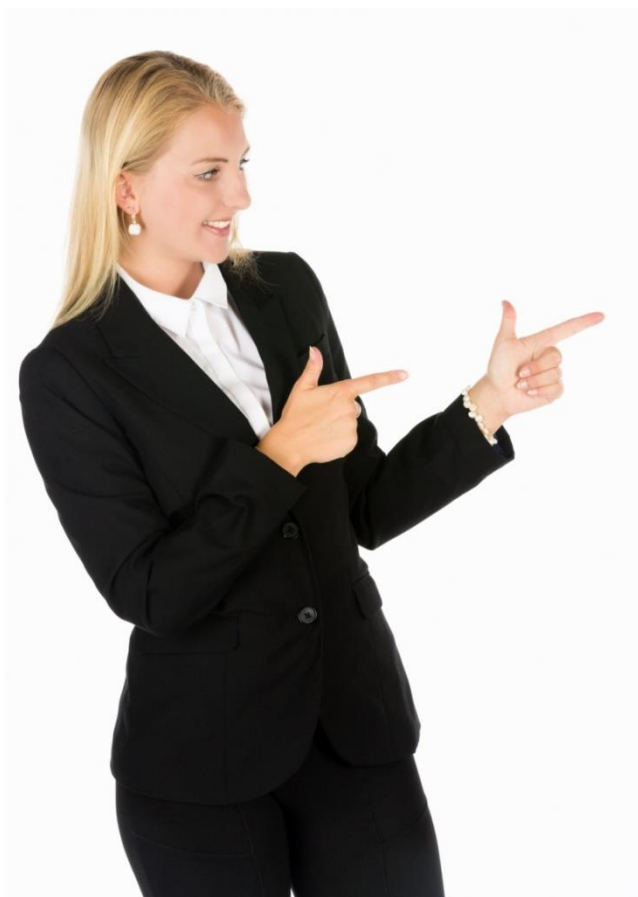




Mgr. Danka Sekerková



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.

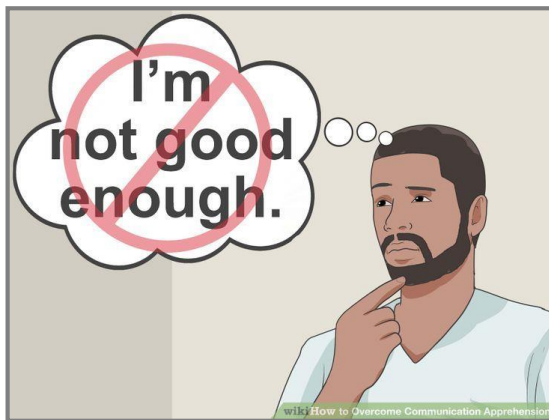
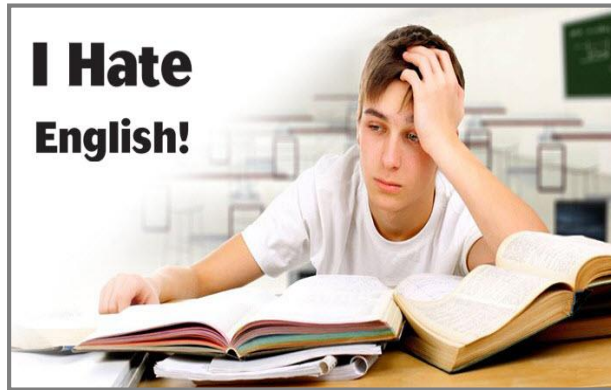


% of the workday is spent in

50%–80%



No Speaking = Fear of Speaking



2 Speaking Activities

A/ icebreakers

B/ drills or linguistically 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 school
are strict

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

BRAINSTORMING GAME!

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

Repetition

The cat is under the table.



Completion

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

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

Students' speech/ presentation



	General ideas about presentation	Good	Not good
1	My.....is not important to the audience.		
2	My presentation has a clear		
3	I speak moreas usual.		
4	I can make as manyas I want.		
5	I writeinformation in the slides.		
6	I use the same language in writing and English.		
7	I use.....questions in my presentation.		
8	I use pictures or.....in my slides.		
9	I read out thefrom the slide.		
10	I useto make my presentation interesting.		

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

8.6 Speaking

Giving a presentation

I can give a presentation on a natural wonder.

1 In pairs, follow the instructions.

- Make a list of well-known natural wonders.
- Compare your list with another pair.
- In groups of four, discuss which of the places you have visited or would like to visit.

2 Look at the photo and describe it using the words in the box.

cave/cavern crystal minerals
geologists underground

3 CD•3.30 MP3•127 You are going to listen to a presentation about the Giant Crystal Cave. How will the information below relate to the topic? Listen and check.

- | | |
|------------------------|----------------------|
| 1 the year 2000 | 4 58 degrees Celsius |
| 2 half a million years | 5 10 minutes |
| 3 55 tons | |

4 CD•3.30 MP3•127 Complete the **SPEAKING FOCUS** with the words in the box. Then listen again and check.

aware during free familiar
realise wondered



Giant Crystal Cave

SPEAKING FOCUS

Introducing the topic

Have you ever thought about/considered/

¹ _____ how/why/what ... ?

² _____ my/this presentation, I plan to tell you about ...

You may be wondering why I've chosen to talk about ... today. Well, let me explain ...

Introducing familiar information

We are (probably) all ³ _____ with ...

You may be ⁴ _____ that ...

You may already know that ...

Perhaps you have heard of/about ...

Introducing surprising information

Most people aren't aware/don't ⁵ _____ ...

... but, did you know that ... ?

You might not know that ...

Finishing your presentation

OK, that's all from me.

Thank you for listening.

I hope you found the presentation interesting.

If anyone has any questions, please feel ⁶ _____ to ask now.

5 Complete the extracts from presentations with words and phrases from the SPEAKING FOCUS.

- 1 You may be _____ why I've chosen to talk about Ha Long Bay in Vietnam today. Well, let me explain.
- 2 You may already _____ that Komodo, an island in Indonesia, is home to the famous Komodo Dragon, the biggest lizard alive on the planet today.
- 3 Perhaps you have _____ of Table Mountain in South Africa. It rises high above the city of Cape Town.
- 4 We are probably all familiar with the Amazon River, in South America, but most people aren't _____ that it was chosen as one of the new Seven Wonders of the World in 2011.
- 5 Thanks for listening. If _____ has any questions, please feel free to ask now.

6 Which of these are good tips on giving presentations? Tick one sentence in each pair. Then compare with a partner.

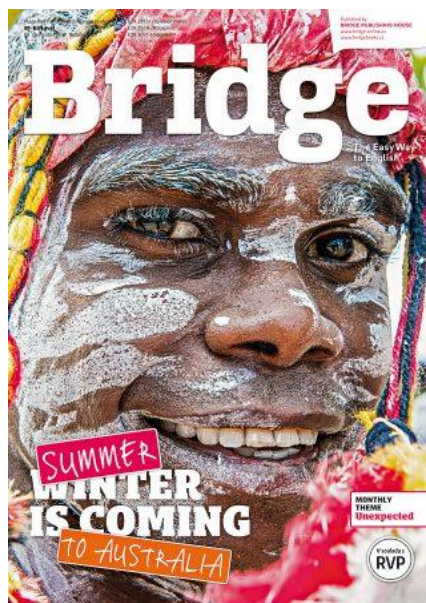
- 1 a Speak with a clear voice at a natural speed.
b Speak quickly and quietly.
- 2 a Don't look at the audience.
b Make eye contact with the audience.
- 3 a Ask the audience questions to keep them involved.
b Don't ask the audience questions.
- 4 a Write a script and read out every word when you present.
b Have some notes with you but don't read them out.
- 5 a If you forget something, keep going. No one will notice.
b If you forget something, say sorry and finish the presentation.
- 6 a When you finish, sit down as quickly as possible.
b When you finish, thank the audience and invite questions.

7 Prepare a presentation on a natural wonder. Follow these steps.

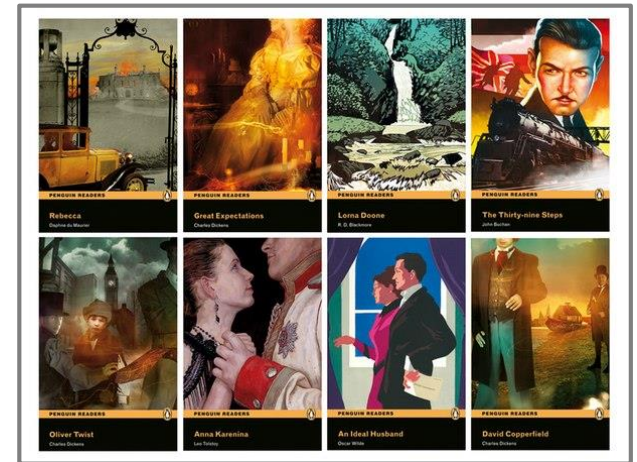
- 1 Select a natural wonder that interests you.
- 2 Do some research and plan your presentation.
- 3 Find some interesting photos to illustrate the presentation if possible.
- 4 Select useful language from the SPEAKING FOCUS.
- 5 Study and practise your presentation.
- 6 Give your presentation to the class. Follow the advice in Exercise 6.



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

D/ Participation Activities

Group Work

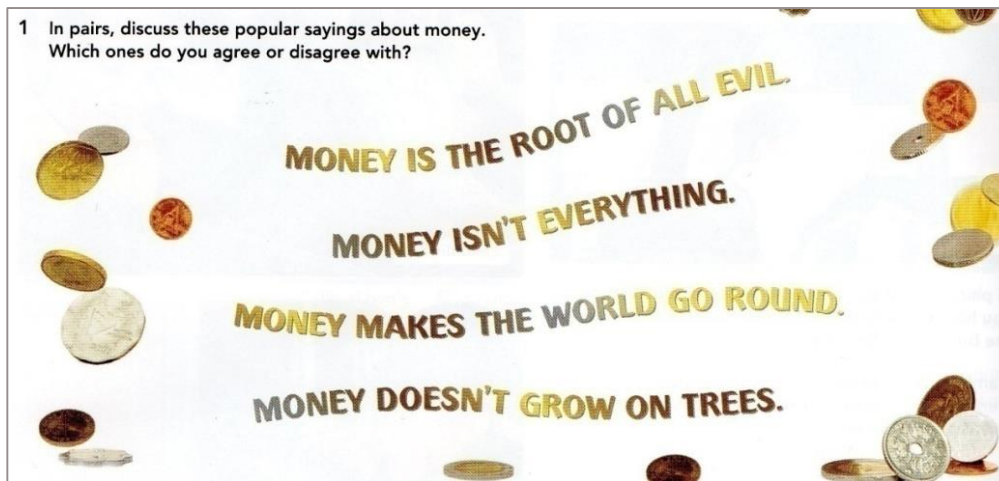


- buzz group
- think-pair-share
- snowballing
- jigsaw

Discussion



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



Prompt cards

School uniforms look smart.

School uniforms are too expensive.

**School uniforms make all children
look the same.**

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

**Children 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

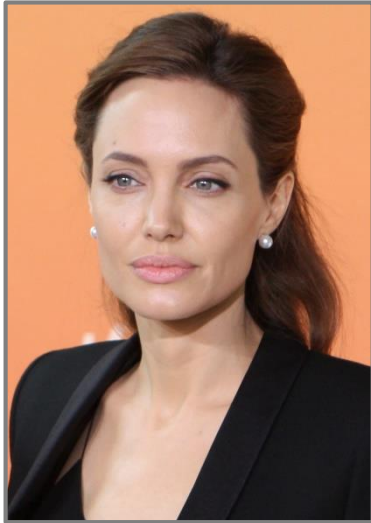
Waitress needed at American Pie Restaurant

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

Resource 34 Shopping for clothes

Focus review 7, Speaking

Part 2 – Student A

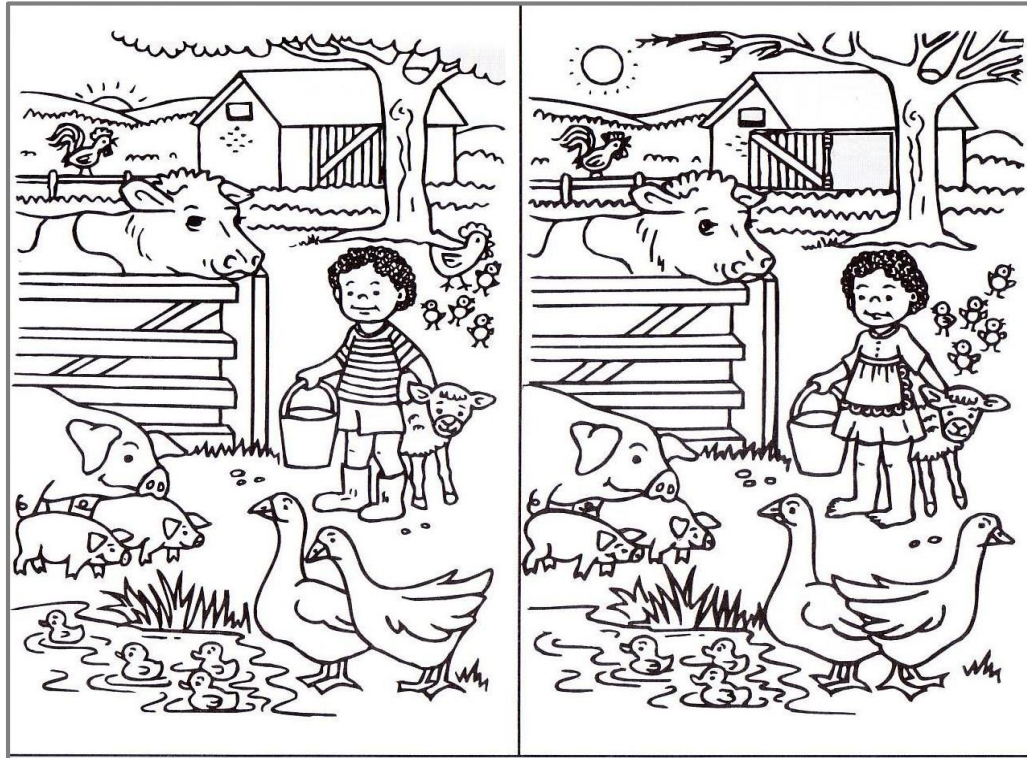
- A: Can I ¹ _____ you?
- B: Yes, I'm looking for a cotton top in black. Have you got something like this?
- A: Of course, here are all our tops. What ³ _____ do you need?
- B: I'm a size 10.
- A: Here it is. Would you like to ⁵ _____ it on?
- B: Sure. Where are the changing rooms?
- A: Over there. (...) 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



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?

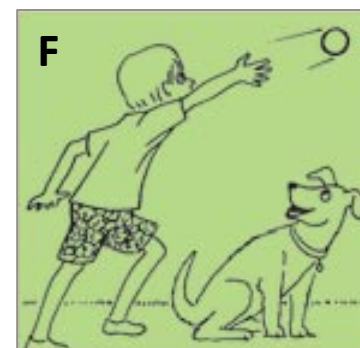
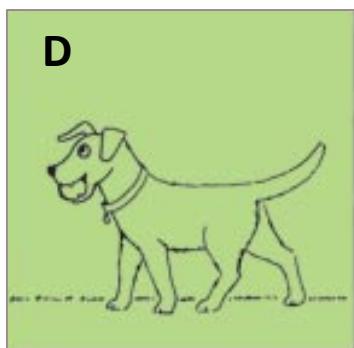
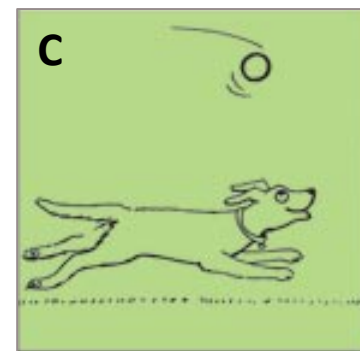
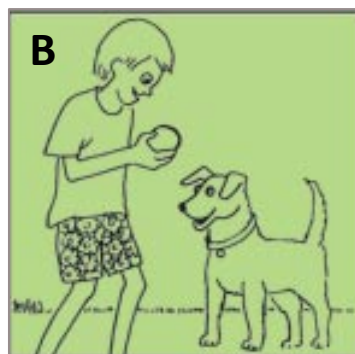
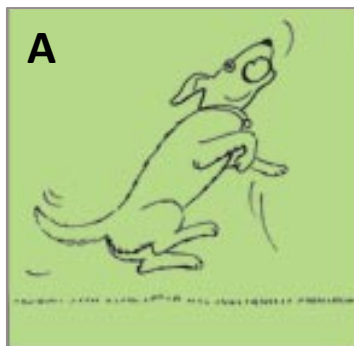


https://www.english.com/focus/player.html?url=level3/video/L3_2.2.Narrative_tenses.mp4&titleval=Narrative+tenses

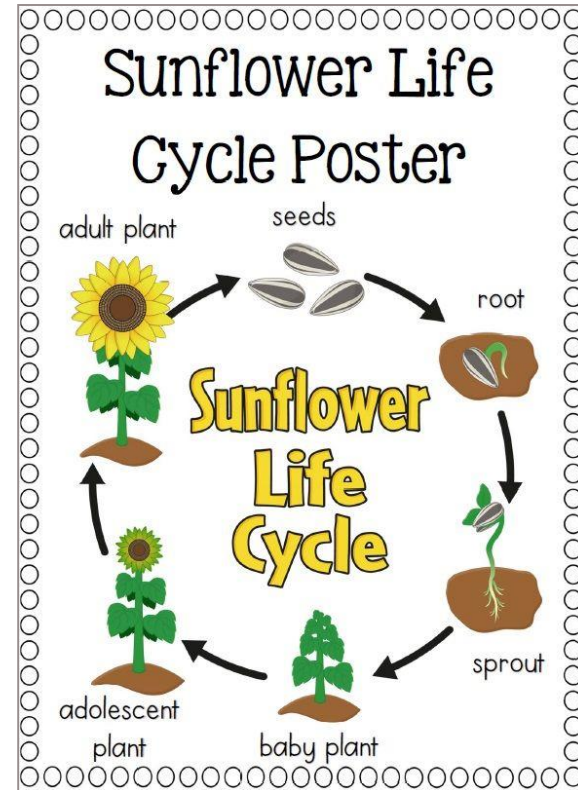
Sequencing



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.....



Suggestions and tips of webinar participants

- ✓ I use conversations when the students are at different corners of the room / imitates "street noises"
 - ✓ we start a lesson by describing words students have just learnt
- ✓ describing pictures in pairs/ one describes, the other one draws
 - ✓ use of topics which interest pupils
- ✓ short videos to trigger speaking
 - ✓ sum up key vocabulary
- ✓ taboo game is very popular





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

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

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