discipline. | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none">The main speaking production should take place towards the end of the lesson. | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none">Students find the speaking activities stressful when they don't know the necessary language. | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none">Students benefit more when talking in pairs rather than to the teacher. | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none">It is a good idea to circulate the class when students are speaking in pairs or in groups. | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none">It is important to correct students while they're speaking because that's how they learn. | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none">In order for the speaking activity to be considered successful, students should be producing 100% correct English. | <input type="checkbox"/> | <input type="checkbox"/> |

Think of your classes

- How much time do you spend on **writing**?
- How much time do you spend on **reading**?
- How much time do you spend on **listening**?
- How much time do you spend on **speaking**?

What are the aims of speaking skills?

COMMUNICATIVE EFFICIENCY



Paul Hello Leo!
Leo Hi Paul! What's up?
Paul Not much. How's it going?
Leo Great!

To enable learners to cope with basic interactive skills, e.g. greetings, thanks, apologies, expressing needs, requesting information or services.



Louise Hello, Sally. What are you up to?
Sally Louise! Is that you! What happened?
You... You look so different! What have
you done?
Louise I had a complete makeover done. Do
you like it?
Sally Of course, you look absolutely gorgeous!

To enable learners to express themselves in the target language and manage a conversation in English.

**What can we do
to achieve these aims?**



The learners should be in a position where they are required to communicate for a purpose.

3c

STUDENT A

A. Imagine that you work at the Seasons Hotel. Look at the information below and answer Student B's questions.



Seasons Hotel

Prices per night:
 Single room (sleeps 1) \$37.99
 Double room (sleeps 2) \$105.99
 All rooms have air conditioning & shower
 Breakfast served 7:30 - 9:30

Extra information

- swimming pool
- business center
- Wi-Fi connection

Seasons Hotel, how can I help you?

I'd like some information about your hotel.

Certainly.

First of all, could you tell me how much...?

...

Also, can you tell me...

B. Imagine that you want to stay at the Palm Motel. Student B works there. Use the prompts to ask for information.

- how much / cost / per night?
- what extra facilities / motel / offer
- where / be / motel located

Student A

The speaking tasks should provide learners with communicative needs.

3c

STUDENT B

A. Imagine that you want to stay at the Seasons Hotel. Student A works there. Use the prompts to ask for information.

- how much / room / cost?
- what time / breakfast?
- what / extra facilities / hotel / offer?

Seasons Hotel, how can I help you?

I'd like some information about your hotel.

Certainly.

First of all, could you tell me how much...?

...

Also, can you tell me...

B. Imagine that you work at the Palm Motel. Look at the information below and answer Student A's questions.



Palm Motel

Rooms:
 Single: \$16.00
 Double: \$20.00
 (Price includes breakfast)

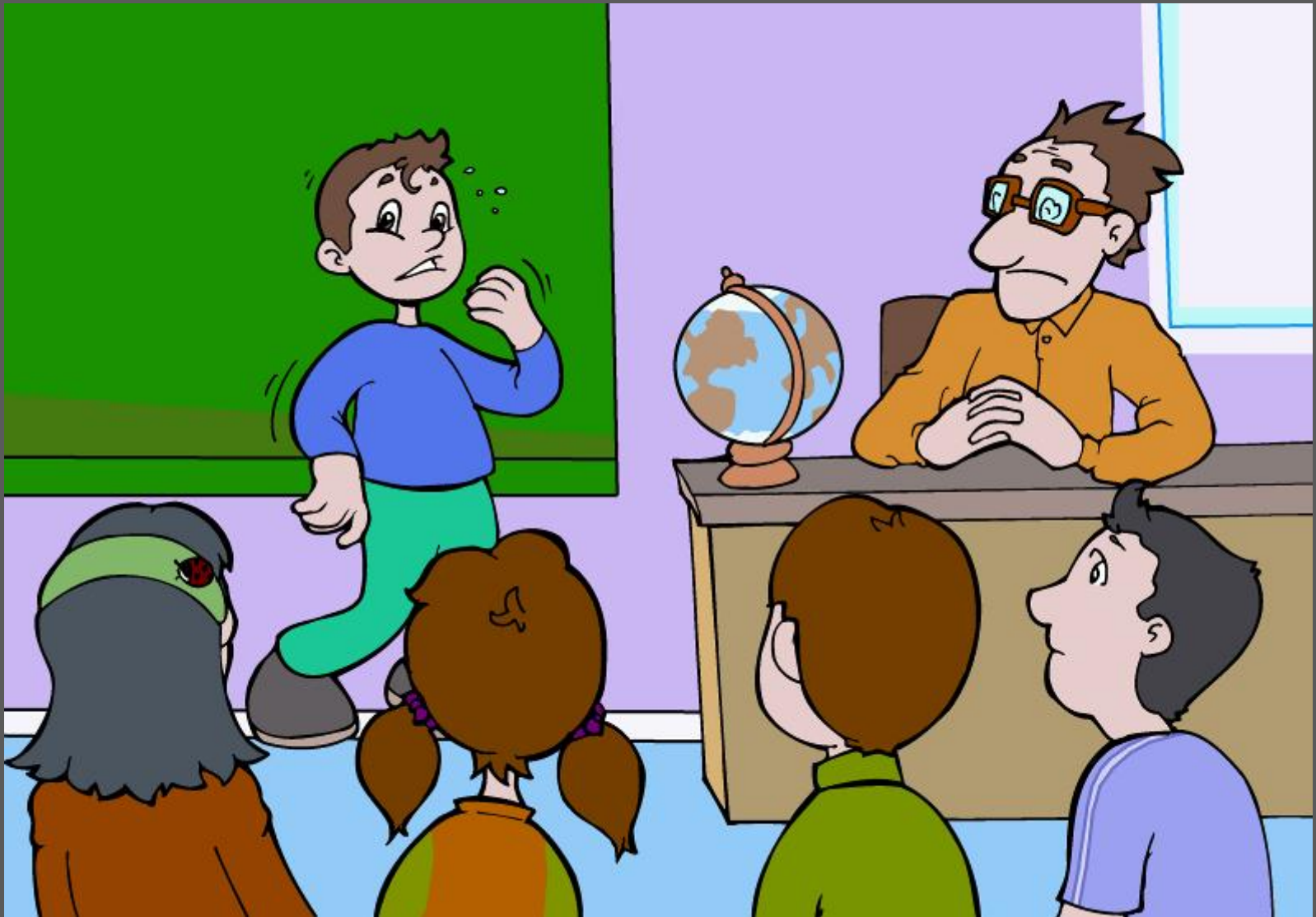
Extra information

- conveniently located off I-76
- big TV
- Wi-Fi connection
- Guest laundry

Student B

In what kind of situations do you find it stressful to speak?

In what kind of situations do you feel more comfortable?



The learners should be in a position of minimal communicative stress.

**Which situations lessen
communicative stress?**



The learner is in a familiar environment.

The learner acts out dialogues first to become familiar with speaking.

4a listening & reading

A. Discuss.

- What do you know about global warming?
- What will happen if the Earth's temperature continues to rise?
- Do you think there are any advantages to global warming?

B. Listen to the dialogue. What advantages to global warming does Josh mention?



Josh You know, I don't see what the fuss is all about. Personally, I hate cold weather. Global warming means I can go swimming all year round, so **for all I care** let it get warmer and warmer.

Richard Are you totally insane, Josh? Haven't you understood a word of what scientists have been saying? If the temperature keeps rising, the polar ice caps will melt. As a result, sea levels will rise causing massive flooding. And, yes, you will be able to go swimming all year round - in your back garden!

Josh Nonsense! **So what?** Some towns that are miles away from the sea will become beach resorts. Isn't that wonderful? You see, your problem is that you keep focusing on the disadvantages. If you weren't so negative, you would be able to see all the advantages of global warming.

Richard What advantages?

Josh Well, **for starters**, if the weather gets even warmer, we will save a lot of money on winter clothes. No more hats, boots and heavy coats. I could wear my T-shirts every day and show off my big muscles!

Richard Don't you understand that people who live in southern regions would suffer from extreme heat?

Josh I don't see what the big deal is. If it gets too hot for people living in the South, they will simply go to the North to cool off. I mean, we've been going South for years to get warm.

Richard Yes but...

Josh Don't interrupt me. Now, if the polar ice caps were smaller in size, it would be easier to dig for oil in the Arctic, which would mean cheaper petrol for us. Think about how much more often we could use our cars! We could go for nice long drives in the countryside!

Richard **I give up!** Josh, you are a **hopeless case!**

C. Read the dialogue and answer the questions below.

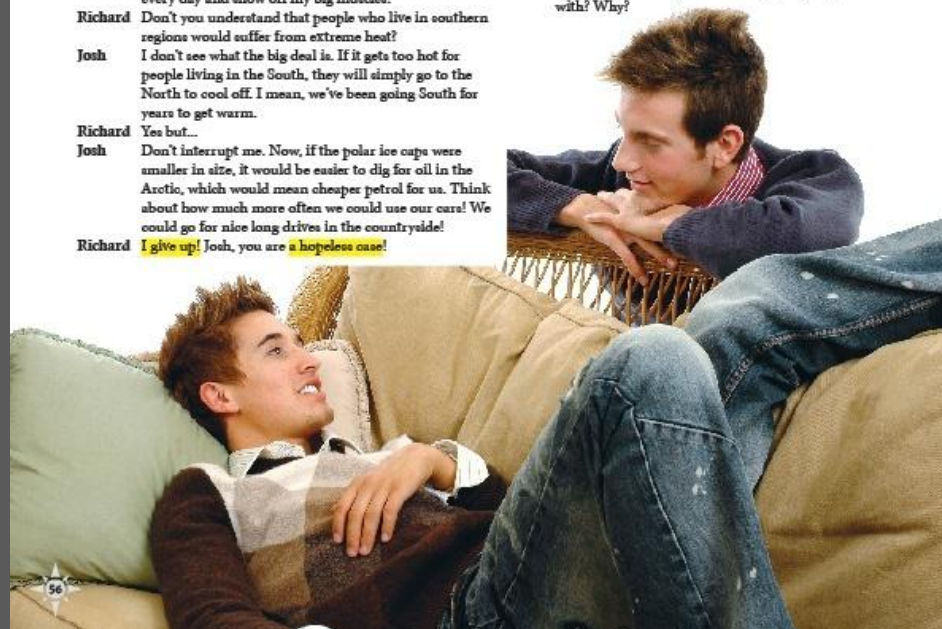
1. What does Richard mean when he tells Josh that he will be able to swim in his back garden?
2. How does Richard see things according to Josh?
3. How would Josh save money if the Earth's temperature rose?
4. How will people living in southern regions deal with extreme heat according to Josh?
5. What does Josh say could happen to the price of petrol if global warming continued?

D. Look at the expressions highlighted in the dialogue and decide when each of them is used.

1. when something is not important _____
2. when someone is not worried _____
3. when there is no possibility of changing someone _____
4. when someone mentions the first point in a list _____
5. when someone can't do something and stops trying _____

E. Discuss.

- Whose opinion of global warming do you agree with? Why?



SPEAKING

Talk in pairs. Imagine that you and your partner are in New York City and have enough time to visit only one of the two landmarks, the Empire State Building or The Statue of Liberty. Decide which one to visit using the information you have and some of the words and expressions given below.

Empire State Building

- built in the early 1930s
- 102 floors
- can see neighbouring states from Observatory
- \$20 to go to the top
- open 7 days a week
- 8am-2am



Statue of Liberty

- gift of friendship from France
- on Liberty Island
- view of NYC and the harbour from observation deck
- \$12 to go to Liberty Island and Ellis Island
- can visit the Ellis Island Immigration Museum
- open daily 9-5



huge spectacular/magnificent/breathtaking views
exciting impressive attractive historic
long queues crowded get seasick

I think we should go to... because...
I disagree. I think we would enjoy going to... more...
because...

If we go to... we can see/enjoy...

The learner is doing pair work with a peer rather than talking to the teacher in front of the whole class.



The learners work in groups and cooperate.

SPEAKING

Talk in groups. Look at the pictures and discuss the following questions. You can use some of the words/phrases in the box.

- Do you consider these people to be heroes? Why / Why not?
- In your opinion, are they rewarded for what they do?
- How do you think they feel?
- Would you like to be in their shoes? Why / Why not?
- Can you think of any other everyday heroes?

| | |
|-------------|-----------|
| courageous | risk |
| pressure | danger |
| responsible | career |
| rescue | deal with |
| unselfish | rewarding |
| patient | stress |



The learners should be presented with situations they can relate to.

SPEAKING

Discuss.

- What are the main problems faced by young people and their families today? What kind of support or help is available for these problems?
- Would you ever call a telephone helpline for a problem you had? Who would you turn to for help with a problem? Why?



5d

STUDENT A

A. Look at the information about Anthony Quinn and answer Student B's questions.



Name: Anthony Quinn
 Born (when, where): in _____, in Mexico
 Career: actor, painter, writer
 Successful movies: *La Strada* (_____)
 The Guns of Navarone (1961)
 Lawrence of Arabia (_____)
 Zorba the Greek (1964)
 Awards: 2 Oscars (1952 and 1956)
 Number of children: _____
 Died (when, where): in 2001, in _____

B. Ask Student B questions about Anthony Quinn and complete the missing information. Use the prompts given in the box.

- When / born?
- When / star in /...?
- How many children / have?
- Where / die?

Information-gap activities

Student A

- The speakers have equal knowledge of the language.
- The speaker has the information the listener needs.

5d

STUDENT B

A. Ask Student A questions about Anthony Quinn and complete the missing information below. Use the prompts given in the box.

- Where / born?
- When / star in /...?
- How many Oscars / win?
- When / die?



Name: Anthony Quinn
 Born (when, where): in 1915, in _____
 Career: actor, painter, writer
 Successful movies: *La Strada* (1954)
 The Guns of Navarone (_____)
 Lawrence of Arabia (1962)
 Zorba the Greek (_____)
 Awards: _____ Oscars (1952 and 1956)
 Number of children: 13
 Died (when, where): in _____, in the U.S.A.

STUDENT B

B. Look at the information about Anthony Quinn and answer Student A's questions.

Student B

Guessing game

The learners are presented with motivating speaking activities.

2e

Talk in pairs.

STUDENT A: Choose one of the actors/actresses below, but don't tell Student B. Answer his/her questions.

STUDENT B: Ask Student A questions to guess the actor/actress.

Is it a man or a woman?

A man.

Does he have blue eyes?

Yes, he does. / No, he doesn't.



Scarlett Johansson



Russell Crowe



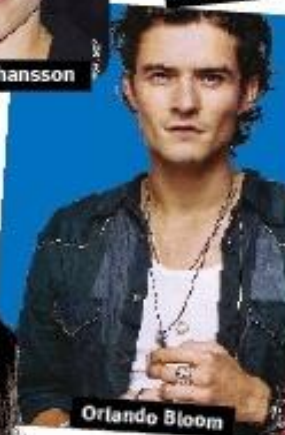
Liv Tyler



Johnny Depp



Leonardo DiCaprio



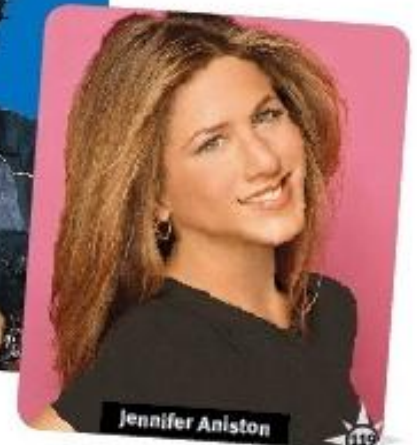
Orlando Bloom



Brad Pitt



Angelina Jolie



Jennifer Aniston

The speaker understands the information and knows the relevant vocabulary, in other words, when the topic is familiar.

4e Get in shape

1. VOCABULARY

Read the sentences. Match the words in bold with their meanings a-d. Then listen and check.

- | | |
|---|--|
| 1. I work out at the gym three times a week. | a. to learn or start something (e.g. a sport, a hobby) |
| 2. My friends and I like dancing so we go to the gym and do aerobics. | b. to be healthy and strong |
| 3. Janet wants to take up tennis or volleyball. | c. to exercise |
| 4. John wants to stay in shape so he goes jogging every morning. | d. to do exercises usually in classes with music |

2. READ

A. Read the letter Amy wrote to Kenny Adams. Can you suggest any solutions to Amy's problem? Then listen, read and compare your answers.

Get in shape, Stay in shape with Kenny Adams



Dear Kenny,
I really want to get in shape and be healthy, but I'm really lazy and exercise is boring! I'm bored of the gym and I don't play sports because I don't like them. What should I do?
Amy Willis, San Francisco

This is a common problem and I often receive letters like this from my readers. Well, don't worry! Here are some interesting ideas.



Power Plate®

This machine is very popular nowadays. You just sit or stand on it in different positions and it helps you work out. You don't get tired at all! And the best part? A ten-minute workout on Power Plate® is the same as working out for 60 minutes at the gym. Lots of famous people, like actors, models and sports stars use it. Are you interested? Make sure you ask your doctor before you try it out.

Dancercise

Aerobics is very good exercise but some people get bored of it after a while. A good idea is to do aerobics and dance at the same time. There are lots of different dances to choose from. R&B, hip hop and rock are all very popular. Do you like Latin dances? Then "Zumba" is for you. You can stay in shape and learn some Latin dance moves at the same time.

B. Read again and write T for True, F for False or NM for Not Mentioned.

- Amy Willis is very active.
- Kenny Adams reads many letters like Amy's.
- You should work out only for an hour on Power Plate®.
- Famous people go to the gym only to use Power Plate®.
- "Zumba" is aerobics with R&B dancing.

3. LISTEN

A. Listen to three people talking about leisure activities. What do they want to do? Match.

- | | |
|-------|--------------------------------------|
| Dave | wants to work out at the gym. |
| Lucy | wants to buy some exercise machines. |
| Keith | wants to take up a sport. |

B. Listen again and complete the sentences.

- Dave is a(n) _____ and works a lot.
- Dave finishes work at _____.
- Lucy's friends go to the gym and _____.
- Lucy plays _____ on the computer.
- Keith doesn't play soccer in _____.
- At the new recreation center, Keith can work out and also _____.

4. SPEAK

Talk in pairs. Read about Andy's problem below and discuss what he should / shouldn't do. Use some of the prompts given.

I'm a graphic designer and I spend hours in front of my computer at work and at home. You see, I love playing all kinds of computer games. The problem is that I get bad headaches. I take pain relievers but they don't work. What should I do?

- spend hours / computer
- play / computer games
- take up / sport
- go / doctor
- take medicine
- relax
- get active
- check / eyes
- do tests
- exercise
- sleep

I think he shouldn't spend...
You're right. Maybe he should...
That's a good idea. He shouldn't...

5. WRITE

Linking words

- We use **and** to join similar ideas.
I think you should take your medicine and go to bed.
- We use **but** to join two opposite ideas.
My brother loves jogging, but I think it's boring.
- We use **so** to express result or consequence.
John wants to stay in shape so she goes to the gym five times a week.
- We use **because** to show reason.
I'm bored of this computer game because I play it every day.

A. Circle the correct words.

Aquarobics
Aquarobics is the same as aerobics (1) because / but you exercise in water. You listen to music (2) so / and move around in the water. It's very good for you (3) and / but you can't do it in every gym (4) and / because you need a swimming pool. Some people don't like working out at gyms (5) because / so they take up aquarobics (6) but / because they don't get hot. It's also good for people with bad backs.

B. Write a short paragraph giving advice to Andy in activity 4.

Don't write very short sentences. Join your sentences with **and**, **but**, **so** or **because**.

TIP

The speakers are able to deal with freer activities.

SPEAKING

Work in pairs. Make up a story using the pictures and the words/phrases below and your imagination. Then, tell your story to the rest of the class. Start like this: *It was a nice day so Penny and Rolf went for a walk.*



railway slip track unconscious faithful nearby get help in the distance rescue last minute

Tips for managing speaking activities

1. Provide Ss with the necessary vocabulary and interactional / transactional language they will need to accomplish the task.

SPEAKING

Imagine that you are going backpacking for a couple of weeks with some friends, and you can only take two of the devices shown below. First talk to each other about how useful each of these devices would be to you. Then decide which two you would take with you on your backpacking trip and why.

- How useful would each of the devices be to you?
- Which two would you take with you on a backpacking trip?



TIP

- There are no right or wrong answers but you must make sure to justify your answer.
- This is not a monologue, so take turns to speak.
- Listen to your partner's opinion and respond by either agreeing or disagreeing with it.
- Focus on the written prompts above the visuals to keep the task in mind.
- Don't forget that there are two parts to the task. One part is expressed in the instructions as 'First, talk...' and the second part as 'Then decide...'. So towards the end of the task, you must reach a decision that you have negotiated with your partner.

handy practical convenient
entertainment keep in touch
remember the moments
amusement relaxation

I think that if I take a(n)... with me I can...
I would definitely take a(n)... with me because...
I don't think I'd need a(n)...
I can't live without a(n)...
A(n)... would be useful because...

2. Give clear instructions.

3. Pair students up.

4. Act out role plays with the help of a student to set the example.

5. Set a time limit and stick to it.

6. Don't interrupt or correct students while they are speaking.

7. Help out Ss when they get 'stuck'.

8. Make a note of commonly appearing incorrect use of the language and comment on it at the end of the activity.

9. Monitor the students.

10. Ask for feedback.

11. Raise students' awareness of learning strategies they can employ.

'If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for a lifetime.'

Confucius

Encourage your Ss to

- ask for clarification
- ask someone to repeat something
- use fillers and conversation maintenance cues
- paraphrase
- appeal for assistance from the interlocutor
- use formulaic expressions
- use mime and non-verbal expressions
- look for opportunities to practice speaking

Tips for oral examinations

- Don't panic
- 'Buy' time
- Co-operate
- Don't be laconic
- Vary your language
- Justify your answers
- Respond
- Take turns
- Answer the question asked

Summing up

- Ss should communicate for a purpose.
- Focus on both fluency and accuracy depending on your objective.
- Create a safe environment.
- Integrate speaking with the other three skills as much as possible.
- Make sure speaking is student-centered and not teacher-centered.

Thank you

