



Mgr. Danka Sekerková



1) Speaking & Communication

2) Speaking Activities

3) Suggestions for Teachers

1) Speaking & Communication

Speaking...



...is giving information without a need of a response.

Communication...



...is a verbal and non-verbal exchange of information that requires a response.

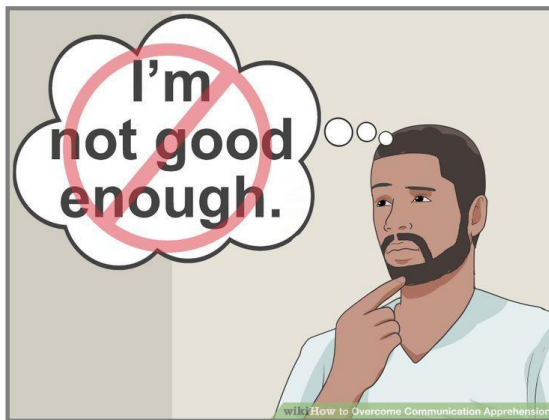
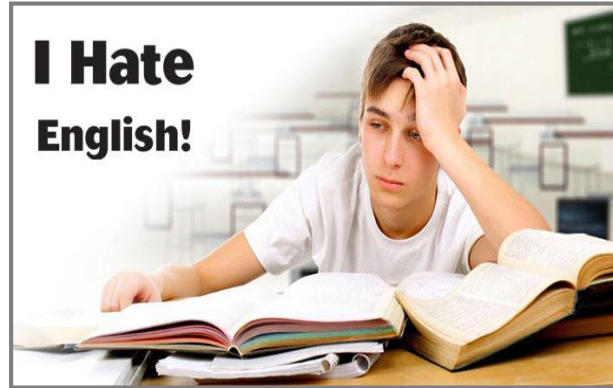


% of the workday is spent in

50%–80%



Fear of Speaking



2) Speaking Activities

A/ Icebreakers

B/ Drills or Structured Activities

C/ Performance Activities

D/ Participation Activities

E/ Observation Activities

A/ Icebreakers



Celebrities
earn too
much
money

Friendship is
the most
important
relationship
in life



Taking selfies
is a selfish act

Rules
at work/school
are strict

Brainstorming games

Sports that are played with a ball	Enjoyable things to do during a rainy weekend	Type of relatives	Ways of communicating with friends
Irregular verbs	Different clothes people wear	Different things you can buy at the supermarket	Different household chores
Different means of transportation	Type of fast food	Alcoholic drinks	Things you can do to stay healthy
Advantages of learning English	English nouns that are uncountable	Jobs in which you need to talk to people	Different activities tourists can do in Portugal
Objects that you see around you	Advantages of living in a big city	Fruits	Vegetables
Animals that you can keep in your house	Things that you can put in your pocket	Different things that kids love doing	Adjectives used to describe people
Different things you should do while driving a car	You don't have to do today	Different things you must do	Something people should do more often

Enjoyable things
to do during a
rainy weekend

Something
people should
do more often

You don't
have to do
today...

Brain-storm...

A: Chain

Student 1: Where is the cat?
Student 2: The cat is under the table.
Student 2: Where is the cat?
Student 3: The cat is under the table.

B/ Drills - Structured Activities

B: Repetition

The cat is under the table.



C: Completion

Teacher: The cat is...
Students: under the table.
OR
very tired.
OR
thinking about lunch.

D: Transformation

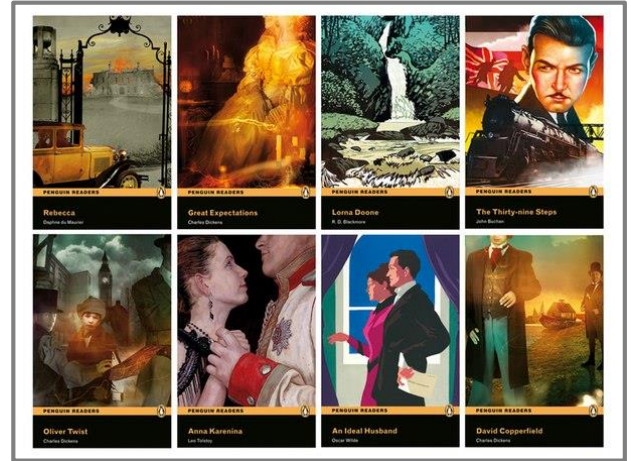
Teacher: The cat is under the table.
NOT
Students: The cat is not under the table.
OR
Teacher: The cat is under the table.
QUESTION
Students: Is the cat under the table?

C/ Performance Activities

Class reporting



Book reporting activities



- pretend you are a talk show host and interview the main character
- dramatize a scene from the story with other students or using puppets
- discuss one particular episode in the story that you remember most clearly
- describe in detail three characters from the story

Students' speech/presentation

Planning the Presentation

Delivering the Presentation



	General ideas about presentation	Good	Not good
1	My ^H is not important to the audience.		
2	My presentation has a clear ^G		
3	I speak more ^B as usual.		
4	I can make as many ^E as I want.		
5	I write ^F information in the slides.		
6	I use the same language in writing and ^C English.		
7	I use ^D questions in my presentation.		
8	I use pictures or ^I in my slides.		
9	I read out the ^A from the slide.		
10	I use ^J to make my presentation interesting.		

- A. words
- B. loudly
- C. speaking
- D. rhetorical
- E. parts
- F. detailed
- G. structure
- H. appearance
- I. charts
- J. examples

2.4

BUSINESS SKILLS Making a presentation

Lesson outcome

Learners are aware of techniques for beginning a presentation and can use a range of signposting phrases to structure a presentation and highlight main ideas.

Lead-in 1A In which of these situations have you given and/or attended a talk or presentation? What went well and what didn't? Do you like presenting? Why / Why not?

- An informal presentation to colleagues at work or college/university
- A presentation to (business) customers
- A conference presentation
- A speech at a wedding or other event

B Work in pairs. Read the blog extract on how to begin a presentation. Discuss which ideas you agree with, and why. Can you add any of your own ideas to the list?

THE PERFECT START Things to do (and not to do) when opening a presentation

Making a presentation in a foreign language is for many people one of the most terrifying things they have to do at work. Here are some standard techniques to help you make a confident and effective start, with a few tips on what not to do, too!

DO

- Begin with a warm welcome – thank the audience for coming
- State your name and job title (or say what you do)
- Confirm the objective of the presentation
- Explain the structure of the presentation
- Say how long you will talk for
- Let the audience know when to ask questions – during or at the end of the presentation
- Move smoothly to the first point in the presentation

DON'T

- Apologise for your English (be confident and focus on expressing your ideas)
- Worry about making mistakes (people want to listen to your ideas, not your grammar)
- Rush things (take your time and give your audience time to understand the information)



Listening

2A

▶ 2.01 Listen to three speakers starting a presentation to visitors to their organisation. Which 'dos' and 'don'ts' in Exercise 1B does each speaker use?

B Now look at three more unusual ways to start a presentation. What do you think is the value of using these techniques?

- Open with questions
- Begin by telling the audience about a conversation you had recently
- Start with a personal story

C ▶ 2.02 Listen to three more presentation openings and decide which unusual technique in Exercise 2B each speaker uses.

D How effective do you think these alternative techniques were, and why? Would you be comfortable using them? Why / Why not?

3A ▶ 2.03 Listen to the first speaker continuing his presentation and introducing his company. Note down the information he gives about the following.

COMPANY PROFILE

When established: _____

Main strength: _____

Size of workforce: _____

Countries of operation: _____

Plan for growth: _____



Teacher's resources:
extra activities

B How did the speaker react to the question? Do you think this is a good way to react to questions? Why / Why not?

Functional language
Signposting in presentations

4 Complete the signposting phrases from the presentations in Exercises 2 and 3 using the words in the box. If necessary, use the audioscripts on pages 146–147 to help you.

begin close feel hand make said take today

Beginning the presentation	To start, I'd like to [share a story with you]. What I want to do ¹ _____ is [to give you a short introduction to the company]. Let's ² _____ with [the most important part of the company].
Sequencing	Firstly, ...; Secondly, ...; And finally, ...
Highlighting important information	There are three important points I want to ³ _____. This is also important because [we want to stay personal].
Referring to visuals	So, if you can ⁴ _____ a look at this slide, ...
Referring to different sections of the presentation	As I ⁵ _____ earlier, ... I'll say more about that later.
Inviting questions	If you have any questions, ⁶ _____ free to [interrupt / ask me at the end].
Dealing with questions	Great question. Really good question.
Closing	So, I'll ⁷ _____ there. Thank you very much for listening. And I'll ⁸ _____ over to [Paul].

T Teacher's resources:
extra activities

5A Prepare a short presentation on one of the topics in the box. Write a plan using the notes below and the phrases in Exercise 4.

TASK

- Decide which technique to use at the beginning.
- Structure the presentation clearly into two or three sections.
- Link the sections as you speak.
- Highlight important information in each section.
- Invite questions at the end.

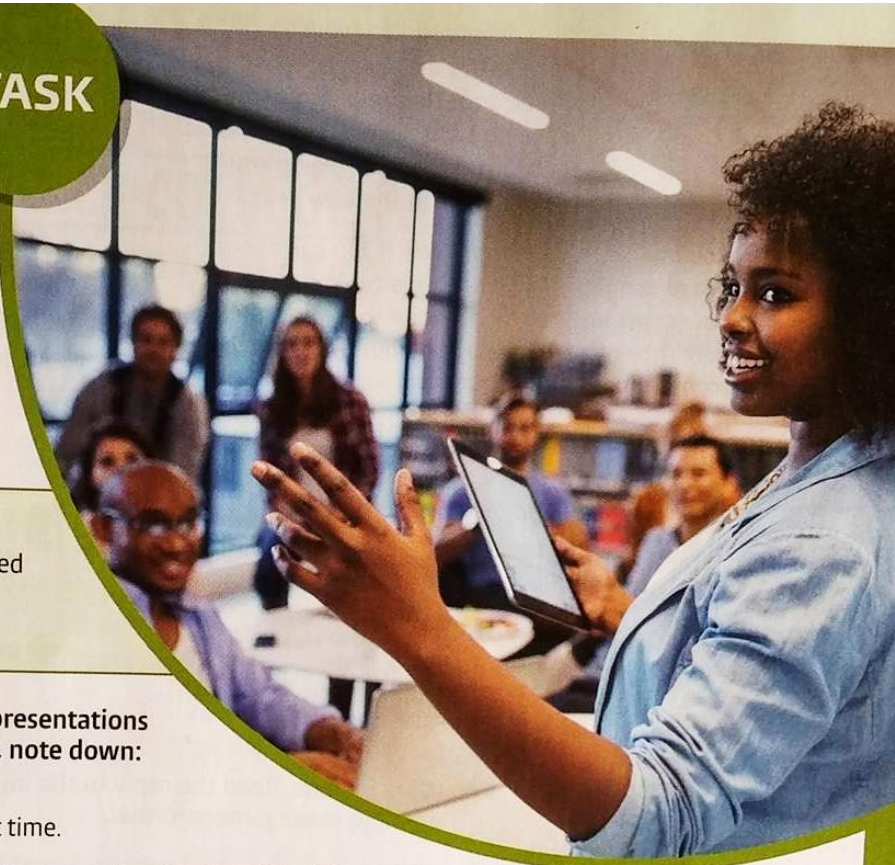
Possible presentation topics:

- your job
- your organisation
- a product you love/hate
- a place you visited
- a hobby
- your own idea

B Work in small groups. Take turns to give your presentations and answer questions. When you are listening, note down:

- three things which the presenter does well.
- one thing which the presenter might do better next time.

C When everyone has given their presentation, share your feedback and decide on the most effective presentation. What do you find most problematic when making a presentation? How could you deal with this problem?



Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

D/ Participation Activities

Group Work



- buzz group
- think-pair-share
- snowballing
- jigsaw

Jigsaw

Group A

Group B

Interesting facts about Australia	
<p>Short history</p> <p>First people came to Australia from Indonesia and they travelled on boats. It was about 40,000 years ago and they are called the Aborigines. In 1770 British Captain James Cook came to New South Wales and Australia became a British colony. The British started to send English criminals there and they made it a British prison colony. In 1901 Australia became a free nation but remained (zůstala) a part of British Commonwealth.</p> 	<p>Australian Aboriginal Flag</p> <p>is one of the official flags. There are three colours. The black represents the Aboriginal people, the red – the earth and the yellow represents the sun.</p> <p>Australian National Flag</p> <p>It is a blue with the Union Jack (- the British flag). The Union Jack represents the link with Britain. The star has got seven points. 6 points represent the 6 States and one point represents the Territories. The small stars show the Southern Cross which can be seen in the sky in the southern hemisphere (polokoule)</p>  
<p>Uluru</p> <p>is Australia's most famous rock and it is also called Eyers Rock. It is about 600 million years old and it was once at the bottom of the sea. It is one of the largest monoliths in the world and it is made of sandstone (pískovec). You can climb to the top of the rock and have a wonderful view of the outback (Australské vnitrozemí). On top of the rock there are valleys, caves (jeskyně) and strange shapes. It was a sacred (svaté) place for the Aboriginal people.</p> 	<p>Great Barrier Reef</p>  <p>is the world's largest coral reef system (systém korálových útesů). You can see it from the space and it is over 2,000 km long and it has got more than 900 islands. There are many different types of corals, fish and other sea animals.</p>

Group C

Group D

Discussion



- 1 In pairs, discuss these popular sayings about money.
Which ones do you agree or disagree with?

MONEY IS THE ROOT OF ALL EVIL.

MONEY ISN'T EVERYTHING.

MONEY MAKES THE WORLD GO ROUND.

MONEY DOESN'T GROW ON TREES.

Prompt cards

Suits look smart.

Suits are too expensive.

Suits make all employees look the same.

**Employees need an opportunity
to express themselves.**

**Employees do not have to worry
about fashion and competition.**

Roleplay



SPEAKING FOCUS

Asking for advice

Can you do me a (big) favour?
Can you give me some advice?
Do you think I need ...?
What do you think I should ...?

Giving advice

The first thing you should do is ...
If I were you, I'd/I wouldn't ...
I (don't) think you should ...
You (don't) need to ...
You (really) ought to ...
You must/mustn't ...
The best thing would be to ...
It's a good idea to ...
Why don't you ...?

Accepting advice

Good idea!
Good thinking!
That's really helpful.
Oh, I didn't think of that!

7 In pairs, do a roleplay. Use the SPEAKING FOCUS to help you.

Student A: You're from England. You're going to travel to Student B's country by bus. You've never been on a long bus journey before. Ask Student B for advice about what to wear, what to take for the journey and what kind of presents to take for the family.

Student B: Student A is visiting you from England. He/She is going to travel to your country by bus. Give him/her some advice about what to wear, what to take for the journey and what kind of presents to bring for your family.

A: *Hi, Alida. Can you do me a big favour? I need your help.*

B: *Yes, sure. What's the problem?*

A: *Well, you know I'm travelling to your country by bus.*

Simulations



Interview



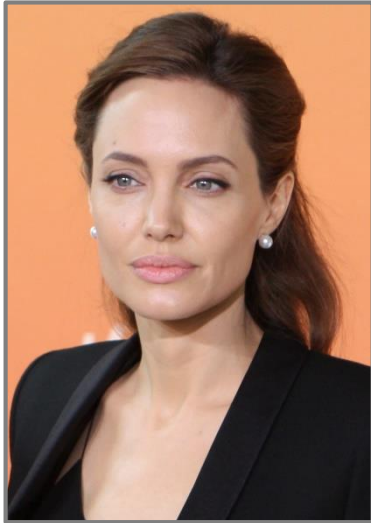
Waitress needed at American Pie Restaurant

Hours: Monday – Friday 4pm – 10pm

Location:

Requirements: Must be friendly and hardworking. A good knowledge of English is a must! Our restaurant serves everything American style and many of our clients are foreigners. A basic understanding of American food and culture is required and will be assessed at the time of interview. Must be able to lift loads of up to 15kg. Experience is a plus.

Salary: 8 dollars per hour - plus tips



You are Angelina Jolie. Study “your” biography to answer the questions of the press about “your” life and work.

Name: Angelina Jolie Voight – Jolie means “pretty” in French

Nicknames: Angie, Ange, AJ

Zodiac sign: Gemini

Movies: the most popular are-Lara Croft: Tomb Raider, Ms. & Mrs. Smith, Changeling

Awards: 2 Oscars-Best Actress-Changeling, Best Supporting Actress-Girl Interrupted, 3 Golden Globes, Humanitarian Award 2014

Spouses: Johnny Lee Miller (divorced), Billy Bob Thornton(divorced), Brad Pitt (separated)-6 children together(3adopted)



Tattoos: Japanese sign for death, Indian symbols, a dragon, a large black cross...

Charity: Goodwill Ambassador, her experiences in the book “Notes from My Travels“-profit goes for charity



Likes: television series- King of the Hill, Game Show Network, Animal Planet

Information Gap

Student A

1	
2	
3	
4	

Student B

1	
2	
3	
4	

Resource 34 Shopping for clothes

Focus review 7, Speaking

Part 2 – Student A

A: Can I ¹ _____ you?

B: Yes, I'm looking for a cotton top in black. Have you got something like this?

A: Of course, here are all our tops. What ³ _____ do you need?

B: I'm a size 10.

A: Here it is. Would you like to ⁵ _____ it on?

B: Sure. Where are the changing rooms?

A: Over there. (...) So, how is it? ⁷ _____ it fit?

B: It's great. How much is it?

A: £10.50.

B: I'll take it.

A: How ¹⁰ _____ you like to pay?

B: By credit card. And if there's something wrong with it, can I return it?

A: Yes. I'm afraid we can't give you a ¹² _____ but we can exchange it for something else. But you must keep the receipt.

B: Of course. Thank you. Goodbye.



Part 2 – Student B

A: Can I help you?

B: Yes, I'm ² _____ for a cotton top in black. Have you got something like this?

A: Of course, here are all our tops. What size do you need?

B: I ⁴ _____ a size 10.

A: Here it is. Would you like to try it on?

B: Sure. Where are the ⁶ _____ rooms?

A: Over there. (...) So, how is it? Does it fit?

B: It's great. How ⁸ _____ is it?

A: £10.50.

B: I'll ⁹ _____ it.

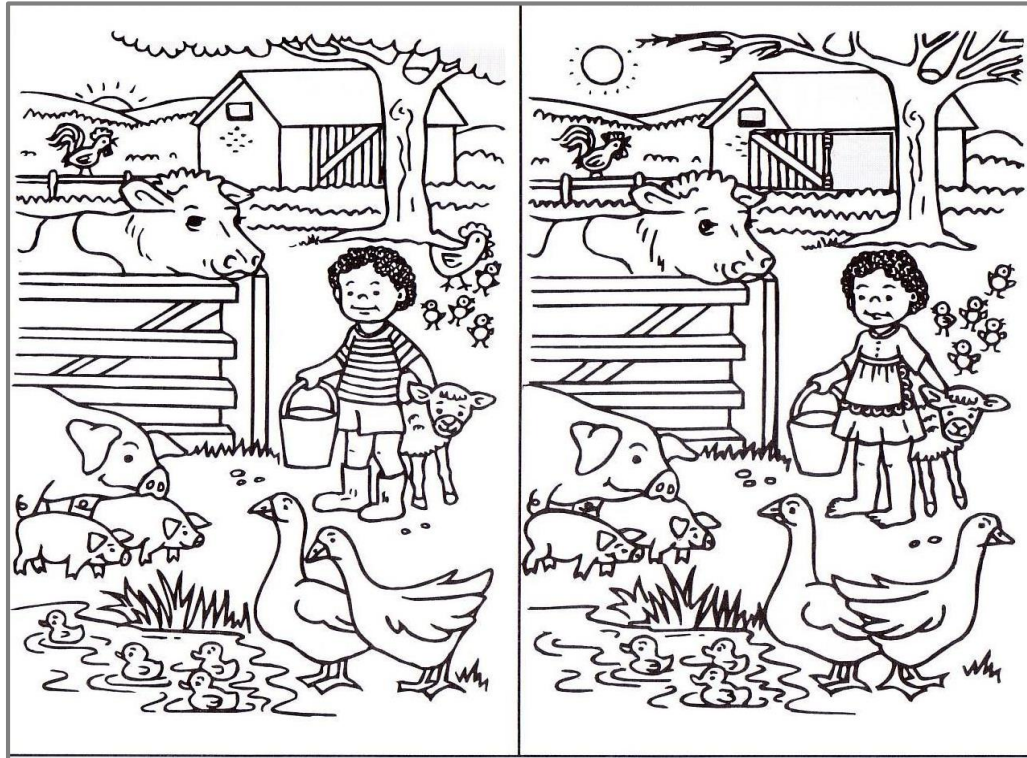
A: How would you like to pay?

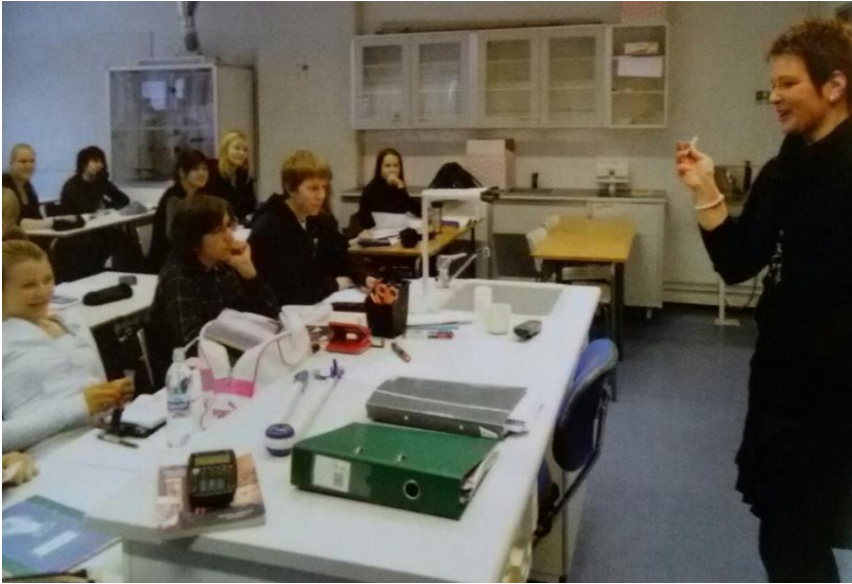
B: By credit card. And if there's something wrong with it, can I ¹¹ _____ it?

A: Yes. I'm afraid we can't give you a refund but we can exchange it for something else. But you must keep the receipt.

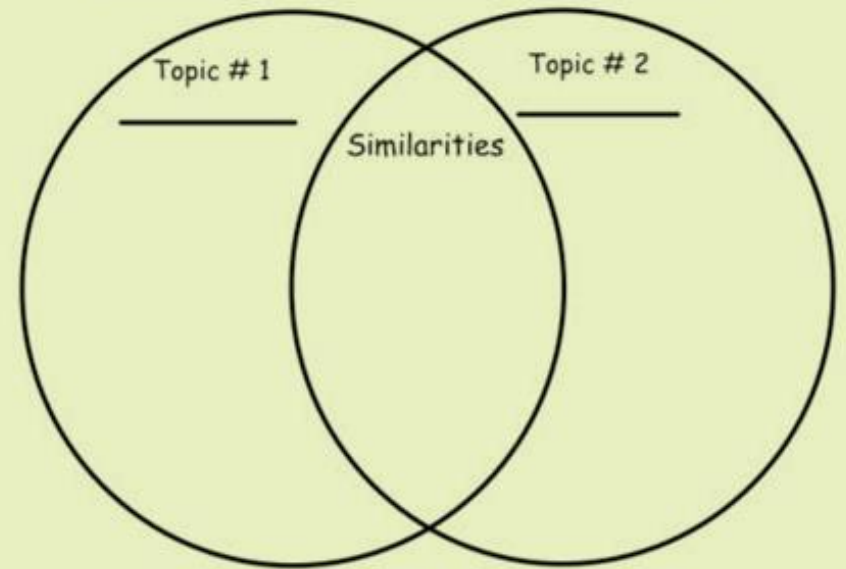
B: Of course. Thank you. Goodbye.

Find the Differences





Compare and Contrast



Story completion

One day when I was walking home from my best friend's house, a car stopped beside me...





It's story TIME



String things together



What happens next?

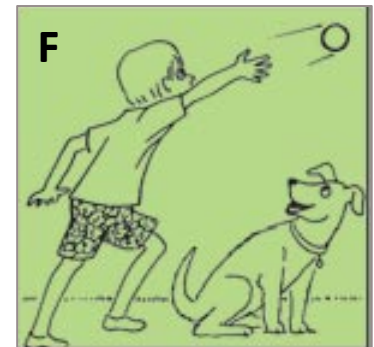
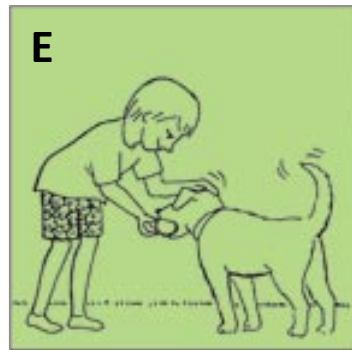
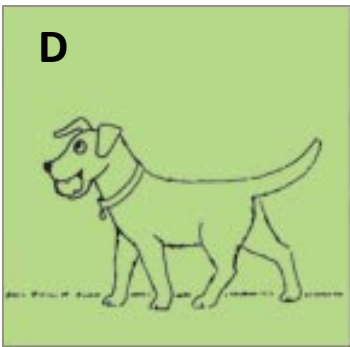
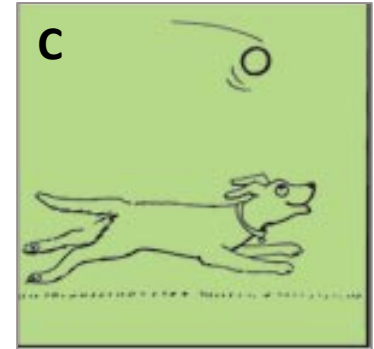
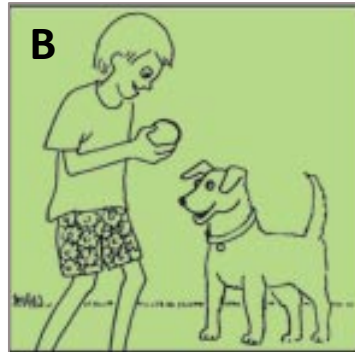
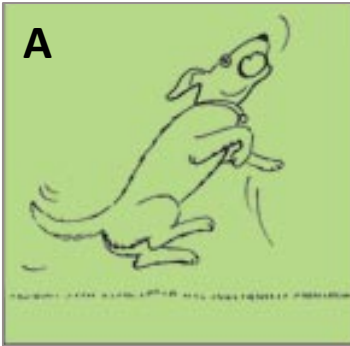


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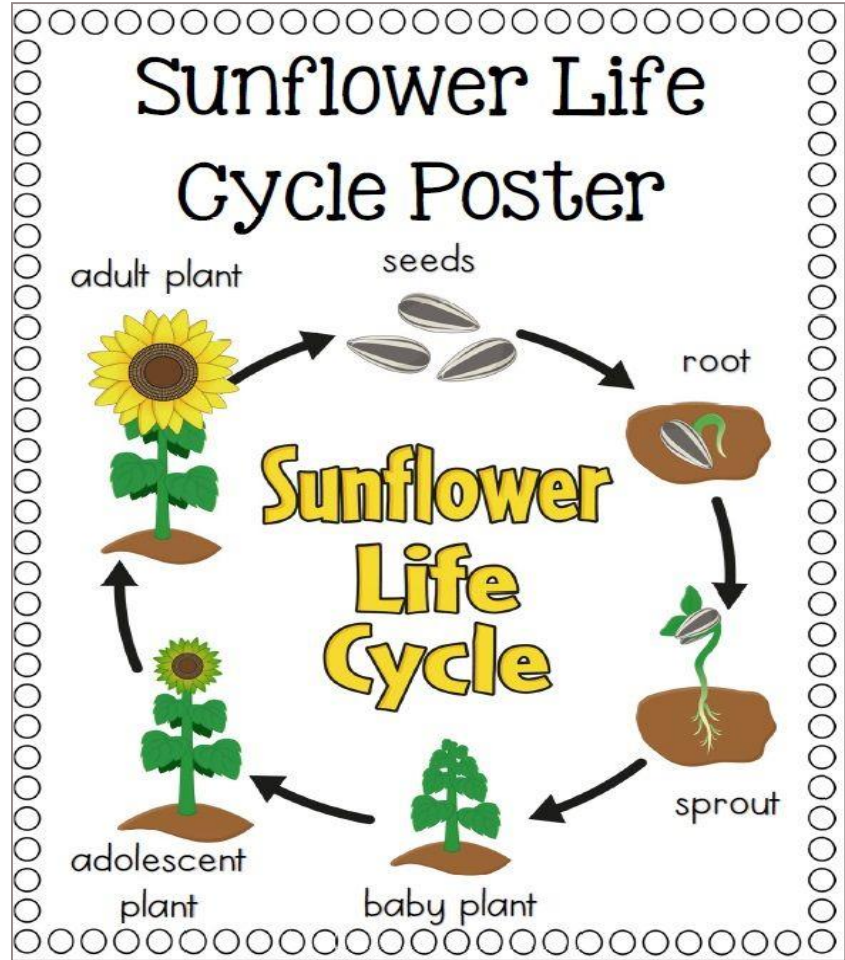
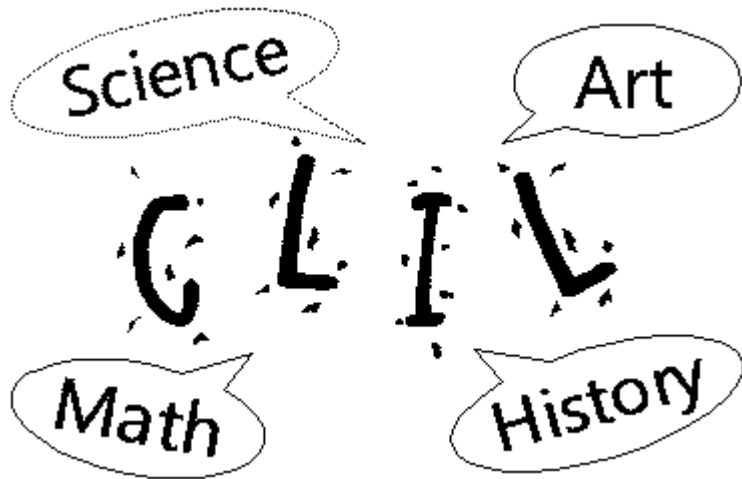
Sequencing



Sequencing



E/ Observation Activities

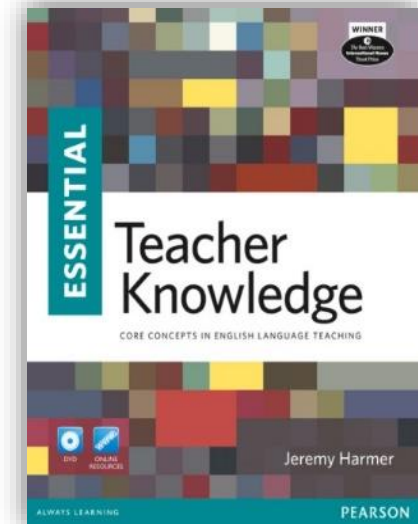
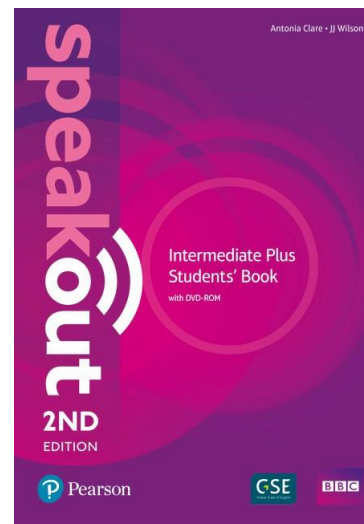


4/ Suggestions for Teachers

- ✓ provide maximum opportunity to students to speak
 - ✓ try to involve each student in every speaking activity
 - ✓ step back and observe students
- ✓ do not correct students' mistakes too often, take notes and give delayed feedback
 - ✓ give positive comments on students' responses
 - ✓ Reduce TTT (teacher talking time) in class
 - ✓ Your tips:



Enjoy speaking activities with your student!



Online resources:

<https://www.slideshare.net/fatimagul102/lesson-plan-for-speaking-skills>

http://busyteacher.org/classroom_activities-speaking-worksheets/

<http://www.teachingenglish.org.uk/article/motivating-speaking-activities-lower-levels>