

SPEAKING TASKS

Based on language learned/learnt in units 1-5, *New English File Upper Intermediate* (B2)

Work by michelle (talkingpeople.net), 2013

Here are three kinds of speaking tasks (ST) you will be doing at **Plenary in March**. In **pairs, or groups of three, choose one task** and **book a date** (on the Bulletin Board) to do it at Plenary.

Symbols to use on the chart: ST1 / ST2 / ST3 + no. of task + group: N (level) I2 (intermedio 2) L or M (lunes, or martes) + your list no. (What's my list number? / Could you tell me my list number?)

Example: **ST1 2 NI2L 13,33** = Speaking Task 1 no. 2 + Group + two people: no. 13, and no. 33.

SPEAKING TASK TYPE 1. Useful Language Practice – for individual work, or in pairs

Sentences for Functional Translation or for Listen & Repeat: people in charge of these activities prepare sentences for these types of exercises in class – they'll be the teachers, then. Apart from the topics below, you can use the **Grammar Banks** and the **Vocabulary Banks**, but state your topics when you book.

1. Giving **advice** - *you should, you need to, If-clause, it'd be good to...*
 - a) Giving **First Aid** (use language in unit 1 including listenings). Ways to help for different kinds of accidents: burns, cuts, nose bleeding, blisters, being stung by insects... road accidents...
 - b) **Safety Tips** (use language in unit 3 including listenings, esp. conditional sentences and time clauses, p. 46)
 - c) **What to do to prevent global warming / climate change** resulting from human actions? (use language in unit 3 including listenings, esp. p. 43)
2. Describing **people**: personality (p. 9), looks (p. 23), feelings (p. 53), body language (p. 62)
3. Describing **the weather** (use language in unit 3B including listenings)
4. Describing **information we get from the senses** (use language in unit 4 incl. listenings, esp. p. 61)
5. Describing **a painting** (use language in unit 4 including listenings, esp. p. 63)

SPEAKING TASK TYPE 2. INTERACTION (conversation) – 6 min, or 9 min if 3

Tip: Balanced turn-taking; posing points, comments, questions)

1. **Ways of Meeting People** (use language in unit 1 including listenings)
 - Examine personality traits your friends and you have (language for describing people, as on p. 9)
 - Discuss Speed Dating and Meeting cyberfriends (people you know from the Internet).
 - Discuss Meeting celebrities: Would you like to meet a celebrity?
 - Draw your own conclusions
2. **Stress: good or bad for one's health?** (use language in unit 1 including listenings)
 - What is stress? How does it feel? How do you feel when you're stressed out? What happens?
 - Can stress be good for our health? Examples.
 - Conclusions
3. **Stereotypes: truth or myth?** (use language in unit 2 including listenings)
 - Talk about how Spanish stereotypes have changed in time, according to Spaniards.
 - Examine how foreigners perceive people from Spain. You can use personal experience.
 - Examine how Spanish people perceive people from neighbour countries, people from English-speaking countries
 - Your final assessment.
4. **Crime and punishment** (use language in unit 3 including listenings)
 - Discuss different kinds of crimes and their punishment. (shoplifting, robbery, burglary, smuggling goods, murder, arson, kidnap, rape; time in prison, community work, fine)
 - Finish the discussion by expressing your own conclusions.

5. **Would you get out alive?** (use language in unit 4 including listenings)
 - Talk about different experiences in dangerous situations.
 - Who was saved? Why?
 - What would you do if something like that happened to you?
6. **Arguments are not discussions!** (use language in unit 4 including listenings, esp. p. 58)
 - Do you argue much? Who with? What about? How do you solve the problem?
 - Why do people argue?
 - What can be done to prevent an argument?
7. **Sleeping habits and Dreams** (use language in unit 5 including listenings, esp. pp. 72-3)
 - Interview each other about sleeping habits, including naps (use Frequency adverbs and time expressions!)
 - Exchange tips about how to keep awake when you're sleepy!
 - Tell each other about your kinds of dreams, their frequency, dreams in childhood.
 - go back to the importance of sleep and finish up agreeing on some sleep tips!
8. **Music Festivals** (use language in unit 5 including listenings, esp. p. 80)
 - What kind of music do you like? Exchange likes and dislikes.
 - Have you ever been to a music festival? Who did you go with? What kind of music was it? What was it like?
 - Music Festivals in Spain. Which would you go to?
 - Arrange to go to one of those together!

SPEAKING TASK TYPE 3. MONOLOG(UE)S – 3 min. each

TELLING ANECDOTES (personal experience) WITH ACTIVE LISTENERS

(follow plan on page 27 and make sure you use the useful language for active listeners)

It'll be a monologue, but we'll practice comments by active listeners, too. So we need two people: one gives his/her mon. and the other just shows active listening. Then swap roles. So both person will give a monolog(ue).

1. **What does the future hold?** (use language in unit 1 including listenings) Psychics: Have you ever been to a psychic? Experiences. Other kinds of fortune tellers. Do you believe in psychics?
2. What does **your signature and your password** say about you?! (use language in unit 1 including listenings)
3. **Air Travel Stories** (use language in unit 2 including listenings; p. 25 IMP)
4. **Dangerous Situations:** a choking experience (use language in unit 1 including listenings)
5. **Risky Situations / Assessing Risk** (use language in unit 3C including listenings)
6. **Telling news stories** (use language in unit 5 including listenings, esp. pp. 76-77) – This morning (now the afternoon) I heard /heard/ an amazing news story!
7. **Occupations!**
 - a) **Free running** (use language in unit 3 including listenings, esp. p. 48)
 - b) I want to be an **actress / an actor!** (use language in unit 4 including listenings, to describe the world of acting or of actors and actresses)
 - c) I'd like to be a **musician, singer or songwriter** (use language in unit 5 including listenings, to describe the world of music, musicians, singers, songwriters, composers)
 - d) I'd love to be a **journalist!** (use language in unit 5 including listenings, esp. pp. 78-9)