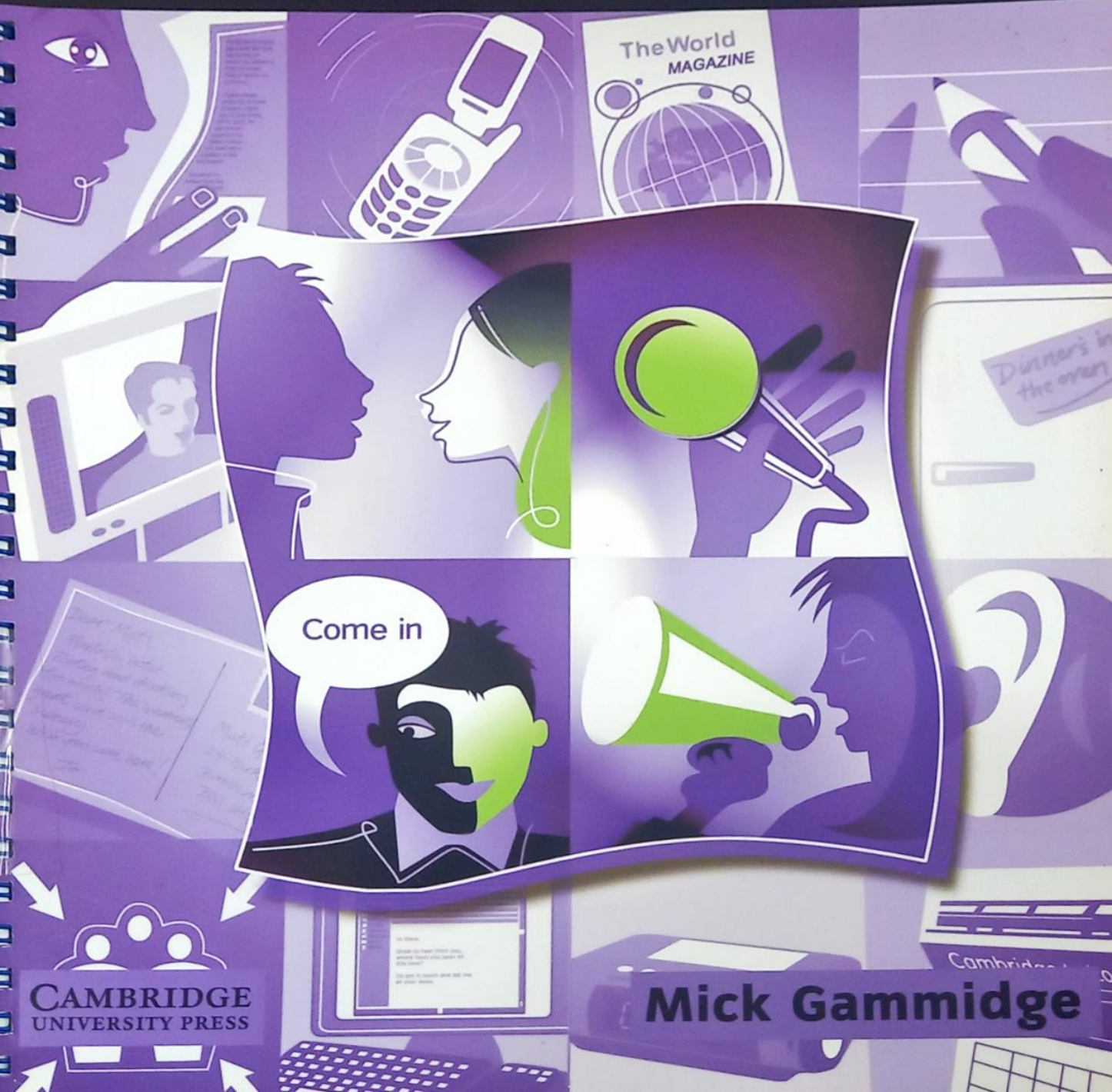


# Speaking Extra

A resource book of multi-level skills activities



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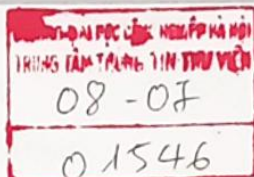
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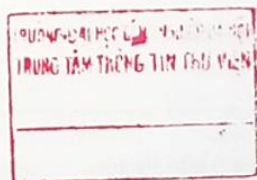
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# Map of the book

Theme	Title	Topic	Activity type	Speaking focus	Time
<b>1 Personal information</b>					
Elementary	1.1 What about you?	asking people about themselves	moving around and mingling	asking questions, giving information	40–50 mins
Intermediate	1.2 Life map	life experience	information exchange conversation	recounting personal information in a conversational context	45 mins – 1 hour
Upper-intermediate	1.3 Spy catcher	personal information	role-play game	conversation and asking personal questions	30–40 mins
<b>2 The family</b>					
Elementary	2.1 She's got her dad's eyes	family resemblance	pairwork game	describing similarities between family members	20–30 mins
Intermediate	2.2 Family tensions	helping with family problems	role play	giving advice, asking helpful questions	45 mins – 1 hour
Upper-intermediate	2.3 Family values	family rights and duties	ranking task and discussion	expressing opinions, agreeing and disagreeing	35 mins – 1 hour
<b>3 Daily activities</b>					
Elementary	3.1 Whose Saturday?	typical Saturday activities	group information exchange	rephrasing information	20–25 mins
Intermediate	3.2 Life's what you make it	changing our lives	interview	asking questions, making hypotheses, stating intentions	40–50 mins
Upper-intermediate	3.3 Beyond the routine	unusual jobs	discussion competition	talking about possibility and probability, making deductions	35–45 mins
<b>4 Homes</b>					
Elementary	4.1 House Doctor	rearranging interiors	pairwork discussion	making suggestions and giving advice	40 mins – 1 hour
Intermediate	4.2 A perfect home	what features people would like in a house	pairwork discussion	talking about hypothetical situations, making comparisons, bargaining: agreeing and disagreeing	30–40 mins
Upper-intermediate	4.3 A messy home means a messy mind	the ancient art of Feng Shui	discussion	discussing and evaluating ideas, making suggestions	30–35 mins
<b>5 Town and country</b>					
Elementary	5.1 A nice neighbourhood	finding accommodation in a new neighbourhood	pairwork role play	asking for and giving information	30–45 mins
Intermediate	5.2 Then and now	changes to the urban landscape	find the difference, discussion	description, comparison and contrast	25–35 mins
Upper-intermediate	5.3 A business proposition	placing a new business venture	group discussion	suggestion, persuasion, agreeing and disagreeing	30–40 mins
<b>6 Travel and tourism</b>					
Elementary	6.1 Hotels	phoning to find a suitable hotel	pairwork role play	asking for and giving information	30–40 mins
Intermediate	6.2 Travellers' tales	holiday experiences	class survey	asking and answering questions	30–45 mins
Upper-intermediate	6.3 Life's an adventure!	adventure holidays	pairwork discussion and presentation	comparing, discussing and selecting options	40 mins – 1 hour

Theme	Title	Topic	Activity type	Speaking focus	Time
<b>7 Food and drink</b>					
Elementary	7.1 Recipes	preparing food	game	giving instructions	30 mins
Intermediate	7.2 Menu, please	ordering food in a restaurant	role-play game	making suggestions	30–40 mins
Upper-intermediate	7.3 Food for thought	alternative diets. Ayurveda	interview and feedback	rephrasing notes into full sentences and questions	40 mins – 1 hour
<b>8 Describing people</b>					
Elementary	8.1 Lost!	facial appearance	game	describing faces	30 mins
Intermediate	8.2 Who's who?	appearances, activities and interests	group information gap	giving descriptions of people and actions and asking questions	30 mins
Upper-intermediate	8.3 Star quality	placing musicians with bands	role play	giving descriptions, discussion and making suggestions	35–45 mins
<b>9 Describing things</b>					
Elementary	9.1 Can you describe it?	describing changes	spot the difference puzzle	giving descriptions of items and their positions	20–30 mins
Intermediate	9.2 Lost property	trying to find lost items	role-play game	giving descriptions of objects	20–30 mins
Upper-intermediate	9.3 In your mind's eye	an imaginary journey	guided visualisation	describing scenes, comparing experiences	30–45 mins
<b>10 Friends and relationships</b>					
Elementary	10.1 What kind of friend are you?	personality and behaviour	questionnaire and discussion	discussing alternatives	35–40 mins
Intermediate	10.2 Moral dilemmas	difficult personal situations	role play in pairs	explanation, persuasion and apology	30–40 mins
Upper-intermediate	10.3 What are friends for?	character and friendships	group discussion, ranking	expressing opinions, giving explanations, agreeing and disagreeing	1 hour
<b>11 Health and fitness</b>					
Elementary	11.1 Well-being	lifestyle and attitude	class or group survey	asking and answering questions, giving reasons, making suggestions	30–40 mins
Intermediate	11.2 Healthy, wealthy and wise	keep fit	a jigsaw picture story	description, sequencing, narrative	30–40 mins
Upper-intermediate	11.3 First Aid	what to do and not do in medical crises	pairwork quiz and role play	explaining situations, asking for and giving advice	45 mins – 1 hour
<b>12 Leisure time</b>					
Elementary	12.1 What's on?	planning a weekend	group conversation	making suggestions, agreeing and disagreeing	30–45 mins
Intermediate	12.2 Focus on leisure	lifestyle	focus group discussion	discussing ideas, making suggestions and reaching decisions	30–50 mins
Upper-intermediate	12.3 Leisure centre	local facilities	role-play group discussion/debate	argument and persuasion	25–35 mins



## Map of the book

Theme	Title	Topic	Activity type	Speaking focus	Time
<b>13 Education</b>					
Elementary	<b>13.1</b> Learning to learn	learning styles	questionnaire	describing and comparing routines and activities	35–45 mins
Intermediate	<b>13.2</b> What is education for?	educational philosophies and styles	pairwork planning	discussion and negotiation	35–50 mins
Upper-intermediate	<b>13.3</b> A preparation for life	alternative education	split reading information exchange, group discussion	paraphrasing factual information, making comparisons, expressing opinions, agreeing and disagreeing	45 mins – 1 hour
<b>14 The world of work</b>					
Elementary	<b>14.1</b> Why work?	reasons why people work or not	pairwork interview	giving reasons	30–40 mins
Intermediate	<b>14.2</b> The right person for the job	job interviews	discussion and interviews	interview technique	50 mins – 1 hour
Upper-intermediate	<b>14.3</b> Great perks!	the right job	group discussion	comparing options and reaching decisions	30–45 mins
<b>15 Money</b>					
Elementary	<b>15.1</b> Easy money	moneyless exchange schemes	split reading information exchange, group discussion	paraphrasing factual information, asking questions for clarification	35–50 mins
Intermediate	<b>15.2</b> Sale or exchange	buying and selling	role-play game	asking prices, buying and selling, bargaining	35–45 mins
Upper-intermediate	<b>15.3</b> It's all about image	advertising	group discussion and planning	discussion, making decisions and planning	45 mins – 1 hour
<b>16 Past experiences and stories</b>					
Elementary	<b>16.1</b> Really?	personal experiences and memories	board game	storytelling, past narrative and description	25–35 mins
Intermediate	<b>16.2</b> Interruptions	relating personal narratives	game	storytelling, asking and answering questions	30–45 mins
Upper-intermediate	<b>16.3</b> Small ads	stories behind objects	reading and discussion	past narrative, giving reasons and explanations, speculating	40 mins – 1 hour
<b>17 Science and technology</b>					
Elementary	<b>17.1</b> Gizmos and gadgets	unusual inventions	pairwork discussion	describing the uses of things	30–40 mins
Intermediate	<b>17.2</b> It will never happen	the future	group discussion ranking task	making comparisons, agreeing and disagreeing	40–50 mins
Upper-intermediate	<b>17.3</b> It will change our lives	advanced technology	split reading information exchange, group discussion	paraphrasing ideas, giving explanations, making comparisons and reaching decisions	45 mins – 1 hour
<b>18 Social and environmental issues</b>					
Elementary	<b>18.1</b> How green are you?	recycling and saving energy	pairwork discussion	describing, making suggestions	45 mins – 1 hour
Intermediate	<b>18.2</b> Something has to change!	issues and solutions	group discussion and information exchange	explaining facts and discussing information	1 hour
Upper-intermediate	<b>18.3</b> Keeping an open mind	rights and responsibilities	questionnaire	presenting and debating opinions	1 hour



# Introduction

## Who is *Speaking Extra* for?

*Speaking Extra* is a resource book containing photocopiable materials for supplementary classroom work. The accompanying CD contains authentic listening practice to support the speaking activities and the recording scripts are included at the back of the book. The activities provide self-contained lessons for the busy teacher. Each activity consists of a page of clear, step-by-step instructions for the teacher and a photocopiable page for the students. The material is aimed at young adult (16+) and adult learners. However, most activities can be easily adapted for the needs of younger students. *Speaking Extra* offers teachers an exciting collection of topic-based skills activities from elementary to upper-intermediate level.

## How will *Speaking Extra* help my students?

Speaking is a highly challenging yet essential skill for most learners to acquire. Learners need to speak with confidence to carry out the most basic social transactions, like asking directions or ordering food. They also need to develop their speaking skills to fulfil more sophisticated needs like making friends, impressing people and arguing their case. This book's variety of task types reflects the variety of situations that learners will meet in the real world. The aim of this book is to make students actually want to communicate. That motivation is provided via a broad range of contexts, from the serious and thought provoking through to light-hearted games that allow students to relax and speak freely. Rather than focusing on speaking in isolation, many activities integrate speaking into contexts where it arises naturally from reading or listening.

## How is *Speaking Extra* organised?


*Speaking Extra* is divided into 18 units, each focusing on a different theme. Each unit approaches the theme from an interesting and original angle. The themes cover many of the popular themes found in standard coursebooks. Therefore the activities can be used to supplement existing course material, offering diversity and a refreshing approach to these familiar themes. Each unit offers three activities at the following levels: elementary, intermediate and upper-intermediate. A map of the book provides a clear overview of the 54 activities, enabling the teacher to locate a suitable activity quickly for their class.

## How is each activity organised?

Each activity has one page of step-by-step teacher's notes and a photocopiable sheet on the opposite page for the students.

There is minimal preparation before class. Usually teachers simply have to photocopy the appropriate number of sheets and sometimes need to cut up the photocopies (and cue the recording).

The teacher's notes include a key information panel for quick reference. The headings in this section are:

<b>Level</b>	elementary, intermediate or upper-intermediate
<b>Topic</b>	the activity topic, e.g. <i>Buying and selling</i>
<b>Activity type</b>	a brief description of the activity students will be doing and whether they are working in pairs or groups
<b>Speaking focus</b>	the particular speaking skill that is practised
<b>Time</b>	suggested timing for the Warm up and Main activity (these are only guidelines and timing may vary from class to class)
<b>Key language</b>	vocabulary and structures that your students will encounter during the activity
<b>Preparation</b>	what needs to be done before the lesson, e.g. how many photocopies you need to make, what cutting is required, or whether you need to bring anything else to the lesson;  shows the CD track number of the recording

The lesson is divided into three stages:

<b>Warm up</b>	<ul style="list-style-type: none"><li>- introduces the topic of the lesson in a way that makes it personal to the students' experience</li><li>- introduces/revises essential language</li><li>- may include a listening activity leading into the main activity</li></ul>
<b>Main activity</b>	<ul style="list-style-type: none"><li>- sets the context for the main activity</li><li>- provides students with information to work with in a form that depends on the type of lesson, e.g. role cards, a listening, a reading, a map</li><li>- checks students' answers or results</li></ul>
<b>Follow up</b>	<ul style="list-style-type: none"><li>- provides optional further practice activities that continue or extend the theme of the lesson</li></ul>

## What's the best way to use *Speaking Extra* in the classroom?

The obvious purpose of speaking is primarily to communicate, and just as when speaking our mother tongue, gaining confidence is a large part of the battle. Consequently, the tasks are designed so that a successful outcome can be achieved, even where the students' English is less than perfect. At the same time, however, specific aspects of language are focused on and required in every activity.

A difficulty facing all teachers is how to balance the demand for fluency and accuracy in our students. Fluent speech with errors can often communicate more effectively than accurate but painfully hesitant speech. This may bring teachers to wonder what our role should be. The role of the teacher depends on the stage of the lesson and the nature of the activity. The stages of the lesson are clearly marked, and guidelines are given on what the teacher needs to be doing at any point.

The teacher is the centre of attention early in the lesson, when the topic is introduced and when any essential language needs to be revised and corrected. Once this has been done and instructions have been given, the teacher's role is more discreet, checking that students are following instructions, monitoring progress, giving help where needed and settling disagreements.

In general, once learners have begun speaking, the best strategy is to monitor without interfering too much. Stopping the activity in order to correct students is best avoided unless an error is so serious that it makes it impossible for the others to understand or complete the task. Making minor corrections without halting the flow, or joining in briefly, using the correct forms as a reminder, are more successful as this allows the activity to continue naturally. Collecting anonymous sample sentences for class correction later provides useful feedback while avoiding interruption and embarrassment.

This book is part of a family of skills books in the Cambridge Copy Collection series. The other books available are *Listening Extra*, *Writing Extra* and *Reading Extra* and they each follow a similar format.



# Thanks and acknowledgements

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## 1.1

**LEVEL**

Elementary

**TOPIC**

Asking people about themselves

**ACTIVITY TYPE**

Moving around and mingling

**SPEAKING FOCUS**

Asking questions, giving information

**TIME**

40–50 minutes

**KEY LANGUAGE**

*birthday, boyfriend, brother, college, family, father, friend, girlfriend, hobby, home, house, interests, job, mother, nationality, school, sister, sport, study, work;*

question forms, present simple, past simple, have got

**PREPARATION**

One photocopy for each student; for Follow up, one sheet of paper for each student

# What about you?

**Warm up**

- 1 Tell students to imagine they are at a party and to imagine that they meet someone new. Ask what information they want to know about the person. Write their ideas on the board.
- 2 Use their ideas to check/revise making questions. Help them to make some questions about some of the information they wanted to know.

**Main activity**

- 1 Tell students they are going to find out about the other people in the class. Put them in pairs and give out the photocopies. Tell them to look at the words and ask their partner about any they do not know.
- 2 Ask if there are any words that they still do not know. Ask other students to explain them before giving the meaning yourself.
- 3 Explain that they should work with their partner and help each other to write two questions for each of the six subjects. They can use the words with each subject for help, or other words if they want. They can use the words in the middle for all the subjects if they want. Explain that they can avoid any information if they wish. Do an example or two together on the board, e.g.  
*How old are you?*  
*How many brothers and sisters have you got?*
- 4 Go around giving help and checking that their questions are correct.
- 5 Ask them to talk with their partner and compare their own answers to the questions.
- 6 Ask them to stand up, and tell them that they should go around the class asking other students their questions. For each question, they should try to find someone who gives a similar answer to their own. Tell them to make notes about the answers they get.
- 7 Check their results. Ask if anyone found a person with similar answers. Ask if there were any questions that no one answered in a similar way. Ask if they got any surprising answers.

**Follow up**

- Individually, students write answers to their own 12 questions on a sheet of paper. They must write full sentences to make the information clear, e.g. *When is your birthday? My birthday is on 14 May.*
- They sign the sheet – not with their name, but with a key word they will remember easily.
- Exchange the sheets around the class. In pairs students try to identify the people from their answers. They keep a list of the key words and their guesses.
- Collect in the sheets and say the key word, hear the class's guesses, and then check the real identity.



BIRTH

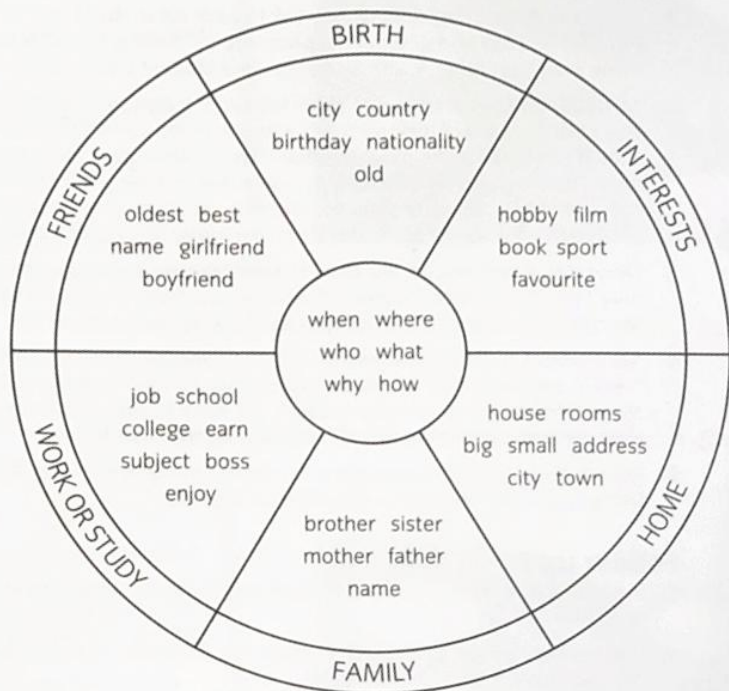
1 -----  
 2 -----

FAMILY

3 -----  
 4 -----

FRIENDS

5 -----  
 6 -----



INTERESTS

7 -----  
 8 -----

WORK OR STUDY

9 -----  
 10 -----

HOME

11 -----  
 12 -----