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Využití doplňkových materiálů pro procvičování mluveného projevu v hodinách anglického jazyka

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Using Supplementary Materials to Practice Speaking in English Classes

Bachelor thesis

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Tato bakalářská práce se zabývá tématem procvičování mluveného projevu v hodinách anglického jazyka jako jedné z nejdůležitějších dovedností, kterými by měl student jazyka být v současné době vybaven. Celá práce je rozdělena do několika částí. Část teoretická na základě odborné literatury popisuje mluvní aktivity. Dalším krokem je analýza učebnice Face2face, která byla provedena za účelem posouzení vhodnosti a přínosu stávajících mluvních aktivit. Jednotlivé aktivity jsou stručně popsány a informace o aktivitách jsou zaneseny do přehledných tabulek na základě toho, o jaké typy aktivit se jedná, jestli procvičují slovní zásobu nebo gramatiku, jestli jsou stávající aktivity zaměřeny na procvičování správnosti jazyka nebo procvičování plynulosti, a zda se jedná o aktivity individuální, párové, či skupinové. Z této analýzy vyplynulo, že některé aktivity nejsou zastoupeny v dostatečné míře. Z tohoto důvodu jsou v poslední části této práce navrženy tři různé typy aktivit, které mohou vhodným způsobem doplnit stávající aktivity v učebnici. Tyto aktivity reprezentují přiřazování, popis obrázků a hraní rolí.

Klíčová slova: mluvní aktivity, slovní zásoba, gramatika, přesnost, plynulost, doplňkové aktivity, formy práce studentů

Abstract

This bachelor thesis deals with speaking activities in English lessons as this seems to be one of the most important skills that the students should be equipped with. The whole thesis consists of several parts. The theoretical part describes speaking activities using professional literature. The next step is the analysis of the textbook Face2face from the point of view of speaking activities. The activities are briefly described and the information about them enters the tables according to the types of activities, whether they practice grammar and vocabulary, whether the activity emphasis fluency or accuracy, and whether the students work individually, in pairs or groups. The results show that some types of activities are used rather rarely. Therefore, in the final part of the thesis there are three types of activities that can work as supplementary material to accompany the textbook. They represent matching, picture describing and a role play.

Key words: speaking activities, vocabulary, grammar, accuracy, fluency, supplementary activities, student's grouping

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A list of abbreviations used in the thesis:

A – accuracy

F – fluency

G – grammar

GF – gap filling activities

GW – group work

IW – individual work

M – matching activities

PD – picture describing

PW – pair work

QA – asking and answering questions

RP – a role play

V – vocabulary

1. Introduction

Using at least one foreign language has become a necessity nowadays and therefore a great pressure is put on every teacher to provide the right climate and motivation in the classroom for students in order that the students can gain all the important skills. Different teachers also have different priorities. According to Ur some teachers prefer fluency and accuracy, some prefer different styles or varieties of the English language, some vocabulary, while others reading and writing skills as those are connected with testing (Ur 2012, 1 – 3). What most teachers would agree on is that all those skills are important and that our intention should be to combine them in our course plans. Also we cannot possibly omit one of these skills in order to intensify the others.

As soon as we begin to think about the teaching process, plenty of questions that should be deliberated over start to appear. Among those are which grammar and vocabulary is suitable, whether to teach British or American English, how to teach literature and culture or whether the teacher should be a native or a non-native speaker. Some of the questions are answered by the national curriculum and some by the teacher's superiors. But most of the responsibility lies with the teacher. It is his or her responsibility to choose the proper textbook to follow and to choose interesting and useful activities and suitable culture facts to teach about.

As communicative approach has become widely accepted, a person's speaking ability has been considered one of the most important skills nowadays. Most textbooks provide speaking activities to some extent but there are never enough of them because most pupils or students speak English only during their lessons. This paper will deal with this particular area. After stating some more detailed information about teaching how to speak in the English language and classifying the most commonly used activities there will be an analysis of a particular textbook. It will analyse the speaking activities used within the units, covering pair work, group work and individual tasks. And then there will be introduced some additional speaking activities that can be used at any time during the lesson to practice and improve students' speaking skills.

2. Teaching speaking

Speaking is counted among the most important abilities students of English should acquire during their studies. Not all of them will have a chance to practise the spoken language outside a classroom and therefore it is always important to provide as many speaking opportunities as possible during the lessons. These will activate the vocabulary and grammar students have gained during the lessons and help them to feel confident in the future real life situations while using the English language.

According to Harmer, there are three main reasons why we should provide speaking tasks which will help our students to use their knowledge of the language without hesitation. The first one he calls rehearsal and what he means by this is that if we help our students to have free discussions in the classroom, it will help them later on in real situations. The second one he labels as feedback, and by that he means that any speaking opportunity provides feedback, for both a student and a teacher, about the knowledge but also about weak points that should be revised. The third one he calls engagement and it has to do with motivation (Harmer 1998, 87 – 88). It is a well-known fact that if the activity is interesting, the students engage in it more easily and it helps them to improve greatly.

Before having a closer look at the activities several important issues should be considered. We have to think about how to correct speaking. It is important to correct the students' mistakes but we cannot do it during the oral performance. Harmer points out that if we try to correct every mistake during the conversation, the main point will soon get lost. He recommends listening and taking notes of any possible mistakes made during the conversation, and then when it is over, we can give the students our feedback and advice. Another point he makes is about criticism which should be told to concrete students so that they can avoid making the same mistakes in the future. The next good piece of advice he is giving is about not taking active part in speaking activities of students because it always brings out a problem of dominance (Harmer 1998, 94). Teachers may have to enter the conversation at some point but they have to be cautious of their role in the task. On the other hand the intervention is necessary if the conversation is faltering but again it has to be done very carefully and with a regard to the students and their level.

The proper activities should be considered and used. For example Harmer

mentions four most used categories – an information gap, surveys that are conducted through questionnaires, discussions and role plays. Each of them can be adjusted to different levels and ages of students of English (Harmer 1998, 88 – 93). All those activities are widely used in English classrooms and most modern textbooks offer a wide range of similar tasks in many varieties. It is the teacher's responsibility to choose the proper activities to practice speaking when it is required. Sometimes the activities have to be slightly changed or adjusted to the level, age or according to the cultural background. Along with the mentioned activities some other methodologists also recommend prepared speeches which are especially appreciated by professionals because they need these to give presentations. If they are used in the classroom then we have to think about peer evaluation by listeners; otherwise the students will sooner or later get bored (Celce-Murcia 2001, 106 – 107). While preparing the students for making speeches, we have to consider how short or long the speech will be. They may be expected to describe something, speak about themselves or their families, favourite sports or activities. To do so they need to be confident about using vocabulary, grammar and to be able to speak in front of others. Students have to be prepared to answer any possible questions about the topics and they should be able to react to any objections or to defend their opinions.

When speaking is considered, clear instructions and the right assessment has to be mentioned. Hughes and Moate prepared a handbook for non-native teachers of English to help them run a lesson in English properly. The book is full of everyday phrases, instructions and pieces of advice that any teacher may find worthy (Hughes, Moate 2007, vi). Not only do we need to make our students speak but we also have to evaluate their performance, which may appear troublesome. It should be done in a clear and understandable way so as not to confuse the students. We also have to bear in mind that different tasks have to be evaluated differently. The main points that we consider important will have to be announced beforehand so that no confusion is caused. It is important that we treat all the students fairly and according to the same rules.

Another issue to consider is mixed ability classes as these classes are common nowadays at any level. In accordance with the points mentioned above we have to realise the fact that most classes consist of hard-working students as well as weak students. Prodromou recommends building the knowledge of students on the facts they already know so even the weaker students would feel confident. He suggests

teaching culture as the most reliable source that can provide enough material to talk about at any level. If the students feel confident about the topic, they would use the language more freely. He also offers several useful communicative activities to use within mixed ability classes that we will consider later on (Prodromou 1992, 49 – 50). It is often an uneasy task for teachers to involve all the students into the learning process equally and to make them speak English during their lessons. Many students have difficulty forming an opinion in their mother tongue and yet we expect them to do so in a foreign language, in front of their critical classmates. It is crucial to build a speaking friendly environment in the classroom, where all the students get enough opportunities to talk and express their views.

While thinking about the speaking skill we cannot omit some good pieces of advice given by J. and Ch. Hadfield. In the chapter *Focus on speaking* they suggest how to help students to engage in speaking. The first piece of advice is dealing with pre-teaching the vocabulary and introducing the topic through reading. It helps the learners of English to produce some ideas to talk about and which they would lack otherwise. Then some other activities can follow, such as a questionnaire or a role play to practice. The next step is building the confidence in our students by giving them enough time for necessary preparations and using repetition. The last step the authors talk about is developing fluency by giving students plenty of opportunities to speak (Hadfield 2008, 105 – 107). This is a logical order to follow if we expect the students to speak confidently and fluently. The only problem that may occur is the range of vocabulary and grammar to teach at certain levels because even some textbooks fail in this, but again it can be solved by experienced teacher.

Some further useful pieces of advice can be found in a book written by Ur. She suggests setting goals to our teaching taking into account that our students should talk a great deal and that the language they use should be of an acceptable level of accuracy. In the same chapter she also states some possible problems we may face in the classroom. Among those may appear shyness and inhibitions of students who are afraid of making mistakes in front of other students. Some may have problems making up what to tell because they lack the vocabulary, or they may have nothing to say about the chosen topic. Another problem can be connected to the low participation of some students, especially during pair work or group work with dominant classmates. The last problem comes with using a mother tongue during English lessons which can unfortunately be seen as a common feature (Ur 2012, 117

– 118). It is very important to involve all these likely problems into the preparation part of the lesson and the teacher should be able to deal with them adequately. As soon as the students do not feel support from the teacher they will try to avoid speaking as much as possible.

A different point of view offer Nolasco and Arthur who deal mainly with accuracy and fluency. These authors distinguish between “speaking skills” and “conversation skills” which means that being able to speak is one thing and being able to hold a conversation is something completely different. Therefore, in their book they introduce plenty of photocopiable activities that are divided into four main categories – *controlled activities*, *awareness activities*, *fluency activities* and *feedback tasks* (Nolasco, Arthur 1987). Each activity is explained and it can be used any time during the lesson, for any level from elementary to advanced, to enhance communication.

Pronunciation cannot be left out when talking about speaking. According to Ur learners of English do not necessarily need a native speaker as a model because some native speakers may be difficult to understand and so the learners may learn some sounds wrongly. Ur also points out that we should teach not only proper sounds but also rhythm, intonation and stress because if the students go wrong on any of them it may cause misunderstandings. (Ur 2012, 128 – 129). It is a common feature at Czech state schools that English is taught by teachers whose native language is Czech. On one hand it can be an advantage because they can use their mother tongue to explain some difficult points and they can also understand the ideas of their students better. On the other hand they serve as a model to their students and therefore there is always a danger they may teach the wrong pronunciation of some words. It can help a lot that most textbooks are accompanied by audio CDs or CD-ROMs that provide plenty of listening tasks to practice the proper pronunciation and that the students can hear the words used in context. Teachers also recommend their students to watch films in English and listen to the radio or subscribe some podcasts. It is best if the students can get exposed to the English language as much as possible. On the other hand, as Roach puts it, “No pronunciation course that I know has ever said that learners must try to speak with a perfect RP accent. To claim this mixes up models with goals: the model chosen is BBC (RP), but the goal is normally to develop the learner’s pronunciation sufficiently to permit effective communication with native speakers” (Roach 2009, 6).

In conclusion of these facts it has to be mentioned that any time we expect students to talk there should be provided enough preparatory time. During that time some learners might need to look into a dictionary for some unknown words, while others may need to write something down. Sometimes it is necessary to help the students choose some proper topics that they can speak about or the teacher may ask the students to share their ideas so that even the weak students will know what to speak about. Then once they start to speak it is important not to interrupt them, or at least not very often, otherwise it will discourage them. It is widely recommended for teachers to listen and observe the communication and to note down any possible mistakes rather than to correct them immediately. And then when they stop speaking, their mistakes should be discussed, corrected and proper forms practised so they would not make the same mistakes again in the future.

3. Speaking activities

After considering some of the possible problems connected with teaching and learning English, the next problem we have to face is what kind of activities to use. This part is the most important because using the proper activities in the teaching process is crucial. Various methodologists come up with a slightly different list of useful activities to use in the classroom. Therefore, on the following pages we will look at a selection of the activities, tools and techniques recommended by Harmer, Scrivener and Ur and we will remark on some of the possible strong and weak points of these activities.

3.1. Commonly used speaking activities

Each of the above mentioned methodologists comes with a distinct list of activities that can be used to practice speaking but they all agree on the three most commonly used categories of speaking activities even if they may give them slightly different titles. Those are pictures, role plays and activities used to find things in common. Before looking at these activities in details, we have to mention the fact that all these activities are widely used in modern textbooks, available at websites provided by publishers or found in a range of activity books that most of the bookshops have on offer.

3.1.1. Using pictures – describing, gap filling, matching

According to Scrivener, pictures or flashcards are something “you can show to students, typically something you can hold when standing in front of the whole class” and he recommends “keeping any good picture you have once used in stock so it can be re-used in the future” (Scrivener 2011, 349). The pictures can be found on the Internet (especially on Google pictures, an unlimited source of images), in magazines, newspapers, leaflets and brochures. Organising the pictures according to topics is a good idea and it is also important to think about making the pictures last for longer time by keeping them in the folder. Scrivener offers a few ideas how to use them while teaching. Among these is “to quickly show the meaning of a lexical item, to illustrate presentation of language, to tell a story, to use it as seeds for student-

based storytelling activities or as prompts for guessing games, description games, and so on” (Scrivener 2011, 349). Besides that Harmer suggests using pictures while doing an activity he calls an information gap which can be used at any level. The activity involves work in pairs where each partner has a picture but where some information is missing and they have to complete it by asking and answering questions. It can be also extended by memorising the picture and describing it to another partner or creating a story based on the picture (Harmer 1998, 88). Ur extends these ideas with a possibility to award students for using the right collocations, phrasal verbs or phrases used properly while describing the pictures. The pictures can be used for spotting the differences where each student has a similar but often slightly different picture. Without showing the picture to each other they have to describe it and find differences, sometimes one can draw a picture that is being described. The drawbacks of this task can be a lack of vocabulary and also a temptation to cheat and look at partner’s picture before fulfilling the task (Ur 2012, 125). Describing pictures may be useful if we want to practice vocabulary and grammar or if we have to prepare the students for certain exams where they would be expected to describe, compare and contrast the given photographs.

Another way to use and recycle the pictures can be using picture stories that can often be found in textbooks, but they can also be drawn on the blackboard or students can receive them on their worksheets. Scrivener emphasizes that “they are also very useful for focusing on specific language points or as a material for speaking and listening activities” and that “most picture stories seem inevitably to involve practice of the past simple and past progressive” (Scrivener 2011, 350). It is not a difficult task to create such a picture story from the pictures we already possess and then we can use it any time when we expect that our students should practice some grammar or vocabulary. Another good point Scrivener gives is that the picture stories can be used variably according to two different approaches. Either we may prefer “*accuracy to fluency*” or “*fluency to accuracy*”. The first approach suggests, according to Scrivener, “that we start by looking at the language involved in the story and work on getting this understood and correct before we move on to work on telling the story” (Scrivener 2011, 350). This means that we introduce the topic, then we focus on vocabulary and grammar, look together at the pictures and discuss them and then the students can produce their own stories. On the other hand, the second approach starts also with introducing the topic but the students look at the pictures and discuss them

first, then they produce their own story and after that they focus on vocabulary and grammar. Finally the students can tell their stories again, avoiding the mistakes and using the suitable vocabulary. It depends on the level and age of students which of the two approaches is better to use and they can be adapted to the students' needs.

In conclusion it should be emphasised that using pictures while teaching vocabulary is one of the most effective tools available to the teachers. Especially for young learners it is important to connect vocabulary to real pictures so that students would remember new words and be able to use them properly in the future. The teacher has to bear in mind not only the age of the students but also their interests and hobbies when choosing the pictures that they will talk about. If the chosen pictures are close to students' interests then the students can have fewer problems to talk about them freely and fluently.

3.1.2. Role plays

Role plays make the students speak and use the language. Scrivener says "by bringing the outside world into the classroom we can provide a lot of useful practice that would otherwise be impossible, in cafés, shops, banks, businesses, streets, parties, etc." (Scrivener 2011, 368). The students are able to test their knowledge and they often have to improvise as much as they should in a real-life communication. Another positive thing is that they have to react promptly at their partner's replies. Scrivener also points out that "curiously, it is sometimes the shyest students who are often most able to seize the potential" and then they can surprise themselves as well as their classmates (Scrivener 2011, 368).

Scrivener offers several activities that can be tried out in the classroom, such as "*Strange meetings*" where every student gets three cards – one with a name of a character (often someone famous), one with location (e.g. a living room or a street) and one with an unusual situation or a problem. Then the students have to mingle and make short conversation with one another explaining the problem and giving suggestion or advice. There are also activities like "*Interesting situations*" which students have to come up with themselves and act it out or there is a "*Guided improvisation*" that expects some creativity and imagination on both sides, from the teachers and the students. The teacher has to select a scene and together with the students they take part in the scene and play their roles (Scrivener 2011, 369). All

these activities expect that the students are willing to perform in front of other students and it can work well with young learners who are usually spontaneous. Ur adds that “it is an extremely effective technique if the students are confident and cooperative. However, more inhibited or anxious students find role plays difficult and sometimes even embarrassing” (Ur 2012, 126). Harmer adds to the shared knowledge that “role-play can lead into a number of possible writing tasks: a segment of the dialogue, a newspaper report on the decision and letters to the newspaper or posters” (Harmer 1998, 93). Both Harmer and Ur mention that such tasks can be used as suggestions for homework, group work to sum up the topic of the lesson or they can be involved in the test to revise the topic later on.

3.1.3. Finding things in common – asking and answering questions

Finding things in common represents different ways of asking a certain range of questions and collecting answers that can be presented or compared later on. Scrivener suggests using this activity during the first lesson with a new class when the students do not know each other or the teacher. It will help both the teacher and the students that they will learn everyone’s name and maybe some personal details about one another (Scrivener 2011, 371). One of the variations is called “*Find someone who...*” which can be used at any time during the lesson and it can be used for practising any vocabulary or grammar.

Ur recommends doing the activity *Finding things in common* in pairs. Students should preferably make pairs with somebody who they do not know very well. After asking certain amount of questions, the students may be asked to share what they have in common with the rest of the class. Ur seems to prefer this activity as an ice breaker, perhaps at the beginning of a course (Ur 2012, 126). Harmer mentions a similar activity which deals with surveys and involves conducting questionnaires and surveys done by the students to find out what they have in common. He points out that “if the students plan these questionnaires themselves, the activity becomes even more useful”. Some topics to make the surveys about are watching television, transport, smoking or musical preferences. The students are then expected to walk around the classroom, talk to their classmates one by one while filling up the questionnaires (Harmer 1998, 89 – 90).

3.2. Some other useful activities

Each of the methodologists referred before comes with an extended list of activities to be used in the classroom so it is a difficult task to choose just a few of them to mention. Besides those already described there are several activities that cannot be omitted. Among these belong lexical games, discussions and use of music, TV and films in the teaching process.

3.2.1. Lexical games

Scrivener offers a list of useful activities that are popular and among these belong:

- *Hangman* – it plays with words and can be used to revise vocabulary
- *Back to the board* – one student sits with his back to the board and the rest of his team has to explain the words that are written on the board by the members of another team in a short time limit without using the given words.
- *Category list* – it deals with vocabulary again. There is a list of items and the students have to guess what the connection between them is. The fewer words they need, the more points they will get. It can be adjusted to any level and the students can provide a list of items themselves to test their classmates.
- *Word seeds activity* – the teacher dictates ten words and the students have to create their own story to use the words in the forms provided by the teacher. This can be done as a writing task or they can present their story orally.
- *Word domino* – it is dealing with vocabulary as well as pictures and word categories. Again it can be adapted in several ways to suit the purpose needed.
- *Word jumbles* where words known to students are being deciphered.
- *Instant crosswords* is a game where teams try to add new words to a grid so that they can make it as big as possible.
- *Biting your tail* – it deals with vocabulary the students are learning at that moment – someone starts with a word and the next student has to come up with a word that begins with the last letter of the previous word and so on.

There exist many variations of these popular activities because these games can easily be adjusted to the age and needs of the students. All the activities mentioned could be shortened or made as long as needed according to the timing within the lesson and they can be used as warm-ups or fillers if there are a few spare minutes to

fill (Scrivener 2011, 358 – 362). Word games are also mentioned by Crystal who says that “we take considerable enjoyment from pulling words apart and reconstituting them in some novel guise, arranging them into clever patterns, finding hidden meanings in them, and trying to use them according to specially invented rules” (Crystal 2009, 396). That is why word games and puzzles have become so popular.

3.2.2. Discussions

Despite the fact that this tool is used widely in the classrooms nowadays, there are some problems the English teachers have to face. The truth is that everyone finds discussions thought provoking but as Harmer puts it “the first thing to remember is that people need time to assemble their thoughts before any discussion. The ability to give spontaneous and articulate opinions is challenging in our own language, let alone the language we are struggling to learn”. That is why he stresses “the need for discussion preparation and building the discussion up in stages” (Harmer 1998, 90, 91). Anyone who has ever tried to provoke a discussion within an English lesson would agree that it is not an easy task. Most students lack confidence and also vocabulary to react promptly and they would rather keep quiet and not enter the discussion at all. It is an important skill for the teacher to become a moderator and to give each student a chance to speak at their own pace.

3.2.3. Use of music and songs

Another effective tool for teachers is the use of music and songs during their lessons. Most modern textbooks involve at least a few songs in their content and use them to focus on grammar or vocabulary. Scrivener states that there are many activities that can be done along with a song, such as gap filling, picture matching, listening and talking about the lyrics, producing their own rhymes, miming action or just singing along with a singer. He also recommends using music to set a mood at the beginning or the end of the lesson, to use it as background music or for students to help them relax during some task (Scrivener 2011, 355 – 356). Music and songs are also suitable topics for young learners or teenagers that they can talk about because most of them adore music and so it is a familiar topic to them. Students like to talk about their favourite types of music, singers or bands and they like to translate the lyrics so that they can understand them properly. And pronunciation can also be

practised along with listening.

3.2.4. Use of TV, DVD and video in the classroom

Modern technologies offer a wide range of supplementary material and the only problem comes with suitable material to choose. It requires some preparation beforehand as some kind of worksheet for students should be provided, otherwise the students will watch the film passively and it will not provide any improvement in their education. Scrivener offers some useful pieces of advice that the teacher should follow and he recommends that the activities should be organised into three basic steps. Preview activities that focus on vocabulary or grammar are the first and there also belong the activities where the students have to predict what will happen next. The second step is dealing with viewing activities such as listening or interpreting, and then there are follow-up activities, for example discussions, role plays or some writing task (Scrivener 2011, 377 – 378). The only difficulty that the teacher may be confronted with is the choice of films or programmes to watch. It is convenient if the students do not know the plot because then it is possible that the teacher can pause the video at some point and the students have to guess what will happen next. As a follow up task the students may be asked to rewrite the script of the film according to their own ideas or they can prepare some key scenes from the film and perform them in front of their classmates. Some current textbooks include video stories in their content and students can follow the single episodes and their main characters through the books. Another unlimited source of short videos is the website YouTube. Many of those videos are even accompanied by worksheets produced by skilled teachers. Yet another option is the use of the Internet. Windeatt, Hardisty and Eastment in their resource book offer plenty of activities that connect the use of the Internet with learning English (Windeatt, Hardisty, Eastment 2000).

Speaking activities are principally used to activate the language, to make students speak and use the foreign language successfully. They also provide a lot of feedback for both the teacher and the student and the activities even motivate the students to practice for future real life situations. Also we have to remember what the teaching and learning goals are because we usually expect “that our students should actually talk a lot” and “that the language used should be of an acceptable level” (Ur 2012, 117).

4. Speaking activities used in the textbook Face2face elementary

4.1. Introduction of the book

The course set consists of the Student's book with a CD-ROM/audio CD with plenty of speaking activities included, the Workbook with a reading and writing portfolio, the Teacher's book with extra photocopiable material suitable for practising speaking and unit tests and the Audio CDs for the classroom to practice listening as well as speaking. There is also a whiteboard CD-ROM available where are some useful video conversations that can work as examples for the students. Other support is provided on the website www.cambridge.org/elt/face2face. For example a downloadable English-Czech dictionary accompanying the Student's books, a booklet with grammar and useful phrases introduced in the units or the possibility to use on-line workbooks to accompany the teaching in the lessons or for students to revise at home. Each kind of the support offers plenty of activities and exercises to practice use of all the necessary skills. There is a strong focus on ability to communicate in social situations (Redston, Clark 2005).

On the following pages the attention will be paid to the activities that can be found in the Student's book and the Teacher's book. The activities are assigned to the range based on the theoretical part of the thesis that introduced the possible activities that can be used in the classrooms. The tables are completed according to the information about the activities that appear in both the Student's and Teacher's books. The focus is also on the fact whether the activities practice fluency or accuracy, vocabulary or grammar and whether the activities are individual, pair work or group work.

All the activities are concisely described and state which aspects mentioned in the tables they represent. To make this comprehensible, next to each of the activities there is a list of abbreviations representing the aspects shown in the tables: role-plays (RP), asking and answering questions (QA), picture describing (PD), gap filling (GF), matching (M), grammar (G), vocabulary (V), accuracy (A), fluency (F), individual work (IW), group work (GW) or pair work (PW). Under each table there

is a short explanation provided.

4.2. Activities in Unit 1

The first unit is called *Introducing people*, it presents vocabulary for talking about countries and nationalities, asking for and giving personal details, talking about personal possessions and asking people to repeat things or spell words.

Activities in the Student's book:

1. The students are asked to practice a model conversation from the book in pairs while using their own names and nationality. [GF, V, A, PW]
2. Name cards – each student has three cards that are completed and three cards that have to be completed. They are supposed to ask each other questions about the name and nationality and give answers to their partners' questions. [QA, GF, V, A, PW]
3. Phone numbers – the students take turns to say five phone numbers in a row, their partners write them down and then they check whether what they have written is correct or not. [GF, V, A, PW]
4. *What is your job?* – This activity tests the vocabulary connected with jobs that is presented in the unit (e.g. a doctor, a waiter/waitress, unemployed). The students at first ask questions about the pictures that are in the book and then they practice the same questions with their own answers. [QA, V, F, PW]
5. The students practice numbers between 1 and 100. It is a pair work, one of the students says any number and the other student adds the next three numbers (e.g. thirty – thirty-one, etc.). [QA, V, A, PW]
6. Asking people to repeat things – in the unit there are some phrases to practice (e.g. Could you say that again, please? or Could you repeat that, please?). This activity is used to practice functional language and it is used in the part of the unit called Real world. [QA, G, V, A, PW]
7. The students are expected to fill in the car hire form with some basic personal details (e.g. surname, first name, nationality or phone number) while asking and answering questions. [QA, GF, V, F, PW]

Additional activities in the Teacher's book:

8. *At the conference* – the activity practices wh-questions to find out about names and countries of origin, each partner has a worksheet with gaps to fill in.

[QA, GF, V, A, PW]

9. *Short answer dominoes* – practising yes/no questions and short answers with a verb to be. Each student has a set of questions and a set of short answers and it is expected that when they ask the question, their partner will quickly find a proper answer that matches with that question. [QA, M, V, A, PW]

10. *At the car hire office* – asking for and giving personal details (e.g. name, address, phone number) while filling in a form. Each student has a set of four cards and two of them are completed. They are supposed to use proper questions to fill in the other two cards. [QA, GF, G, A, PW]

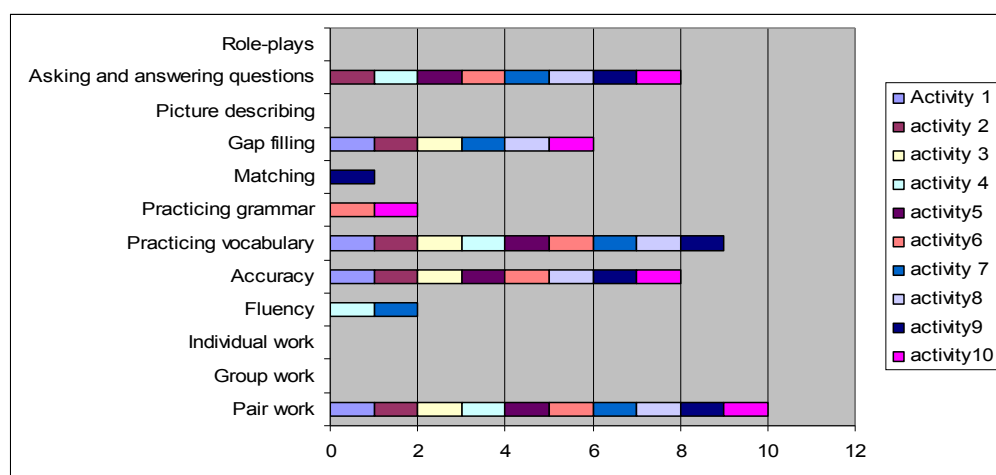


Table 1: activities presented in Unit 1

Table 1 indicates that all the activities in the first unit are done in pairs and that the activities practice mainly vocabulary through asking and answering questions. On the other hand it shows that there are not any activities using role plays or picture describing and that the grammar is practised only marginally.

4.3. Activities in Unit 2

The second unit is called *People and possessions* and it presents and practices adjectives, personal possessions and vocabulary to talk about family, time and money and about things in the house using the right prepositions.

Activities in the Student's book:

1. The students ask their partners questions about the questionnaire presented in the unit (e.g. Has Bill got a new car?). [QA, GF, V, A, PW]

2. *What your partner has got* - another way to ask the partner about his or her possessions. First the students guess what the answer will be and then they ask and

answer questions (e.g. Have you got a mobile phone?). [QA, GF, G, V, A, IW, PW]

3. There is a family tree presented in the unit. The students ask questions to find out how many members there are (e.g. How many brothers and sisters has Lisa got?). [QA, V, A, PW]

4. *Family members* – the students write names of five family members on a piece of paper and then they choose a partner. They swap the lists and ask any questions to find out who the people on the list are. It can be extended – they find another partner and tell him or her about the first partner's family members. [QA, V, F, IW, PW]

5. Talking about the time – it practices the given questions presented in the unit (e.g. What time is it?, What's the time, please?). [QA, V, A, PW]

6. *An evening out* – the students are given a model conversation at the cinema – one of them is a ticket seller and the other one is a customer. Then they have to swap roles. Some of the questions begin with How much...?. [RP, QA, G, V, A, PW]

7. Prepositions of place – in pairs the students ask each other where the things are placed in the picture (e.g. *Where are the keys? – They are on the coffee table.*). The prepositions are introduced in the unit (e.g. in, on, by or in front of). [QA, PD, G, V, A, PW]

Additional activities in the Teacher's book:

8. *Harry and Harriet* – there are two pictures that are similar but not the same. Harry and Harriet are twins but they have different possessions. While describing the picture to each other, the students have to find out what belongs to whom. [PD, GF, V, A, PW]

9. *Time and money* – each pair of students gets two different sheets of paper with two columns. The first column gives different times, the second what should be said next. For example when one of the students says ten o'clock and it is on the other student's sheet, he or she has to say what is in the column next to that time, e.g. 35 pounds. Then the student who has it on his or her list continues. [M, V, A, PW]

10. *Where is it?* – pair work where each student has a copy of a picture of the room. The pictures are slightly different and there are small pictures of six items next to the big picture. The students ask where these things are placed in their partner's picture (e.g. Where is the coat?). [QA, PD, V, F, PW]

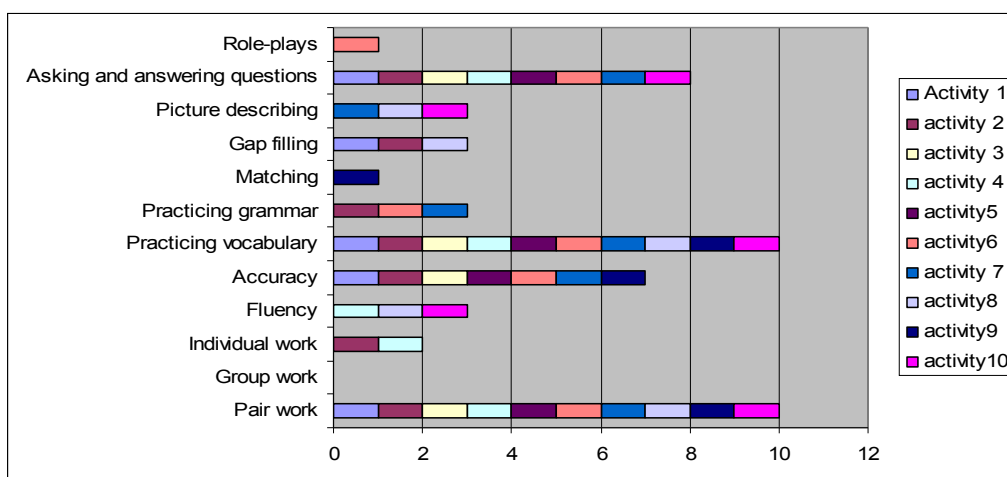


Table 2: activities presented in Unit 2

Table 2 shows that the activities presented in this unit are practicing vocabulary but also grammar and that pair work is the most common way of practicing, along with asking and answering questions. Role-plays and matching are not used very often and group work is not used at all in this unit.

4.4. Activities in Unit 3

The unit is called *Daily life* and it presents vocabulary and grammar connected with daily routines, free time activities or celebrations. All these are then practiced through some short activities.

Activities in the Student's book:

1. *Daily routines* – students prepare eight questions about people's routines during the week or at the weekend. They collect answers to their questions from their classmates. For each question they have to find somebody who does the same activity at the same time as them. [QA, V, A, IW, GW]

2. There is a list of free time activities. The students work in pairs and ask each other questions about what their favourite thing to do on Saturdays is. [QA, V, F, PW]

3. Asking questions about activities – students work in groups. Each group has got a different worksheet. First they make questions and then ask other students in the class. They look for two people who give yes answer to each question. They have to note down their names. The final task is to tell the class about the people and the activities they do. [QA, GF, V, F, GW]

4. *Special days* – students work in groups of four and together they make a list

of typical birthday presents. Each student in the group chooses one of the presents and he or she draws it on a sheet of paper. Next they work with students from a different group and they take turns to give out the presents (the picture they have drawn) and the other student says thank you and makes any comment on the present (e.g. Oh, thank you. That is so beautiful.). [QA, V, F, IW, GW]

Additional activities in the Teacher’s book:

5. *World routines* – the activity is done in pairs. Each student gets a worksheet with some information about daily routines of six people. Then they ask each other suitable questions to fill in the gaps because if the student A has got a piece of information, on the worksheet of the student B there is a gap and vice versa. [QA, GF, V, A, PW]

6. *Time phrase snap* – pair work, one student has got sixteen cards with prepositions of time (e.g. on, in, at) while the other one has got sixteen cards with different words connected with that time (e.g. If student A says *on*, the student B has to say *Saturday*). [G, V, A, PW]

7. *Snakes and ladders* – it is a review of vocabulary and grammar taught in the first three units of the book. The students work in the groups of three and each group gets a copy of a worksheet, a dice and a counter for each student. Nearly on every square of the board there is a task connected to grammar or vocabulary that has to be answered in order to move forward. Another rule is that if the student lands on a square with a ladder, and if he or she answers the question correctly, is able to climb up the ladder. But if the student lands on the head of the snake, he or she must go down the snake to its tail. The first student to reach the finish is the winner. [G, V, F, GW]

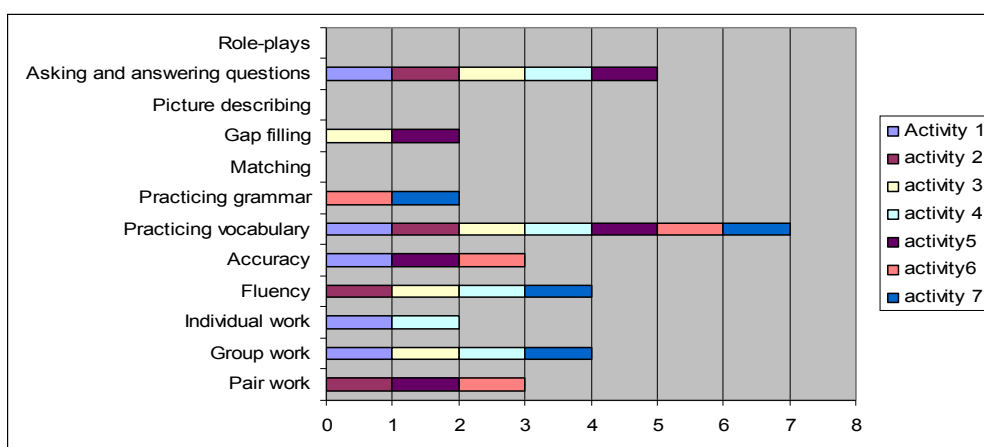


Table 3: activities presented in Unit 3

Table 3 indicates that the third unit offers activities practising vocabulary and again asking and answering questions technique is used the most often. There are two gap filling activities while picture describing, role-plays and matching activities are missing. This unit is well balanced in using individual, group and pair work.

4.5. Activities in Unit 4

The fourth unit is called *Time off* and it presents some more free time activities, things people like and dislike, requests and offers and vocabulary connected with food and drinks.

Activities in the Student's book:

1. *How active is your partner?* – a questionnaire where the students first guess what the answer of their partner would be and then they find out the real answers by asking the proper questions. When it is finished the students find other partners and tell them what they have found out about the previous partners' activities. [QA, GF, V, A, IW, PW]

2. *First Date!* – a variety on a TV show where a man or a woman looks for a date. During the lesson students learn about the girls that look for a date with Mark. The students discuss which girl should Mark choose for his date and why. Later they learn whether their choice was right or not. It helps to practice vocabulary for things that people like and dislike (e.g. She loves dance music). [QA, G, F, PW]

3. *I have got a friend for you!* – the students choose a friend to introduce to their partners. They tick the things that their friend likes and dislikes in a given questionnaire. The partner then asks questions about these likes and dislikes but also about the name, age or a job of the friend (e.g. Does he/she watch TV a lot?). [QA, GF, V, A, IW, PW]

4. *Let's go to the Jazz Café* – the students work in groups of three and they practice the model conversation between a waiter and two customers in the café. The next task is to prepare a new version of the conversation and to role-play it for the rest of the class. [RP, V, A, F, GW]

5. *Breakfast time* – the task is to imagine perfect breakfast and then to tell the other students about it. [G, V, F, GW]

Additional activities in the Teacher's book:

6. *Verb-noun collocations* – a variety of pelmanism where the students work in

groups of three. Each group is given two sets of cards that are placed face-down in front of them. One set with verbs and one set with pictures. The students take turns to turn over the cards one by one from each set. If the student thinks that the verb matches with the picture he or she says the phrase aloud and if it is right he or she keeps the cards. The game finishes when all the cards are matched up and the student with the most pairs is the winner. [G, V, A, GW]

7. *A TV presenter's weekend* – each student gets a copy of a worksheet with a text about a TV presenter of the show First Date. Both partners have the same text but different pieces of information are missing. The task is to ask their partners the right questions to fill in the gaps in their texts. [QA, GF, G, V, F, PW]

8. *Food habits* – there is a worksheet for each student. The task is to complete the sentences with the name of a student in the class who has or does the things written on the worksheet. The activity involves moving around the room asking the questions as many students as possible. Preferably the students should collect a name of a different classmate for each statement. [QA, GF, G, V, A, F, GW]

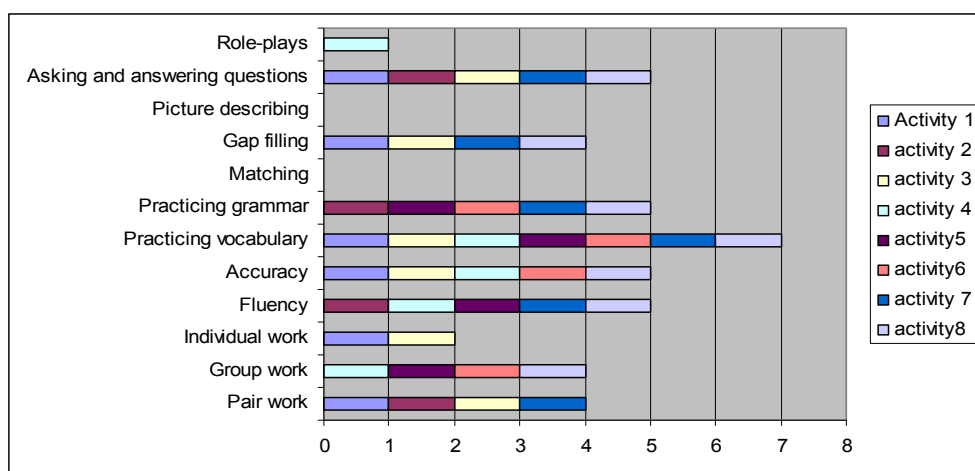


Table 4: activities presented in Unit 4

Table 4 indicates that in this unit are not used any picture describing activities as well as matching activities. Most activities are using asking and answering questions and gap filling to practice vocabulary and grammar through pair work or group work.

4.6. Activities in Unit 5

The topic of the fifth unit is *Homes and shops* and it introduces places in a town or in the country, rooms and things in a house, shop language and vocabulary for

clothes.

Activities in the Student's book:

1. *My kind of place* – at first students work in pairs and match the given sentences to the pictures of three towns (Auckland, Eyeries, Keswick) and then they work in groups and talk about which place of these three they would like to visit and why. The next task is to compare the choices and find out which place is the most popular. [M, V, F, GW, PW]

2. There is a given set of questions about places near peoples' homes, all beginning with *Is there...?* or *Are there...?* (e.g. *Is there a park?*) The task is to work in pairs and ask and answer these questions. The students are also expected to ask the follow-up questions and give detailed answers. [QA, G, V, A, PW]

3. The students choose a favourite place either in their country or the place they have visited on holiday. In the book there is a list of typical places in the town (e.g. an airport, a university) and the students are expected to tell their partners which places can be found in their favourite place and which cannot. [V, F, PW]

4. *Home sweet home* – a questionnaire practising questions with *how much* and *how many* (e.g. *How many people live in your home?*). The students work in pairs and ask each other the given questions in turns. When it is finished the students can discuss if they found any of the partner's answers surprising. [QA, G, V, A, PW]

5. There are two similar but slightly different pictures of one room, one picture for each student in a pair. The task is to describe the picture to the partner and find the differences. This activity is practising vocabulary (e.g. furniture, food), prepositions of place (e.g. *in the middle*, *next to*) and use of *there is/are*. [PD, G, V, F, PW]

6. *At the newsagent's* – the students are expected to practise the model dialogue from the book. One student plays a role of a shop assistant while the other becomes a customer; they are also expected to swap the roles. [RP, G, V, A, PW]

7. After the previous activity the students are given a picture with some products that can be bought at the newsagent's. There are two roles – a shop assistant and a customer and each student has his own instructions. The students practice phrases used while shopping, talking about prices, requests and apologies (all the necessary phrases are presented next to the activity to help the students). [RP, QA, V, F, PW]

Additional activities in the Teacher's book:

8. *Places Bingo* – a game practising the vocabulary connected with places in

a town or in the country. There are four different cards. Each card contains twelve pictures and each student has one card (they can be distributed randomly). After a couple of minutes when the students check out that they know all the names for the places, the teacher calls out the names of the places and the first student to cross out all the pictures on his or her card is a winner. [V, A, GW]

9. *A place to rent* – it practices the vocabulary for rooms and things in the house, use of there is/are, some, any or an indefinite article. The students work in the groups of three, each student gets one copy of a questionnaire and then there are three worksheets with a plan of the flat and some information about it distributed for each student. The task is to ask and answer the questions to fill in the information gaps on the worksheet. When this part is done, the students choose one of the flats and give their reasons for that choice. [QA, GF, G, V, A, GW]

10. *Shopping crossword* – it deals with vocabulary for clothes and names of shops. It is in the form of a crossword where each of the partners has a worksheet with the same crossword. The student A knows all the words that are written from top to bottom and the student B knows the words that are written across. Then they give the clues without using the given words so that their partners would be able to fill in the gaps. [GF, V, F, PW]

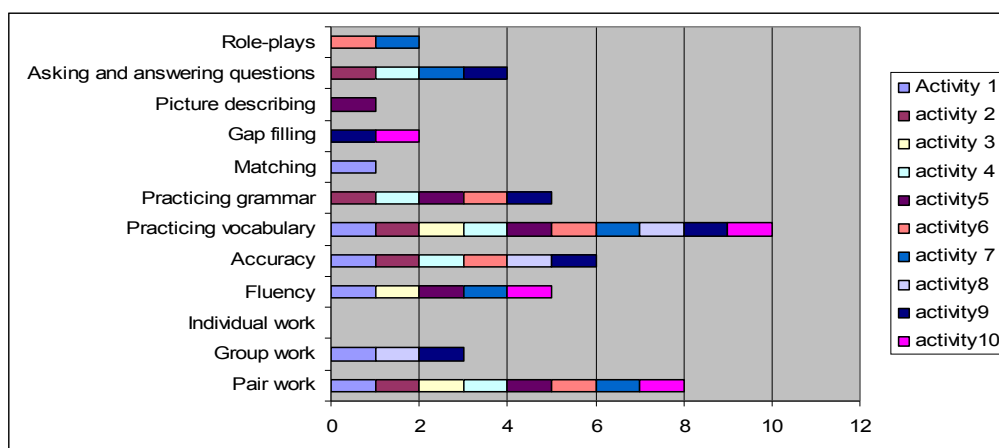


Table 5: activities presented in Unit 5

Table 5 indicates that most activities in this unit are done in pairs and that they are practising vocabulary and some of the grammar presented within the unit. The whole range of activities is used.

4.7. Activities in Unit 6

The sixth unit is called *Good times, bad times* and it presents use of past simple, adjectives and their opposites, vocabulary connected with life events and some basic phrases to show interest and ways to continue the conversation.

Activities in the Student's book:

1. The first activity in this unit is connected with listening where the students are supposed to listen to a short conversation between granddaughter and her grandmother. The task is to answer the given questions and to talk about what they have just heard. [GF, G, V, F, IW, PW]

2. The students write the names of five people in their families and then they take turns to ask the partner when and where these people were born. [QA, G, V, F, IW, PW]

3. There are six questions about the student's preferences at the age of thirteen. Each student answers them for himself or herself and then they take turns asking their partner. The following task is to find another partner and tell him about the previous partner's preferences. This activity as well as the previous two is practising use of past simple. [QA, G, V, A, IW, PW]

4. Life events – the students choose between five and eight of the events and write the year or month when these things happened on the time-line. Then they work in pairs and take turns to tell the partner about their time-line. The partner is supposed to ask some questions to get more information. When it is completed they find another partner and again they tell him or her about what they have learnt about the first partner. [QA, GF, G, V, F, IW, PW]

5. *How was your weekend* – the students think of six things that they did last weekend (vocabulary is presented in the unit). Then they work in pairs and ask the partner what he or she did last weekend. The task is to find some things that they both did. It is practising the questions as well as *So do I* and *Nor do I* phrases. [QA, G, V, A, F, IW, PW]

6. Each student gets a set of a few given statements and when the student tells one, the other partner gives the proper response showing interest. [V, A, PW]

7. First of all the students make notes on what they did at some given times. Then they work in pairs and they take turns to ask and answer questions about that time. Besides that they use some given follow-up questions presented in the unit. The

task is to make the conversation as long as possible. [QA, V, F, IW, PW]

8. Each student writes the name of a place in the village, town or city according to the given instruction (e.g. a place that is too expensive or really boring). Then the students work in groups and they compare the places and also either agree or disagree with the other students opinions. [V, F, IW, PW]

Additional activities in the Teacher’s book:

9. *Famous people quiz* – the activity focuses on wh- questions together with past tense of the verb be - was and were. The students work in pairs and they get a copy of a worksheet each. The task is to ask proper questions and answer them correctly. [QA, GF, G, V, A, PW]

10. *Antonio’s honeymoon* – it deals with past simple statements and questions and the students fill the gaps with the missing information by asking the proper questions the other students in the class. It means they have to ask questions without showing their cards to each other. [QA, GF, V, A, PW]

11. *Money, money, money!* – A board game that can be used if there is some time available after the sixth lesson. This game is testing the knowledge of the vocabulary and grammar taught in the previous six lessons. [G, V, A, F, GW]



Table 6: activities presented in Unit 6

Table 6 indicates that the activities presented in the unit six are for practising vocabulary and grammar, they are done mainly through pair work and asking and answering questions. On the other hand, there are no role-plays, picture describing or matching activities.

4.8. Activities in Unit 7

This unit is called *Films, music, news* and it deals with several forms of entertainment. No new grammar is introduced here but the past simple tense is revised and practised. This unit also introduces jokes as a way to practice grammar and vocabulary.

Activities in the Student's book:

1. Group work where the students talk and discuss about the types of films they love and hate. [G, V, F, GW]
2. *Are you a musical genius? quiz* is dealing with questions in the past simple. The task is to prepare the quiz by filling the gaps with the right question word and then the students ask each other the quiz questions. When they finish, the teacher will provide the right answers so that the students can check their answers. [QA, GF, G, V, A, PW]
3. Asking and answering yes/no questions and then asking and answering some follow-up questions. When the task is fulfilled, the students can tell their partners five things about the students they have talked to. [QA, V, A, F, PW]
4. First, the students work in two groups and they read a text (there is a different text for each group) and then they answer the questions that accompany the texts. The following task is to work in pairs and ask the partner the questions about his or her text. [QA, GF, V, A, GW, PW]
5. Similar activity that is also practising reading for details. The students work in pairs and each of them has the same text but with different information that is highlighted. Their task is to ask the partner questions about that and to correct the mistakes. [QA, GF, V, A, PW]
6. Asking and answering questions about the things the students like and dislike. [QA, G, V, A, IW, PW]

Additional activities in the Teacher's book:

7. *My partner's past* – practising past simple and yes/no questions. The students work in pairs and they have a worksheet with prepared questions. First they guess what the partners answer will be and then they ask the question to check if their guesses were right. [QA, GF, G, V, A, IW, PW]
8. *Questions, questions* – it deals with questions, practising the form and question words. [QA, V, A, F, PW]

9. *Lost in the Himalayas* –review of the past simple tense. The task is set by introducing the story of two rescued tourists who got lost in the Himalayas. The students work in pairs where one plays a role of one of the two lost tourists and the other student becomes a journalist who would like to make an interview for a newspaper. There are some hints what to talk about but the students have to invent most of the story by themselves. [RP, QA, G, V, F, PW]

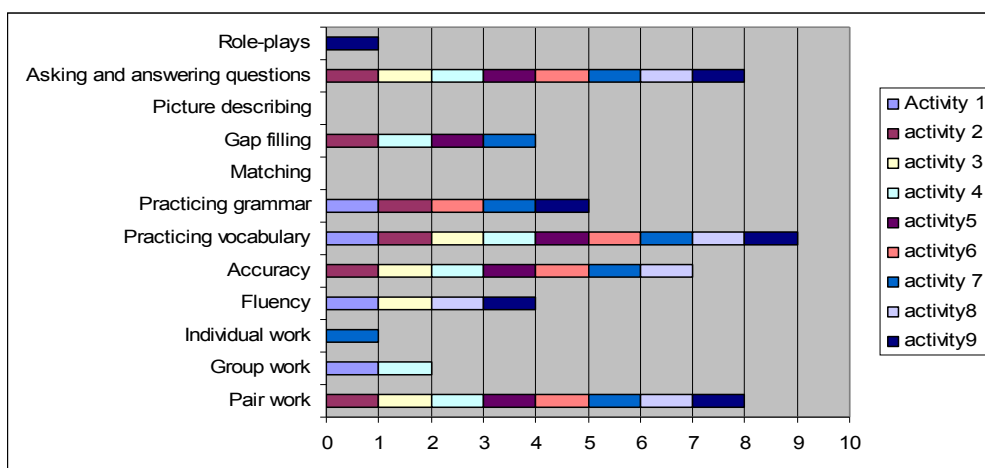


Table 7: activities presented in Unit 7

Table 7 shows that this unit’s activities are practising for vocabulary and grammar, it is mainly done by pair work and asking and answering questions. Picture describing and matching activities are not presented in the unit but there are quite a few gap filling activities used instead.

4.9. Activities in Unit 8

The topic of this unit is travelling abroad on holiday. The vocabulary is dealing with holiday activities, adjectives to describe places and some verb collocations. The grammar introduced and practised in this unit is using can or cannot for possibility and making comparative forms of adjectives to describe places.

Activities in the Student’s book:

1. The students work in pairs and they choose a holiday place that they know something about. Then they introduce the place to the partner. The second part of this activity is practising use of questions with can for the activities that can or cannot be done at the place of their choice. [QA, G, V, F, PW]
2. A group work activity that practices comparative forms of adjectives. Each

group has its own worksheet with some prepared sentences and the task is to complete them with the right comparative forms. Then, when this has been done, the students work in small groups formed of mix of students from previous groups and they have to compare their sentences and agree on the right answers. [GF, G, V, A, GW]

3. The students choose one of the places described in the book and think of some reasons why they want to go there. Then they work in pairs or in a group of three and plan a day out. [V, F, GW, PW]

4. The last part of the unit is called *Come to the wedding* and in this part there are introduced some useful verb collocations. The students are then asked to use these collocations in the prepared questions and to practice them. [QA, V, A, PW]

Additional activities in the Teacher's book:

5. *Language schools* – the activity practices use of can or cannot for possibility and vocabulary for holiday activities. The students work in four groups and each student gets a worksheet with some information about the school (a different one in each case) they are planning to study at. In each group they go through the information and discuss what they can and cannot do at the language schools and the places they are located in. Then the teacher reorganises the class into the groups of four with one student from each of the previous four groups and the students take turns to tell the group about the school, what they can and cannot do there. Then the group will discuss which school they will choose to study at and they say why they have decided so. [G, V, F, PW]

6. *Comparative pelmanism* – the students work in groups of three and each group has its own set of cards (with names of famous people, mountains, cars, countries etc.). The task is to turn two cards at the time (one is small and one big) and if the student think that the cards match, he or she makes a sentence with these words using comparative forms of adjectives. [M, G, V, A, GW]

7. *Collocation dominoes* – the students work in pairs and each pair has one set of domino cards which they share equally. The activity follows the rules of the domino game using cards with collocations that are separated into two parts and the task is to make the phrases complete. The students read the phrases aloud to make sure they are correct. [M, V, A, PW]

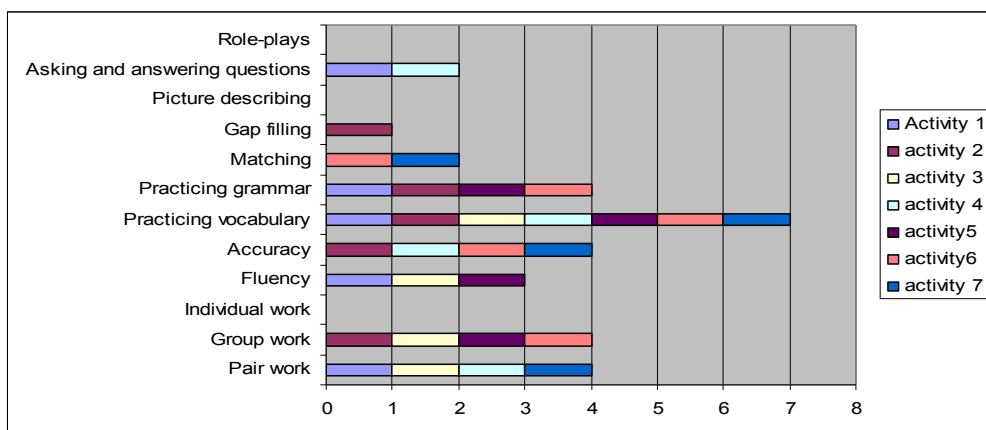


Table 8: activities presented in Unit 8

Table 8 shows that there are less activities using questions in this unit as most of the activities are practising the given vocabulary and grammar in prepared situations. Role-plays and picture describing activities are not used as well and most activities are done in pairs or groups.

4.10. Activities in Unit 9

The ninth unit is called *All in a day's work* and it introduces the vocabulary dealing with work, transport and conversation on the phone. The grammar presented here is present continuous and use of adverbs and adjectives.

Activities in the Student's book:

1. This is extending the listening activity from the unit and the task is to say what the people introduced during the listening are doing now. It practices present continuous. [G, V, F, PW]
2. Each student has a slightly different picture of a workplace and the task is to describe the picture to a partner, using present continuous. Then they have to find eleven differences by asking and answering questions and without looking at the partner's picture. [QA, PD, G, V, F, PW]
3. The students write the names of four family members and four friends on a piece of paper. Then they work in pairs, they swap papers and ask about their partner's relatives – what they are doing at the moment. [QA, G, V, F, IW, PW]
4. There is already prepared phone conversation and the students can use it as an example for their own. The task is to prepare a conversation in pairs, swap it with another pair and role-play the conversation for the pair which wrote it. [RP, V, A, F,

PW]

5. It practices phone conversations again, this time the students are given information necessary to make phone conversations and they have to act it out with a partner. [RP, V, A, F, PW]

Additional activities in the Teacher's book:

6. *At the park* – each student is given a picture of the park with people doing different things there and one or more activity cards (it depends on number of students as there are 16 activity cards prepared). The task is to talk to other students in the class, ask the questions and find out what they are doing. Then they can fill in the gaps in the picture and go on talking to another student. When they have finished, they can compare their answers in pairs or groups. It can be extended by asking the students to remember as many activities as possible and then, while working in pairs, they can tell what the people in the park are doing to their partners. This activity practices mainly present continuous but it also practices questions and some vocabulary for activities. [QA, GF, G, V, F, GW, PW]

7. *Stuck in traffic* – starts as a group work. The students work in two groups, A and B and every student gets a worksheet, a different one for each group. On each worksheet there is the same email but with gaps. The task is to prepare the questions in present simple and present continuous to ask the people from the other group. Then the students are paired, one student is from group A and one from group B and they take turns to ask their questions and fill in the gaps. When they have finished, they can compare the emails to check the answers. [QA, GF, G, V, A, F, GW, PW]

8. *Blockbuster* – it is a board game and it is meant as a review of units seven, eight and nine. The students are supposed to work in groups of four or six where each group is given a copy of a board. One half of the group becomes a team A and the other half becomes a team B. Each team gets a different question sheet. The task is to move over the board and to do so they have to answer properly the questions from the opposite team. The questions are testing grammar, vocabulary, talking or there are so called mystery questions. The rules say what should be done if the question is answered properly and what if not. [QA, G, V, A, GW]

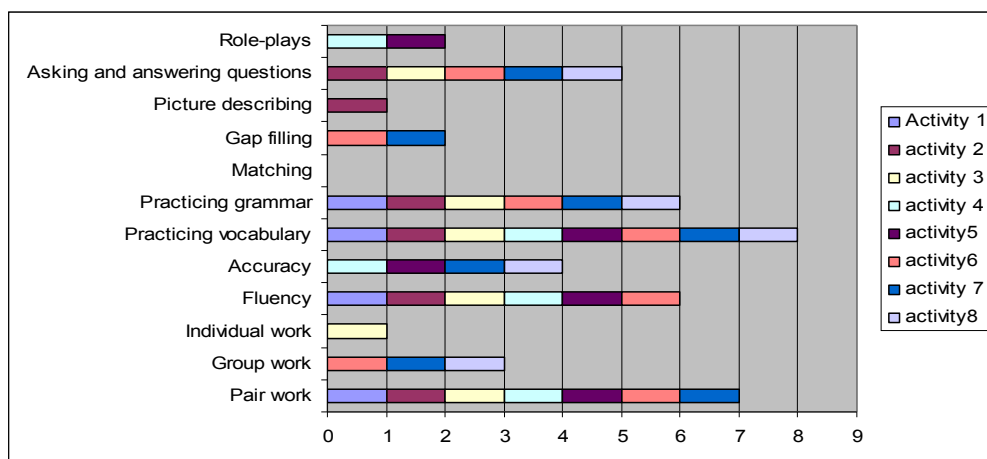


Table 9: activities presented in Unit 9

Table 9 indicates that all the activities are practising vocabulary and most of them grammar, the special emphasis is put on fluency. Most types of activities are used here, asking and answering questions is used the most often. The only missing kind of activity is matching.

4.11. Activities in Unit 10

This unit is called *Mind and body* and it presents vocabulary connected with health, describing people's appearance, character and vocabulary necessary while talking about weather and seasons. The grammar that is practised here involves imperatives, use of should and questions with like.

Activities in the Student's book:

1. The students work in pairs and the activity practices asking questions about how often their partner does certain things and activities connected with healthy lifestyle. [QA, V, A, PW]
2. The students work in groups of three students. The task is to complain about some problems and the other two students should give some advice. [G, V, A, F, GW]
3. The activity practices vocabulary connected with appearance and character, either by talking about the people in the pictures or by talking about friends or members of the students' families. [V, A, F, PW]
4. The students work in groups and look for some solutions to their health problems and what can be done when they are ill. There is also a model conversation

that the students are expected to practice. [V, A, F, GW]

5. The students have to work in pairs and each of them has a weather forecast table where some information is missing. The task is to ask and answer questions to fill in the gaps. [PD, GF, A, PW]

Additional activities in the Teacher's book:

6. *Something in common* – this activity practices question beginning with How often...? but also frequency expressions and prepositions. First the students work individually and prepare the questions on their worksheet and answer the questions for them. Then they move around the class and ask questions to find out whether somebody does the same activity and with the same frequency. In the end the students say how many people do the same activity and how often. [QA, G, V, A, IW, GW]

7. *Who's Alex?* – an information gap activity practising describing people's appearance. The students work in pairs and each of them has a worksheet with the same picture taken at the party. On each worksheet all the people are labelled but each student has only certain number of names on it. The task is to describe a person properly so that the other student will be able to recognise the person and provide a name. Together they decide which person is Alex. [QA, GF, M, V, F, PW]

8. *Get well soon!* - a paired crossword practising health problems and treatments. First the students work in two groups, A and B, and their task will be to go through the words used in the crossword and to make sure they can understand them. Then they think about the clues for the words. It can be a sentence or they can mime the illness or point to the part of the body. Then the students work in pairs, one student from a group A and the other one from a group B and they give each other the clues to guess the words but they are not allowed to use the words themselves. [M, V, F, GW, PW]

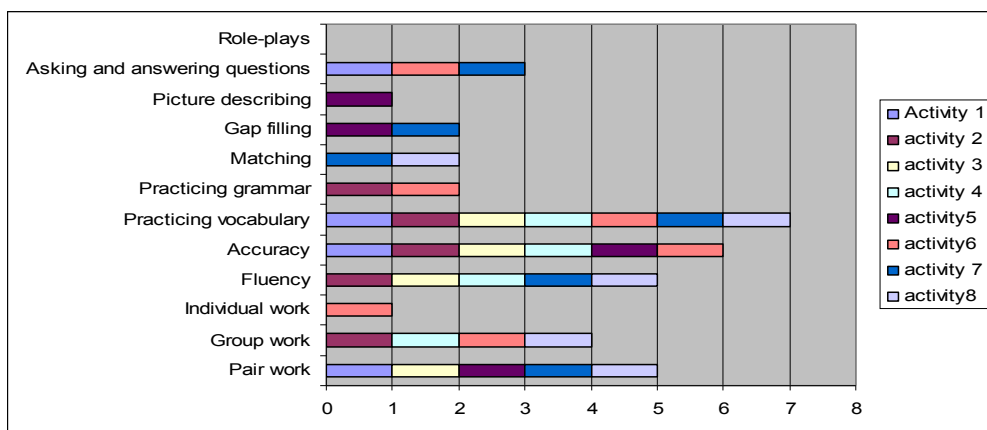


Table 10: activities presented in Unit 10

Table 10 indicates that this unit presents a wide range of activities practising both vocabulary and grammar. Except for role-plays, all the other types of the observed activities are used and the main emphasis is put slightly more on accuracy rather than fluency.

4.12. Activities in Unit 11

The eleventh unit is called *Future plans* and there are presented verb collocations and verb patterns, vocabulary connected with studying, asking for and giving directions or prepositions of place and movement. The grammar presented here is the use of *be going to*.

Activities in the Student's book:

1. The students work in pairs and answer some questions about celebrating New Year in the Czech Republic. [QA, V, A, PW]
2. The students have to plan some activities they are going to do next week, next month and next year. Then they work in groups of four and take turns asking and answering questions about these plans. It practices use of *be going to* for future arrangements. [QA, G, V, F, IW, GW]
3. The students work in pairs. Each partner has a worksheet and there is some information given about what certain people plan to do the next weekend. The task is to take turns to ask and answer yes/no questions and fill in the gaps to complete the table. [QA, GF, G, V, A, PW]
4. A variety of the activity *Find someone who...*, this time the students are supposed to practise *be going to*. [QA, G, V, A, GW]

5. In the unit the vocabulary connected with asking for and giving directions is presented and practised. There is a model conversation that the students can follow and practice. [RP, V, A, PW]

6. Build on the previous activity there is another one where the students have got a map and the task is to tell the partner directions to five different places. [RP, V, F, PW]

Additional activities in the Teacher’s book:

7. *New Year’s Day* – the activity practises wh-questions with be going to and the type of activity is an information gap. At first the students work in two groups, A and B, and each member of the group has a worksheet that they go through and make sure they understand it. Then the students work in pairs, one is from group A and one from group B and the task is to take turns asking the questions to fill in the gaps without looking at their partners’ worksheets. [QA, GF, G, V, A, GW, PW]

8. *The missing lottery ticket* – activity practising asking for and giving directions. The students work in pairs and each pair has got a copy of the map. The problem is that someone won the lottery last week but then he or she lost the ticket in one of the places on the map. The students are given direction cards 1 to 10 and they have to follow the instructions written there to reach the solution. [QA, V, F, PW]

9. *Thought bubbles* – this activity starts as an individual one where the students think on their own and write down their ideas and then they work in pairs. They swap the worksheets and ask and answer questions about the ideas. Finally each student can tell the class about two or more things that they have found out about their partners. [QA, GF, V, A, F, IW, PW]

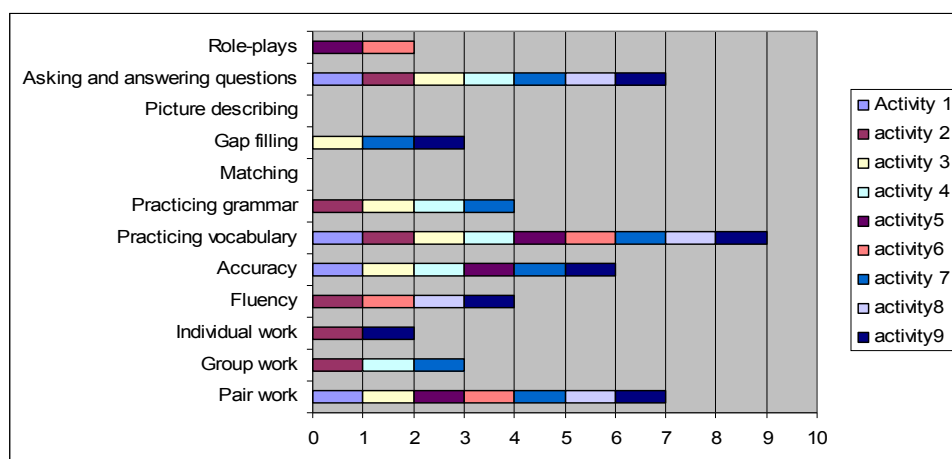


Table 11: activities presented in Unit 11

Table 11 shows that asking and answering questions type of activity is used the most often but there are also some role-plays and gap filling activities. What is missing are picture describing and matching activities. Also, most activities practice vocabulary and grammar and the emphasis is put on both accuracy and fluency.

4.13. Activities in Unit 12

The last chapter's title is *Life experiences* and the unit introduces and practices present perfect for life experiences and the vocabulary useful for travelling. There are also some activities focusing on comparative and superlative forms of adjectives.

Activities in the Student's book:

1. The activity is done in teams. There is a quiz that the students read through and fill in the gaps with the superlative form of the adjectives given in the brackets. Then they do the quiz itself and each team can get a point for every correct answer. The team with most points wins the competition. [QA, GF, V, A, GW]

2. The students practice asking and answering questions about the words that their partners write down (e.g. the best present you got for your birthday). The activity can be extended by telling the class two or more things they have learnt about their partners. [QA, V, F, PW]

3. Each of the students has got some hints and he or she makes questions in present perfect to ask their partner plus they produce some follow-up questions in past simple. Then they work with other students from the same group and they tell them about the previous students' life experiences. [QA, G, V, A, F, IW, PW]

4. The last speaking activity in this unit deals with travelling, more precisely it practises the possible dialogue at the airport. There is a model dialogue that the students can practise and role-play. [RP, V, A, PW]

Additional activities in the Teacher's book:

5. *End of course review* – a board game revising grammar, vocabulary and phrases taught within the textbook. The students work in groups of four and they have to answer the questions, choose the correct answers or talk about one of the topics for at least twenty seconds. [G, V, F, GW]

6. *Four restaurants* – the activity is practising use of superlatives and the students work in groups of four. Each group is planning to go out for a celebration meal and they have to choose a restaurant to go to. There is the same worksheet for

every student (they are supposed to complete it with superlative forms of the adjectives first) and each student in the group gets a different restaurant review card. The task is to share information about the restaurants and the students discuss which restaurant they would like to go to and why. [GF, M, G, V, F, IW, GW]

7. *Life experiences* – the students start to work on their own or in pairs and they prepare some questions on the worksheet. Then the students move around the class and they ask the questions that they have prepared. If the answer is positive, the follow-up question is necessary. The task is to complete the worksheet with names and extra information they have found out. [QA, GF, G, V, A, IW, GW]

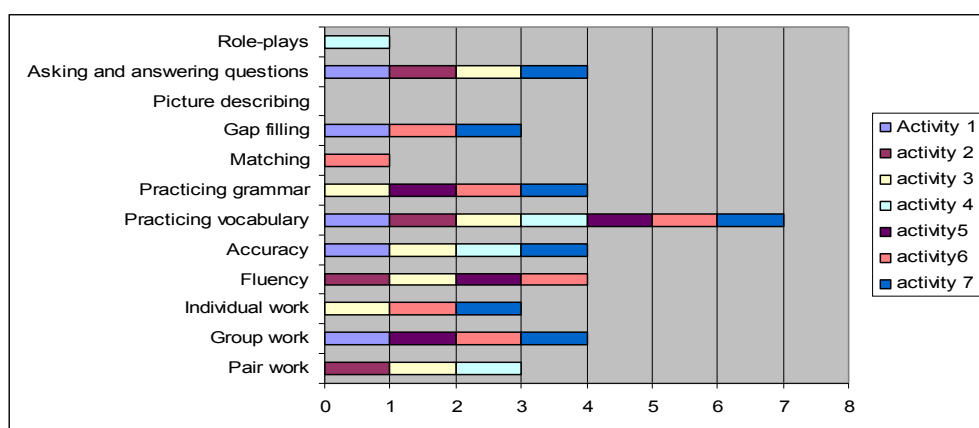


Table 12: activities presented in Unit 12

Table 12 presents that the activities in the unit practice vocabulary and grammar with an emphasis on accuracy as well as fluency. Gap filling activities and asking and answering questions activities are used the most often while picture describing activities are missing. Matching activities and role plays are used only once.

4.14. Conclusion

While conducting the research over one hundred activities were considered. Most of the stated activities are either pair work or group work and a few of them include some individual work. Asking and answering questions and using follow-up questions is the most often used strategy to keep the communication flowing. Most activities practice the vocabulary and grammar introduced within the unit and all the activities help the students to gain either fluency or accuracy, or both. The students are also often expected to present the ideas and collected data to the whole class which can certainly help them with their self-presentation.

On the other hand, while comparing the activities presented in the units, it has become obvious that some activities are not used so often as they could be. Among these belong picture description and also role plays and matching activities. Especially role plays can be really helpful as they can help students to get prepared for the future real life situations.

5. The supplementary material to teach speaking

According to the facts that emerged from the research, the course Face2face offers a wide range of activities. Even though, some types of activities are used less often. Therefore the last part of this thesis will introduce three sample activities that can be used along the presented activities to help the students practice and improve their speaking skills.

5.1. A matching activity – Jobs and occupations

The vocabulary connected with jobs is introduced in Unit 1B of the course and there are two activities that practice this vocabulary. One of them makes the students ask and answer questions *What is your job?* or *What do you do?*. The other one practices the vocabulary connected with jobs, nationalities and numbers through making yes/no questions to check the information given on the worksheets. Therefore, the first additional activity is meant to help the students practice vocabulary connected with jobs as well as produce and practice questions in present simple tense.

Description of the activity:

There is a worksheet (see Appendix 1) with business cards and on each of the cards there is a name and a job or an occupation of the person. With each of the business card matches a card with some clues about a job or a list of workload. The teacher has to cut the worksheet along the lines to get the required number of cards, according to the number of students in the class. The cards should be distributed randomly and each student will get at least two of them – one business card and one card with some clues about a different job. They are not allowed to show the cards to each other during the activity. Then the task is to move around the classroom and to ask and answer other students' questions about the clues to find the matching business card. The students are supposed to make questions in the present simple tense and they make sure they understand well the words written on the cards. To ensure this, it would be highly recommended to go through the clues and pre-teach some difficult or unknown words (e.g. arrangement, appointment or nutrition). The same should be done with the names of jobs on the business cards (e.g. surgeon or plumber). At the end, when the students are able to match all the cards, the whole

class should work together and check if the pairs are correct. If not, they should find a proper card to match. The activity can be extended by talking about the jobs that the students would like to do in the future and about the duties these jobs would include.

It has already been mentioned before that this activity practices vocabulary for jobs and grammar – present simple – introduced in the lesson but it is done through one of the missing types of activities – matching. The activity itself requires some movement and may become slightly noisy but it can help students to gain fluency in English.

5.2. Describing pictures – In the living room

The next additional activity can be used within the Unit five which introduces vocabulary dealing with living, furniture and equipment. One of the activities in the unit works with the topic but it is done differently – the students have to find a particular number of differences between two similar pictures by describing them to each other.

Description of the activity:

There is a worksheet with two pictures (see Appendix 2); one is meant for student A and the other one for student B. The task is to describe the picture to the partner. He or she has to draw the picture according to what they hear. Before distributing the worksheets and giving the instructions, the teacher should pre-teach some new or unknown words (e.g. curtains, coffee table, etc.) or revise the vocabulary dealing with the topic of living. There is also some grammar that should be revised, such as prepositions of place (e.g. behind, next to, under, etc.) or there is/are construction. When the activity has been finished, the students can compare their pictures to the original picture to see if they look similar. If they are not alike, the grammar and vocabulary should be revised once more to make sure the students can understand and use it properly next time. The students may also come up with other useful vocabulary that can be needed to describe someone's house or flat. Then the activity can be extended by the students talking about their rooms and describing them to each other.

Describing a picture is a useful activity that can be used with any vocabulary that needs to be revised and practised. It is often used as a base for introducing the topic

or some inspiration for students what they can talk about. Many textbooks are accompanied by flashcards that can be used in the lessons. There is also certain grammar that is often used (e.g. present continuous, prepositions). The course Face2face elementary, unfortunately, offers only a few activities dealing with describing pictures.

5.3. A role-play – I am a stranger here!

The third type of a speaking activity that is used rarely in the course book is a role-play activity that is used eight times in the whole book and in most cases the students practice model situations. The following activity can be added to Unit 11C where asking for and giving directions is introduced but it practices some shopping vocabulary as well. Within the unit there are three activities that deal with this topic (all are there to practice the phrases used to ask for and give directions using the model dialogue) but to use it in a role-play makes the situation seem more natural.

Description of the activity:

There are several worksheets for this activity (see Appendix 3) that have to be distributed according to the roles the students will play. It depends on the number of students in the class but some roles can be played by more than one person or either the teacher or the students can invent some other characters for the activity. Again, some useful vocabulary and phrases should be revised before the activity so that the students will not have problems using them. Especially phrases used for giving directions (e.g. go straight on, turn left/right, etc.), prepositions of movement (e.g. forward, over, along, etc.) and some phrases for shopping (e.g. How much is it? Can I help you? etc.) are useful. Then the teacher distributes the cards with instructions or some clues and help for the students. There is a card for a person living in the neighbourhood (it can be played by two students), then there is one for a clerk at the post office, a shop assistant at the shopping centre, a ticket seller at the theatre, a person at the museum and one for a receptionist at the hotel. The rest of the class becomes tourists visiting the town. Each of them (or in pairs) has a card with instructions where they should go and what they should do there. As soon as they fulfil the task, the students note the information down onto their card so at the end they can check their answers with a teacher and their classmates. The instructions on the cards are given in the form of indirect questions. The students have to make

direct questions to get the information needed to solve their problems.

Because there are several roles that the students undertake, they move around the classroom a lot, they ask quite a few questions to find out the answers. It means the activity may get a bit noisy. On the other hand, it resembles a real life situation when the tourist has to find some places in a strange town and to get some information. Therefore, this kind of activity helps the students to get prepared for such real life situations and it helps them to gain fluency.

There are many other activities that can be used to practice speaking but it is not the aim of this bachelor thesis to introduce them all, only to reveal the possible options how to choose some supplementary activities. It depends both on the level and age of the students whether the activity will be accepted well. Not every activity that the teacher finds effective is accepted by the students and vice versa.

6. Summary and Conclusion

Speaking is a necessary part of our everyday life. Therefore it cannot be underestimated especially in foreign language classes. Every person produces thousands of words in everyday life and so the ability to communicate is crucial. As the today world has become global, communication has been more and more international and the necessity of using the English language as a lingua franca is inevitable. It may become a real challenge for most students and therefore it is obvious that the task of the teacher is to provide as many opportunities for conversation in the classroom as possible. It is not always easy to overcome certain obstacles, such as shyness, lack of vocabulary and grammar or the fact that the students prefer to communicate in their mother tongue rather than use the foreign language incorrectly. But the teachers ought to bear in mind that speaking is interactive and the cooperation among the students and between the students and the teacher is indispensable. The students may make a lot of mistakes at first but through all the activities that are provided they will finally gain some level of confidence.

The aim of this bachelor thesis was to take a closer look at speaking activities described in the professional literature and then undertake an analysis of the textbook *Face2face* from the speaking activities point of view. The first step was to put those activities into categories considering several aspects. Therefore the activities are stated according to their types (matching activities, gap filling, picture describing activities and asking and answering questions), according to the fact whether the activities practice grammar or vocabulary, whether the activities practice accuracy or fluency and whether the students work individually, in pairs or in groups. The chosen activities were taken from both the student's book and the teacher's book and there were one hundred and four of them altogether presented in twelve units. Each activity was briefly described and all the considered facts entered the well-arranged tables that appear at the end of every individual chapter dealing with the particular unit.

While the research was conducted, some interesting trends connected with the types of speaking activities started to appear. The most often type of activities presented in the course book uses asking and answering questions (used sixty-five times), followed by a gap filling type of activities (used thirty-six times). On the

other hand, the other three types of activities are used only occasionally - matching activities are used six times while picture describing eight times as well as role plays. Another interesting point deals with the fact that according to a survey nearly all the activities practice vocabulary (101 out of 104 activities) and half of the activities practice grammar (49 out of 104 activities). The emphasis is slightly more on accuracy, especially in the first half of the course book where the model conversations and phrases are practised. Fluency is then stressed in the other half of the course where the students are expected to produce their own conversations. Most of the activities used in the course Face2face are done as pair work (in seventy-eight cases) while group work is used in thirty-three cases and individual work in twenty-one cases. It ought to be emphasized that within a certain number of activities pair work and group work or individual work appear along each other.

After taking all these facts into an account, in the last part of the thesis three possible types of activities are introduced. They represent the types that are not used so often in the course – matching, picture describing and a role play. These activities practice both grammar and vocabulary, the main emphasis is put on fluency and the activities are meant to be done in pairs (a picture describing activity) or in groups (a matching activity and a role play). The aim of the thesis was to introduce some possible supplementary activities to accompany the remaining ones used in the course Face2face but it was not intended to verify the proposed activities in the classroom. Therefore, for each activity there is provided a student's worksheet but there are not any methodology sheets offered for teachers except for the description of the activity in the previous chapter.

The whole work has been undertaken on behalf of a speaking skill which is very important in today's globalised world where the knowledge of any foreign language, English particularly, has become crucial. As Thornbury points it out "speaking is so much part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people – like auctioneers or politicians – may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability – until, that is, we have to learn how to do it all over again in a foreign language" (Thornbury 2013, 1). Therefore it is important to bear in mind that the teachers should provide students with as many opportunities to practice speaking as possible. The next natural step is to use some of the types of activities described within this work and create speaking friendly

environment for students within the classrooms.

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A list of appendices











Appendix 1: Matching activity – Jobs and occupations

Appendix 2: Picture describing activity – In the living room











Appendix 3: A role play – I am a stranger here!

Appendix 1

Matching activity - Jobs and occupations

<ul style="list-style-type: none"> ~ cooperates with fashion designers ~ travels around the world ~ wears the most fashionable clothes 	<p>Kate Hamilton Model</p> 	<ul style="list-style-type: none"> ~ keeps the books ~ prepares financial reports ~ cooperates with tax authorities 	<p>Tom Palmer Accountant</p> 
<ul style="list-style-type: none"> ~ works at school ~ prepares lesson plans ~ corrects and marks tests 	<p>Leo Jones Teacher</p> 	<ul style="list-style-type: none"> ~ attends school regularly ~ writes tests and essays ~ has to learn a lot 	<p>Patrick Green Student</p> 
<ul style="list-style-type: none"> ~ works for a company ~ is in charge of a department ~ has to deal with any problems 	<p>Robert Roseman Manager</p> 	<ul style="list-style-type: none"> ~ works in a restaurant kitchen ~ is a boss in the kitchen ~ has to be creative 	<p>Peter Bean Chef</p> 
<ul style="list-style-type: none"> ~ works at the hotel ~ checks in the new guests ~ helps the guests to have a pleasant stay 	<p>Josephine Keller Receptionist</p> 	<ul style="list-style-type: none"> ~ distributes letters and daily newspaper ~ collects mail from the letter boxes 	<p>Charles Smith Postman</p> 
<ul style="list-style-type: none"> ~ cuts other people's hair ~ combs and washes hair ~ suggests new hairstyles 	<p>Elisabeth Baumann Hairdresser</p> 	<ul style="list-style-type: none"> ~ plants new trees and plants ~ looks after flowerbeds ~ mows the lawn 	<p>April Williams Gardener</p> 

Appendix 1

<ul style="list-style-type: none"> ~ keeps a diary for her boss ~ makes arrangements and appointments ~ has to communicate a lot 	<p>Catherine Stewardson Personal assistant</p> 	<ul style="list-style-type: none"> ~ can play a musical instrument or sing ~ plays or sings in a band ~ attends concerts and festivals 	<p>John Wright Musician</p> 
<ul style="list-style-type: none"> ~ works in the hospital ~ operates on people ~ is responsible for the health of his/her patients 	<p>Victoria O'Neil Surgeon</p> 	<ul style="list-style-type: none"> ~ works in the hospital ~ helps the doctor to treat patients ~ measures the pressure and gives injections 	<p>Fiona Woodhouse Nurse</p> 
<ul style="list-style-type: none"> ~ works for the newspaper ~ writes articles ~ has to be good at writing 	<p>James Peters Journalist</p> 	<ul style="list-style-type: none"> ~ fixes cars ~ works at the garage ~ has to be skilful 	<p>Ben Jordan Mechanic</p> 
<ul style="list-style-type: none"> ~ looks after sick animals ~ checks the pet's teeth ~ gives advice about pet's nutrition 	<p>Jane Palmer Vet</p> 	<ul style="list-style-type: none"> ~ repairs leaking taps ~ looks after water systems in the houses 	<p>Alex Nightingale Plumber</p> 
<ul style="list-style-type: none"> ~ protects other people's possession ~ investigates crimes ~ punishes the petty crime 	<p>Tom Parker Police officer</p> 	<ul style="list-style-type: none"> ~ works in the shop, supermarket or department store ~ sells the goods ~ helps the customers 	<p>Patience O'Hara Shop assistant</p> 

Appendix 2

Describing pictures - In the living room

STUDENT A



STUDENT B



Role play - I am a stranger here!

Roles: Neighbour (one or two)

Shop assistant

Clerk at the post office

Ticket seller at the theatre

Person at the museum

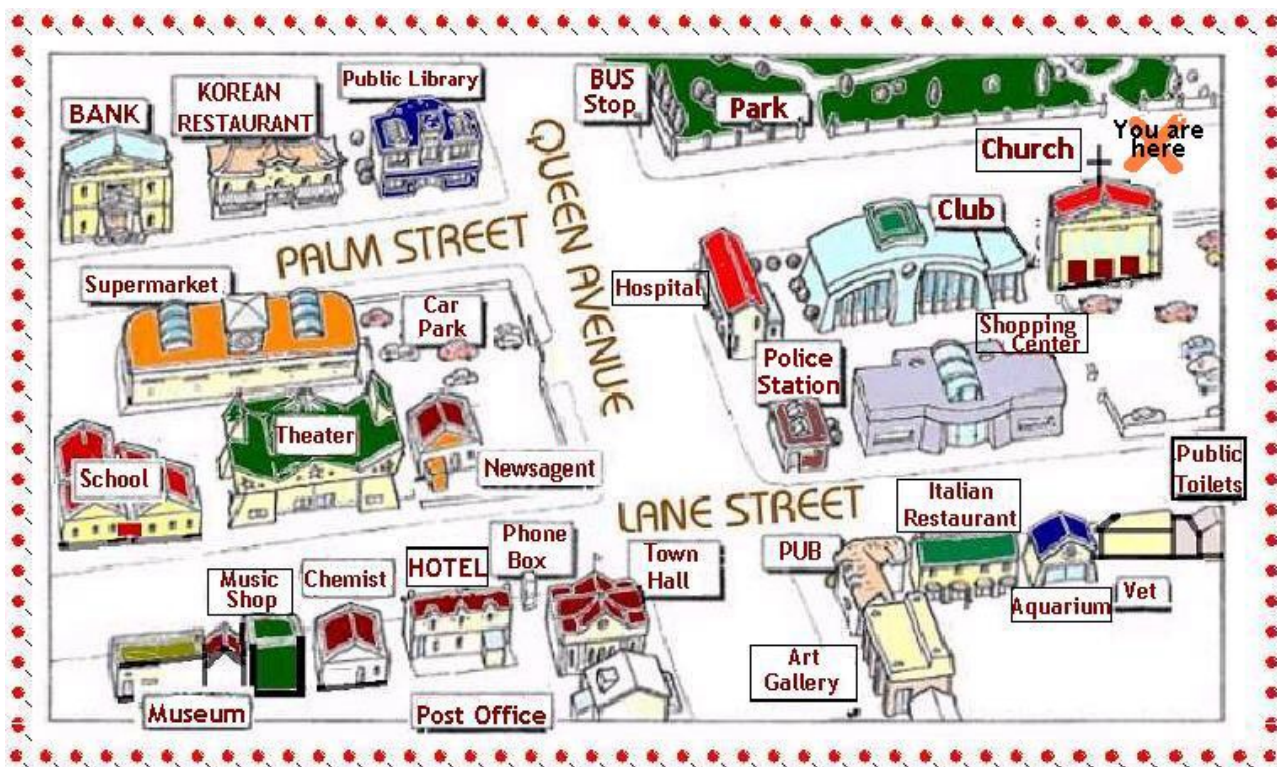
Receptionist at the hotel

Tourists (the rest of the class)

(There can be more or less roles, depending on the number of students)

Neighbour:

(Helps anyone to find the way)



Shop assistant at the shopping centre:

Item	Price
T-shirt	£ 12.99
Kilo of apples	£ 3.59
Toothpaste	0.95 p
Hairdryer	£ 39.99

Appendix 3

A post office clerk:

Item	Price
First class stamp UK	0.95 p
First class stamp to Europe	£ 1.50
Package to Germany (0,5 kg)	£ 6.75

A ticket seller at the theatre:

Item	Price
Cats (a musical)	£ 32, £ 38, £ 42 (students 1/2 price)
Hamlet (a play)	£ 26, £ 28, £ 32 (no discounts)

Person at the museum:

The museum is opened Tuesday to Friday from 9:30 a.m to 3:00 p.m., on Saturday and Sunday from 9:00 a.m. to 1:30 p.m and it is closed on Monday.

The current exhibition: Wooden toys

Entry fee: £ 8, students and pensioners £ 5

Receptionist at the hotel:

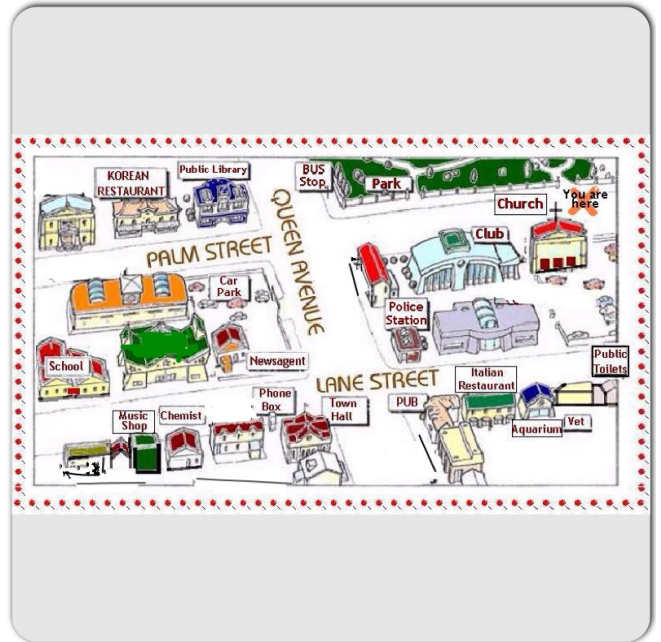
Single room	32 £
Twin room	45 £
Double room	42 £
English breakfast	Supplement : £ 5

Continental breakfast is included in the price.

Appendix 3

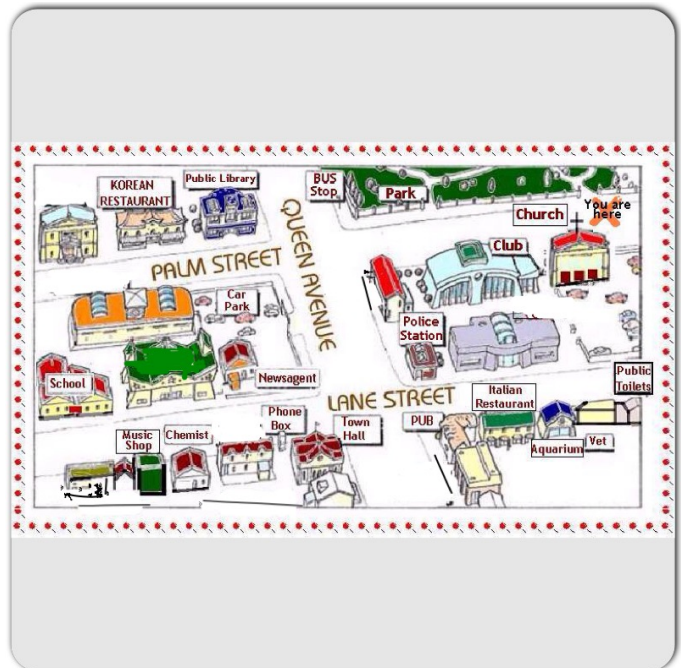
Tourist 1:

1. Ask someone where the hotel is. Mark it on the map.
2. Go to the hotel and ask about the price of a double room with breakfast. price:
3. Ask someone where the post office is. Mark it on the map.
4. Go to the post office and get a first class stamp to Europe for your postcard. price:
5. Find out where the museum is. Mark it on the map.
6. Go to the museum and ask what the current exhibition is. answer:



Tourist 2:

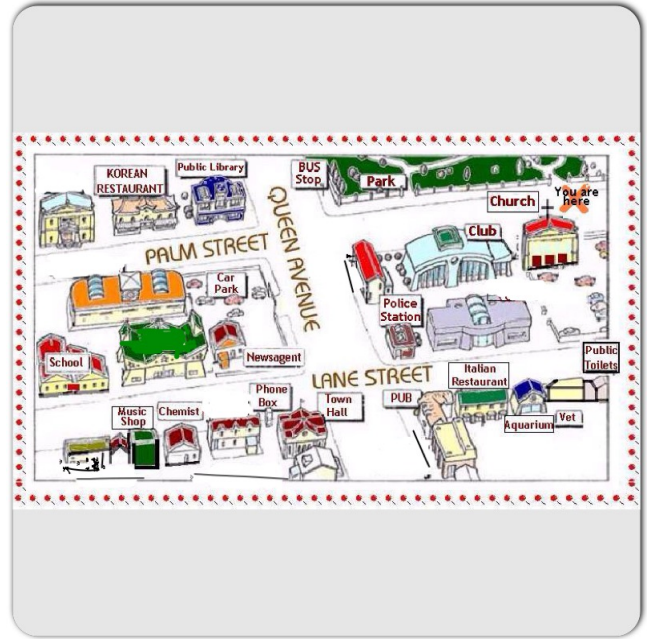
1. Ask someone where the shopping centre is. Mark it on the map.
2. Go to the shopping centre and buy a tube of toothpaste. price:
3. Ask someone where the post office is. Mark it on the map.
4. Go to the post office and ask about the price for a half a kilo package to be sent to Germany. price:
5. Find out where the theatre is. Mark it on the map.
6. Go to the theatre and ask what play they show this week and how much it costs. Find out if there is any discount for students. answer:



Appendix 3

Tourist 3:

1. Ask someone where the shopping centre is. Mark it on the map.
2. Go to the shopping centre and buy a hairdryer. price:
3. Find out where the theatre is. Mark it on the map.
4. Go to the theatre and find out whether they show any musical. If so, ask about the price. musical:, price:
5. Ask someone where the hotel is and mark it on your map.
6. Go to the hotel and ask about the price for a single room with English breakfast.



Tourist 4:

1. Ask somebody where the post office is. Mark it on your map.
2. Go to the post office and buy a stamp for a letter to be sent in the UK. price:
3. Find out where the shopping centre is and mark it on your map.
4. Go to the shopping centre and get two kilos of apples. price:
5. Ask someone where the museum is and mark it on the map.
6. Go to the museum and find out the opening times. answer:

