


The **Developing speaking** lesson develops students' oral skills with a highly structured and supportive approach to speaking.

Developing speaking and Developing writing

Developing speaking

Asking for information



CARDIFF ENGLISH CENTRE: LEARN ENGLISH IN WALES

As a small school, we can give students the personal care and attention they need. Learn English and have fun, too! Why not contact us to find out more?

- SHINE** Work with a partner. Look at this advert for a school that organises summer courses for students of English. Answer these questions.
 - Do you think this is a good place to learn English in the summer? Why/Why not?
 - You want to do a summer course to practise English. What features are important in deciding where to study? Make a list.
- SHINE** Listen to a student asking for information about the Cardiff English Centre and write the information. Does the student ask about any of the factors you thought of in 1? Which ones?

Centre: English:	
Centre: Exit to:	
Name:	
Other activities:	
- Look at the useful expressions in the Speaking bank. Read the dialogue in 4 and tick (✓) the expressions which appear in it.

USEFUL EXPRESSIONS FOR CHECKING UNDERSTANDING

 - Sorry did you say...?
 - Could you repeat that?
 - Pardon?
 - I'm not sure I understood.

Complete the dialogue with the correct information.

Receptionist: Good morning. This is the (a) _____ English Centre. How can I help you?
 Student: Good morning. I'd like some information about your summer courses.
 Receptionist: Yes, of course. We have a course for students aged between 14 and 17. It begins on (b) _____.
 Student: Sorry, did you say (a) _____?
 Receptionist: Yes, that's right. The course lasts (a) _____.
 Student: Do you organise accommodation?
 Receptionist: (a) _____, we (b) _____.
 Student: How much is the course?
 Receptionist: The price of a (c) _____ course is (d) _____.
 Student: Could you repeat that?
 Receptionist: Yes, I said the price is (b) _____.
 Student: Does the price include other activities?
 Receptionist: Yes, it does.
 Student: What other activities are there?
 Receptionist: There are (e) _____ (f) _____ and sports activities, including (g) _____.
 Student: Oh, that sounds interesting. Can you send me a registration form?
 Receptionist: Yes, of course. Can you give me your name and address?
 Student: Yes, it's _____.

5 SHINE Practise the dialogue in 4 with your partner.

PRACTICE MAKES PERFECT

4a SHINE Work with a partner. Do this role-play using the questions in 4 and the Speaking bank to help you.

You want to find out the following information about summer courses at a language school:

- the starting date for the course
- the price
- the length of the course
- other activities on the course
- if accommodation is organised or not

Student A: You are the receptionist at the Sydney English Centre. Look at page 142.
 Student B: You want information about the Sydney English Centre.

4b Now change roles.


Student B: You are the receptionist at the San Francisco English Centre. Look at page 142.
 Student A: You want information about the San Francisco English Centre.

EXAM SUCCESS

What do you need to do to get a good mark in a speaking exam? ▶ EXAM SUCCESS page 144

Developing writing

A language biography



- SHINE** Work with a partner. Look at the pictures. How can each one help you to learn English?
 - A language biography is a text where you describe your experiences of learning a different language. Read this language biography written by a student of English. What similarities are there between her experiences and yours? *My little sister learned English at primary school.*
 - The text in 2 is not divided into paragraphs. Read it again and divide it into five paragraphs. Use the plan below to help you. When you finish, read the information in the Writing bank.
 - Paragraph 1: Basic personal information
 - Paragraph 2: Language-learning experiences at primary school
 - Paragraph 3: Language-learning experiences at secondary school
 - Paragraph 4: Language-learning experiences outside school, including tips
 - Paragraph 5: How you prefer to learn a language
 - Make notes for the paragraphs in 3 with information about yourself and your experiences of learning English.

WRITING BANK

Paragraphs

We use paragraphs to group similar ideas and information together and express them more clearly. When you write a text in English, brainstorm your ideas and then group these ideas into logical paragraphs.

WRITING BANK ▶ PRACTISE
- PRACTICE MAKES PERFECT** Write your own language biography using your notes in 4. Organise your information into five clear paragraphs.

My name is Collin Rojas and I'm 16 years old. I'm Mexican and my mother tongue is Spanish. Apart from Spanish, I can speak English. I started learning English when I was at primary school. I was five years old. Primary school was when we started to, and sang, a lot of songs in English. We also played games and read some stories. My dad's study a lot of grammar in primary school but we learned a lot of vocabulary and we practised speaking. At the moment I'm studying English at secondary school. We study a lot of grammar and vocabulary, and we do a little speaking. We study vocabulary using an interactive notebook. From time to time we do vocabulary tests. We don't do many translations in class, but we do lots of grammar exercises, sometimes on the computer. Outside school I don't really speak much English. For homework, we often read special English readers which our teacher gives us. When we finish them, we usually watch something. I listen to a lot of English because I love English and American pop music and I also watch films in English. Like The Hunger Games. That's my favourite. When I was thirteen I went to Canterbury to do a summer course. When I was there, I met some great people. I'd like to go somewhere else in the UK, to London for example. I like learning English by doing roleplays and games in pairs. I make a few mistakes when I speak English but I write the corrections down and reuse them from time to time.

The **Speaking bank** highlights and analyses key language for students to refer to during the productive phase of the speaking task.

There are two **Exam success** boxes in each unit. They ask students to reflect on the best way to carry out a specific exam task. Students can discuss the question in pairs and they are then directed to a special section at the end of the book where useful strategies and tips are explained.

Students are given help in planning and organising the information they need to use in their writing activities. Model texts give students realistic examples of different genres of written texts.

The **Writing bank** highlights and analyses the key language of the writing task and gives help in planning and organising the information they need to include. Students refer to it during the productive stage.