



# SPOKEN ENGLISH

**SIX-SESSION COURSE PLAN**

  
**Prince Chameleon Press**

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# To the Teacher

This course is designed to help students develop and improve their English language speaking skills.

Students integrate their language skills, in context, as they discuss, read, write and speak on a variety of topics.

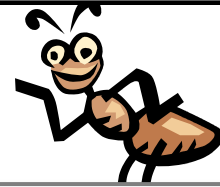
These topics are arranged in six classroom sessions, to be further subdivided as required. The sessions' activities can be incorporated flexibly as time allows within the regular language arts and literacy program.

The six activities range from simple to more complex: *Speaking about oneself; Explaining how to perform an activity; Speaking on a topic; Telling a story; Expressing an opinion; Participating in a formal debate.*

**Spoken English, Course Plan, Students 10 – 12 years**  
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## SESSION 1

# Communications

**Language focus (group work):** Getting to know one another; introducing oneself; observing people's speech characteristics; responding verbally to a questionnaire; reporting back to the group; detecting the cause of any misunderstandings that may occur during the activity; re-phrasing information that has been misunderstood.

**Warm-up game:** One round of 'Chinese Whispers'. One student whispers a message into the next student's ear, going around the circle, until the last student repeats the final version of the message that he/she hears.

**MODEL PRESENTATION:** Teacher begins Activity 1 by inviting students to ask him/her a few of the questions on the accompanying questionnaire. This is an opportunity to demonstrate correct speech patterns, in context, before the students work on the same questionnaire in pairs.

**Activity 1:** Pair work (30 minutes) Using the following questionnaire, students respond verbally in pairs, sharing personal information and ideas. They are asked to take note and try to remember the details of their discussion.

**Activity 2:** Group work (30 minutes) Students now take turns at publicly introducing their partner to the group. They have 5 minutes to report as much as they remember about their partner's responses. Inevitably, students will make mistakes, whether from lapse in memory or faulty communication. After the introduction, the student who is being introduced must correct any misinformation by the speaker. He/she should take note, if possible, of the reasons for the misunderstanding. In other words, why has communication broken down?

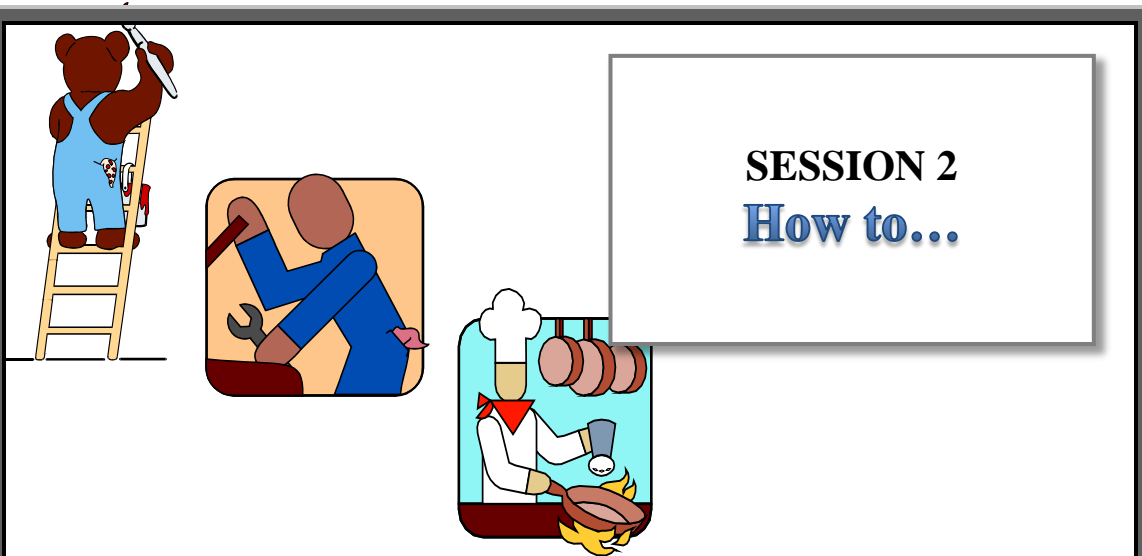
*Teacher takes note of specific vocabulary and pronunciation difficulties, and records these for future remedial work.*

# 33 QUESTIONS TO ASK YOUR PARTNER

## SESSION 1 INTRODUCTIONS / COMMUNICATION

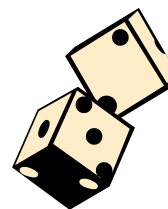


- What is your name?
- Where do you live?
- What languages do you speak?
- Where were you born?
- What hobbies do you enjoy?
- How many brothers do you have?
- Where was your last holiday?
- How many sisters do you have?
- What was the happiest moment of your life?
- What was the most frightening moment of your life?
- Have you ever lived in another country? Describe it briefly.
- What sports do you do?
- What was the best video you ever watched?
- Who is your favourite film star?
- Do you enjoy acting?
- What is your most interesting subject at school?
- Are you good at using computers?
- Do you have a computer at home?
- What do you like best about computers?
- Do you know how to cook?
- What's your favourite meal? Your favourite dessert?
- What things do you worry about the most?
- What work would you like to do when you leave school?
- Would you like to study at university? Why or why not?
- Are you a tidy person? Do you keep your room in order?
- Do you like to visit museums?
- Name one museum that you have visited. Describe it.
- Do you like to go to the cinema or the theatre?
- What outings do you enjoy the most?
- Think of three activities you enjoy doing.
- Describe one of these activities to your partner.
- Do you like to go shopping? What things do you like to buy?



**Language focus (group work):** Using the correct language and sequence of events to explain HOW TO do something, Teacher may wish to point out errors in vocabulary, expression or pronunciation that may have surfaced during the previous session.

**Activity 1. Free speech (pair work):** First, elicit the kinds of things students like to talk about. Identify and write the names of 6 of these topics on the board. Play the dice-rolling game. Everyone speaks for 1-6 minutes on a subject of his/her choice, the length of the speech determined by the random spin of the student's dice. To make the task easier the first time, students may practise their speech in pairs. (Optional)



**Activity 2. Speech writing: (pair work):** With a partner compose, write and deliver a short speech, giving clear and precise instructions on how to accomplish a specific task. For example: How to play a favourite computer game; how to organise a football match or a birthday party; how to cook a favourite meal or dessert; how to record a television program; how to program a cell phone; how to train a cat or a dog, and so on. Students can choose any other topic, as desired.

The teacher may wish to elicit from the students beforehand how an ideal audience should respond. Students will be expected to listen carefully. One student in the pair delivers the speech to the group. Either student in the pair may answer queries or questions posed afterward by listening members of the group.

*Teacher takes note of recurring errors in speech or pronunciation for remedial work, either on the spot and/or at the next session.*





## SESSION 3

# Delivering a Speech on an interesting Topic

**Language focus (group work):** Composing and delivering a speech on a topic of interest.

**Warm-up game:** In pairs, think of 5 things that are blue, 5 things that come in pairs, 5 things that are healthy to eat, 5 things that begin with “M.” Now describe five easy ways to keep the environment clean, five good books to read, and five things that can fly.

**Memory Check:** Remember and retell 5 interesting facts about one person in this room. (Optional)

**Activity 1: (Speech preparation)** Each student prepares a short individual speech, describing one of several topics collectively suggested by the group. For example: Learning or watching a sport, movies, music, computer games, bicycle trips, hobbies, holidays, going camping, taking car trips, visiting heritage sites, unusual career choices, living in the city or the countryside, and so on. Speeches are timed and should be two to three minutes in length. All students participate as the audience for those individuals delivering their speeches. Students can be reminded beforehand of how an ideal audience should respond. Students will be expected to listen carefully. Students will be invited to ask at least one question at the end of each speech.



**Activity 2: Improvisation (pair work)** Elicit a number of fictitious situations, whether funny, sad, dangerous or difficult. For example, starting up a conversation with a stranger, finding a child lost at the beach, receiving a punishment at school, trying to keep an important secret, arriving home late for supper, trying to earn some pocket money, making a new friend on the first day of school, getting into an argument with a brother or sister, and so on. Taking on various fictitious roles, students write and perform an original mini skit in front of the group.

*Teacher takes note of recurring errors in speech or pronunciation for remedial work, either on the spot and/or at the next session.*







## SESSION 4 Telling a Story

**Language focus (group work):** Telling a story, true or imagined.



### **Guessing game: Famous people.**

(Class divided into two groups)  
Write the names of well-known famous people on cards. Give each student a random card, unseen by the other students, making sure that he/she knows something about the famous person. Alternatively, students can substitute their own

choice of a celebrity on a blank card. They may also need to research online for basic information on their famous person. They must then take on the role of that person. The other students ask a series of questions until the identity of each famous person is revealed.



**Activity 2:** (Groups of three). One person tells a story, whether true or invented. As this person is telling the story, the second person mimes the events of the story. The third person listens and watches the drama. For example: *One morning, the alarm clock rang at 9 A.M., which made me late for school. I had an exam that morning, so I panicked and ran downstairs. On the way I tripped and sprained my ankle. The dog started barking and woke my baby sister...* and so on. If time allows, the listener switches roles and tells a new story. The person who mimed the action now becomes the listener.



**Story-writing:** Students first develop and compose their stories orally, and later on in writing.

*Teacher takes note of recurring errors in speech or pronunciation for remedial work, either on the spot and/or at the next session.*





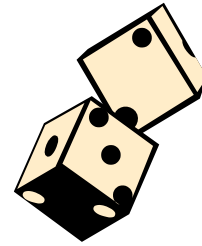


## SESSION 5

# Expressing an Opinion

**Language focus (group work):** Formulating and expressing a personal opinion on a chosen topic.

**Warm-up Activity:** Students suggest 10 or 12 topics that they enjoy speaking about. Example: *The day I first arrived in this city, my favourite place to visit, how I spent last weekend, what I want to do when I grow up, my favourite book, my favourite sport, my favourite movie, the last time I visited my birthplace, and so on.* Each student then rolls a dice and speaks on the subject of his/her choice for 1 – 6 minutes, depending on the random throw of the dice.



**Activity 1. Expressing an opinion** (Class is divided into groups)  
As a preparation for a formal debate, students will discuss these questions within their group, taking notes on the ideas that are expressed. At the end of the discussion period, they will each prepare one paragraph, expressing their opinion on one of the following topics, or any other topic they choose.

### *What do you think about...?*

- ◆ going to medical school to become a doctor
- ◆ living in Montreal, Toronto, Calgary, Vancouver, and so on.  
Is it a good place to be?
- ◆ large families. Are they best?
- ◆ computers. Are they better than television?
- ◆ women joining the army or the police force
- ◆ your school. How would you make it better?
- ◆ going to the theatre
- ◆ going on organized school field trips
- ◆ film acting as a career
- ◆ people who win the lottery





## SESSION 6

# Formal Debates

**Language focus (group work):** Participating in a formal debate.

- Class divides into teams.
- Choose a debate topic. Formulate an argument FOR and AGAINST the topic. For example:
- **PRO (FOR): Television is more educational than computers.**  
**CON (AGAINST): Computers are more useful and interesting than television.**
- Two of the students argue PRO, and the other two argue CON
- Students discuss and prepare as many arguments as possible to support their position.
- Students should not repeat their team partners' points; instead they should complement their PRO or CON position with a variety of strong supporting arguments.
- Students should try to guess what the opposing team will argue, and prepare counter arguments in advance.
- Everyone speaks for a set length of time without interruption.
- Speakers from opposing teams alternate until everyone has had a chance to speak.
- After the debate, during the rebuttal period, students have the opportunity to refute their opponents' arguments directly.

### SUGGESTED DEBATE TOPICS

- Practising medicine is a wonderful career.
- Practising medicine is difficult and stressful.
- More women should work for the army.
- The army is not a good place for women to work.
- Film acting is a wonderful career.
- Film acting is a very difficult career.
- Winning the lottery helps people to live a better life.
- Lottery winners can face serious problems.
- Going to school is the only way to get a good education.
- It is better for parents to teach their children at home.





**Teacher's Notes**





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**COMMENTS ON STUDENTS' INDIVIDUAL PERFORMANCE:**

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