



Just Speak Up

Olga Geissler



3

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Acquisitions Editor: Casey Malarcher
Content Editor: Garrett Byrne
Copy Editor: Vino Murugesan
Cover/Interior Design: Design Plus

Email: info@compasspub.com
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Contents

.....	How to Teach This Book	4
.....	01 Meeting People	9
.....	02 Sports	13
.....	03 Friendship	17
.....	04 Holidays	21
.....	05 Stereotypes	25
.....	06 Time Management	29
.....	07 Schooling	33
.....	08 Politics	37
.....	09 If You Could	41
.....	10 Inventions and Discoveries	45
.....	11 Money	49
.....	12 Parenting	53
.....	13 Space Exploration	57
.....	14 Superstitions	61
.....	15 Television	65
.....	16 Stress	69
.....	17 Memories	73
.....	18 Phobias	77
.....	19 Social Issues	81
.....	20 Media and News	85
.....	Transcripts & Answer Key	



How to Teach This Book

The best way to teach speaking is to have students practice speaking. This book has been developed to introduce a wide variety of speaking topics to students. Each unit also presents a number of activities to scaffold speaking tasks for lower-level or less secure speakers. However, it is not mandatory for higher-level and more advanced speakers to work systematically through all of the activities. Because the speaking topics are related by theme rather than specific content, the material in each unit is flexible and adaptable.

The lesson plan presented here is suggested for a class that requires significant support for each speaking task. Classes that do not require as much support may be able to jump right into the topics and start talking. It is left up to individual instructors to gauge how thoroughly each step of this lesson plan needs to be implemented in their classes.

Suggested Lesson Plan (60 min.)

Step 1

Warm-up with Listening

Have students look at the unit topic. Ask the class to brainstorm a few possible questions they might ask someone about the topic and write them on the board. While students are suggesting questions, take time to briefly discuss how students might plan an answer for a few of the questions. For example, point out which questions should be answered with examples of personal experiences and which should be answered with opinions.

After a reasonable list of questions is written on the board, play the audio track for Activity 1. Students will hear three speakers give short talks related to the unit topic. Based on what they hear, students should determine if the speaker is talking about his or her experience or opinion.

After playing the audio track once, replay it, but stop after each speaker. Discuss what the students heard (or did not understand), and determine if the speaker was explaining an experience or an opinion. Continue replaying and stopping after each speaker until all three talks have been discussed.

Activity 1 (10 min.)



Unit 01

Meeting People

1. Listen to the speakers. Check the type of answer the speaker gives.

	personal experience	personal opinion
a. Speaker #1:	<input type="checkbox"/>	<input type="checkbox"/>
b. Speaker #2:	<input type="checkbox"/>	<input type="checkbox"/>
c. Speaker #3:	<input type="checkbox"/>	<input type="checkbox"/>

2. Sort the words and phrases by writing them in the correct categories.

personal experience	personal opinion
visiting a museum	getting a good education
the death of a loved one	starting your own company
watching a movie	being in an accident
an extended hospital stay	relaxing with friends
	breaking a bone
	going hiking
	having children
	owning a home

WEEKEND ACTIVITIES

BAD EVENTS

LIFE GOALS

UNIT 01 Meeting People 9

Step 2

Activity 2 (5 min.)

Unit 01

Meeting People

1 Listen to the speakers. Check the type of answer the speaker gives.  **Task 1**

a. Speaker #1:	<input type="checkbox"/> personal experience	<input type="checkbox"/> personal opinion
b. Speaker #2:	<input type="checkbox"/> personal experience	<input type="checkbox"/> personal opinion
c. Speaker #3:	<input type="checkbox"/> personal experience	<input type="checkbox"/> personal opinion

2 Sort the words and phrases by writing them in the correct categories.

visiting a museum	getting a good education	breaking a bone
the death of a loved one	starting your own company	going hiking
watching a movie	being in an accident	having children
an extended hospital stay	relaxing with friends	owning a house

WEEKEND ACTIVITIES

BAD EVENTS

LIFE GOALS

UNIT 01 Meeting People 9

Vocabulary and Brainstorming

Have students read through the list of words and phrases as a class, focusing on their pronunciation and meaning. Then have students sort the words and phrases into the three categories provided. After everyone has finished sorting the list, check it as a class. After checking each category, ask students to brainstorm three to five additional words or phrases that could be added to the given category. All of the vocabulary brought out in this activity can help students as they answer the speaking prompts that follow in the unit.

Step 3


Activity 3 (5 min.)

Model Dialogs

Play the audio track for Activity 3 and have students read along as they listen. After each dialog, stop the audio and discuss any questions student may have regarding vocabulary or grammar presented in the dialog. After all three dialogs have been heard and discussed, have students work in pairs. Pairs should practice the dialogs, taking turns saying each role.

Note

For classes that need additional pronunciation practice, replay the audio track, but stop after each line or sentence. Students should try to repeat what they hear on the audio track, focusing on their pronunciation and intonation.

1 Listen to each dialog and read along.  **Task 2**

WEEKEND ACTIVITIES

A: What do you usually do on the weekends?
B: On the weekends, I try to do something exciting or different.
A: Why do you try to do that?
B: During the week I work hard and do the same thing every day, so I really try to enjoy my weekends.
A: What sort of weekend activities do you like?
B: I like to go hiking, or perhaps visit a museum I haven't been to before.

BAD EVENTS

A: Describe the unhappiest day of your life.
B: The unhappiest day of my life was when I broke my leg.
A: How did you do that?
B: It was a really silly accident! I tripped over the sidewalk in my haste to cross the street to get to an ice cream store.
A: What happened after that?
B: I had to spend all day in the hospital, and no one came to see me.

LIFE GOALS

A: What is your goal in life?
B: My goal in life is to get a good education, specifically in science.
A: Why in science?
B: I want to open my own company to make new medicine to help sick people.
A: Why do you want to do that?
B: I believe global health is a very important issue, and people need affordable medicine.

Now practice these dialogs with a classmate.

10 UNIT 01 Meeting People

Step 4

Activity 4 (15 min.)

Unit 01

Choose one of the questions below. Prepare your answer to this question by writing notes below. Use the questions from Part 3 to help with your notes.

- What do you usually do on the weekends?
- Describe the unhappiest day of your life.
- What is your goal in life?

Question: _____

My Notes _____

Now interview two classmates. They will interview you as well. First, ask which question they chose. Then make notes of each answer.

My Classmates

Name: _____	Name: _____
Question: _____	Question: _____
_____	_____
_____	_____

Tell your class about one of the classmates you interviewed.

Example:
I talked to Amber. She told me what she usually does on the weekends. She said she spends most of her weekend doing homework. Sometimes, if she doesn't have a lot of homework, she rents DVDs or plays video games. Anyway, usually she stays home on weekends.

Rate your own speaking

Information:	OK	Good	Excellent
Fluency:	OK	Good	Excellent
Pronunciation:	OK	Good	Excellent

UNIT 01 Meeting People 11

Interviews

Ask each student to choose one of the three questions to answer. Give the students a few minutes to write notes related to how they would answer the question.

Next, assign each student in the class as either "A" or "B." Have students work in A-B pairs. Have the "A" students interview "B" students. First, they should ask which question their classmate chose. "A" students may then refer back to Activity 3 to see possible questions to ask in the interview. Give students two or three minutes to collect information from their partner. Then have the "B" students interview "A" students in the same way.

When these interviews are completed, have all of the "A" students stand up and move to work with a new "B" classmate. Repeat the interview process for the new pairs.

Note

Because this activity is an interview, students should not feel pressure to talk at length about their answers during the interviews. Giving one or two sentences as an answer is sufficient for this activity. The interviewer should then ask a follow-up question to get more information from the interviewee until the instructor stops the interview.

Step 5

Activity 5 (10 min.)

Reporting

Choose a number of students to report to the class the information they learned through one of their interviews. An example of how students can report information is provided with this activity in each unit.

As an alternative to asking only a few students to report for the class, instructors may divide the class into several groups. Then all members of each group should take turns reporting information they learned through one of their interviews. This way, all of the students in the class can participate in Activity 5.

Unit 01

Choose one of the questions below. Prepare your answer to this question by writing notes below. Use the questions from Part 3 to help with your notes.

- What do you usually do on the weekends?
- Describe the unhappiest day of your life.
- What is your goal in life?

Question: _____

My Notes _____

Now interview two classmates. They will interview you as well. First, ask which question they chose. Then make notes of each answer.

My Classmates

Name: _____	Name: _____
Question: _____	Question: _____
_____	_____
_____	_____

Tell your class about one of the classmates you interviewed.

Example:
I talked to Amber. She told me what she usually does on the weekends. She said she spends most of her weekend doing homework. Sometimes, if she doesn't have a lot of homework, she rents DVDs or plays video games. Anyway, usually she stays home on weekends.

Rate your own speaking

Information:	OK	Good	Excellent
Fluency:	OK	Good	Excellent
Pronunciation:	OK	Good	Excellent

UNIT 01 Meeting People 11

Step 6


Activity 6 (5 min.)

Matching and Modeling

Play the audio track for Activity 6, and have students match the given questions with one of the responses they hear. These questions and responses are meant to provide additional speaking topics and models of responses for students. While checking the answers for this activity, it may be helpful for students to read the responses shown in the transcript for the unit.

Note


For classes that need additional pronunciation practice, have students work in pairs reading aloud the sample responses shown in the transcript.

1 Listen to each response and match it to the question it answers.  **Task 3**

a. If you were not in class, what would you be doing right now? Why?	•	Response #1
b. Name four things that are important for you in a friend. Explain.	•	Response #2
c. Would you like to be famous? Why or why not?	•	Response #3

For more practice, look at the transcripts on page 3 and practice these responses with a classmate.

2 Choose one of the questions below. Prepare your own response to this question by writing notes below. Be sure to fully explain your answer.

a. If you were not in class, what would you be doing right now? Why?	 Question _____ My Notes _____ _____ _____ _____
b. Name five things that are important for you in a friend. Explain.	
c. Would you like to be famous? Why or why not?	

Now share your response with a classmate.

3 Rate your classmate's response:

Information:	OK	Good	Excellent
Fluency:	OK	Good	Excellent
Pronunciation:	OK	Good	Excellent

EXTRA PRACTICE

Try answering one or more of these questions for extra practice. Use at least three sentences in your response to each question.

- Are you an outgoing person? Explain.
- Describe one thing that can improve your mood instantaneously.
- What inspires you to be creative? Why?
- If you won \$1,000,000 in a lottery, how would you spend it? Explain.

12 UNIT 01 Meeting People

Step 7


Activity 7 (10 min.)

Pair Work

Have students work in pairs. One student in each pair will open his/her book. The other student will close his/her book and put it aside for the moment. The student with the open book will choose one of the questions listed in Activity 7 and write notes related to answering the question. The student who does not have a book will be the timer. The timer will look at the board while the instructor marks off increments of 10 seconds on the board. After one minute, the timer tells his/her classmate to stop making notes.

Now it is time for the student with the open book to start talking for two to three minutes (depending on the level of the class). The timer continues watching the board as the instructor marks off increments of time on the board. After the specified time, the timer tells his/her classmate to stop speaking.


The timer will now become the speaker, and the speaker will become the timer. Repeat the above process with the speaker first opening his/her book and making notes for one minute before speaking for two to three minutes.

1 Listen to each response and match it to the question it answers.  **Task 3**

a. If you were not in class, what would you be doing right now? Why?	•	Response #1
b. Name four things that are important for you in a friend. Explain.	•	Response #2
c. Would you like to be famous? Why or why not?	•	Response #3

For more practice, look at the transcripts on page 3 and practice these responses with a classmate.

2 Choose one of the questions below. Prepare your own response to this question by writing notes below. Be sure to fully explain your answer.

a. If you were not in class, what would you be doing right now? Why?	 Question _____ My Notes _____ _____ _____ _____
b. Name five things that are important for you in a friend. Explain.	
c. Would you like to be famous? Why or why not?	

Now share your response with a classmate.

3 Rate your classmate's response:

Information:	OK	Good	Excellent
Fluency:	OK	Good	Excellent
Pronunciation:	OK	Good	Excellent

EXTRA PRACTICE

Try answering one or more of these questions for extra practice. Use at least three sentences in your response to each question.

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- Describe one thing that can improve your mood instantaneously.
- What inspires you to be creative? Why?
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12 UNIT 01 Meeting People