

SPEAKING TIME



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Speaking Time 1

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How to Teach with This Book

Speaking Time is a three-level speaking series designed for elementary school students of English. The activities presented in each unit of the books help students expand their basic speaking skills through guided practice. Additional listening and pair-work activities provide opportunities for students to hear spoken models and practice their own oral skills in communicative situations.

The content of *Speaking Time* covers a wide range of theme-based topics over twenty units per book. Each unit contains four pages of linked language practice based on a given modeled speech.

Suggested Lesson Plan (50 min.)

Modeled Speech 5 min.

A target printed speech model is presented at the start of each unit.

This Modeled Speech is also recorded on the audio CD. Allow the students to listen to the audio track more than once to gain familiarity with the rhythm of the speech as well as the content. They can also be encouraged to mentally rehearse the speech as they listen along, before they try to read aloud.

Practice 30 min.

Each Practice section allows for the practice of a key sentence in the Modeled Speech section.

Section A (5 min.)

As a warm up, students can be asked to identify the pictures. The students then listen to the audio CD.

The students should then try to say the complete sentences for pictures 1-4 without the accompaniment of the audio CD. Students can be spot-checked to see if they are able to follow the given sentences. Teachers can ask individuals to tell the whole class the sentence for picture 3, for example. Teachers can then wrap up by starting the sentence, and asking students to chorus the sentence ending, or vice versa.

Unit 1 Summertime

MODELED SPEECH

Listen.

I like summer.
It is hot.
I go swimming in summer.
I like to swim.
The water is cool.
I eat ice cream, too.
Summer is a happy time!
Do you like summer?

Listen again and read aloud.

PRACTICE

A I like . . . It is . . .
Listen and speak.

1. ... fall. / ... cool.

2. ... spring. / ... warm.

3. ... summer. / ... hot.

4. ... winter. / ... cold.

Tell your partner which season you like.

Unit 1

Section B (5 min.)

Section B can follow a similar teaching approach as Section A. Section B generally differs from Section A, in that the expressions to complete the sentence pattern are often longer. As with Section A, students also have the opportunity of talking to a partner about the pictures. Again, there is always a follow-up prompt to encourage pair work practice.

B I

Listen and speak. [Track 3](#)

1.  . . . go skiing in winter.

2.  . . . go swimming in summer.

3.  . . . pick apples in fall.

4.  . . . have a picnic in spring.

Listen again and repeat. Tell your partner what you do in each season.

Section C (5 min.)

The students are required to listen and letter the four pictures according to what they hear on the audio CD.

Again, students can be asked about the illustrations before following the instructions in the book. As students gain more confidence, they can be involved in a speculation game as to which picture will feature next on the audio recording. Play the audio CD more than once to allow everyone to be confident with their answers. Then, listen again and confirm everyone's answers according to the answer key. Finally, students should use the model expression in pair-work practice.


C I like to

Listen and letter the pictures. [Track 4](#)

1. 

2.  a

3. 

4. 

Tell your partner what you like to do in different seasons.

I like to _____.

Examples have a picnic swim make a snowman play in leaves

10 Unit 1

Section D (10 min.)

Students listen to the audio CD and fill the blanks in the sentences.

If students find spelling difficult, go back to the Modeled Speech section. The teacher can write a few of the Modeled Speech sentences on the board, and ask the students to circle words that are called out. This can help in word recognition. As students progress, words written on the board from the Modeled Speech section can be erased, and students can be asked to spell out the gaps.

The teacher can also read out the Section D sentences from the transcript at an exaggeratedly slow speed to hint at word spelling.

Sum-Up
Listen and write.

- I like _____.
- It is _____.
- I like to _____ strawberries.
- I like to _____ leaves.
- _____ is a happy time!
- Do you _____?

Read your sentences aloud.

Stress
Read the sentences aloud, stressing the words in red.

I like winter.
It is snowy.
I make a snowman in winter.
I like to play in snow.
The snow is pretty.
Winter is a happy time!

MOR. EXPRESSIONS
Use the expressions in the boxes, and practice with your partner.

I go skiing. / I like to go skiing.

go skiing	go hiking	fly a kite	play in puddles
ride a bike	go camping	go skateboarding	pick strawberries

Unit 1 11

Section E (5 min.)

Students read the sentences aloud, stressing the words in red color. The red words represent the main content words in each sentence. This reflects the general rule of English sentence stress. This should help develop students' appreciation of sentence and word stress, as well as intonation, since English is a stressed-timed language.

More Expressions 5 min.

Students have eight annotated pictures that they can substitute into a given key phrase. An example of the target phrase structure is always given for the first picture.

First check that all students can identify each of the pictures. The teacher can do an initial whole-class practice by reading out the start of the expression and having the students complete the expression. Students should practice as many of these sentences as they can with a partner. Stronger students can be asked to vary the given sentence by converting it into the negative, or changing it into a third-person expression. The teacher can also ask the students to read out their expressions using, for example, an angry voice, or at a fast speed.

Speaking Practice 10 min.

Part A

Students need to create a script relevant to themselves based on the Modeled Speech that opens the unit. Students can use the expressions in the box to help them. Ideally they should adapt the expressions to fit their own circumstances. Some variations for the first line could be given in advance. Students can then perform their speech in front of the class.

Part B

Students need to interview a classmate with the given questions. If the students are confident to use third person verb forms, they can relay their classmates' answers to the rest of the class. Stronger students can also make up extra questions.

SPEAKING PRACTICE

A My favorite season
Write about your favorite season. Use the expressions in the box to help you. Then circle the stressed words and read your sentences aloud.

- eat ice cream
- swimming in summer
- hot
- swim
- Summer
- summer

I like _____
It is _____
I go _____
I like to _____
I _____, too.
_____ is a happy time!

B My friend's favorite season
Interview your friend about his or her favorite season. Use the questions in the box. Then tell the class about your friend.

Which season do you like?
How is the weather in that season?
What do you do in that season?

12 Unit 1

★ Homework

Supplementary extensions might include having the students re-interview a different person for the final Speaking Practice section at home and present it in the next lesson. Students might also be encouraged to review the unit with the audio CD at home. Setting a “test” of expressions the students should remember is one way to ensure that students are spending genuine time reviewing material at home. If students are going to be reciting material, they also need to be reminded to use the effects of intonation and stress.

NOTE



Summertime

MODELED SPEECH

Listen.  Track 1

I like summer.
It is hot.
I go swimming in summer.
I like to swim.
The water is cool.
I eat ice cream, too.
Summer is a happy time!
Do you like summer?



Listen again and read aloud.

PRACTICE

A I like It is
.....

Listen and speak.  Track 2

1.



. . . fall. / . . . cool.

2.



. . . spring. / . . . warm.

3.



. . . summer. / . . . hot.

4.



. . . winter. / . . . cold.

Tell your partner which season you like.

B I

Listen and speak.  Track 3

1.



. . . go skiing in winter.

2.



. . . go swimming in summer.

3.



. . . pick apples in fall.

4.



. . . have a picnic in spring.

Listen again and repeat. Tell your partner what you do in each season.

C I like to

Listen and letter the pictures.  Track 4

1.



2.



3.



4.



Tell your partner what you like to do in different seasons.

I like to _____.

Examples

have a picnic

swim

make a snowman

play in leaves

D Sum-Up

Listen and write.  Track 5

1. I like _____.
2. It is _____.
3. I _____ strawberries _____.
4. I like to _____ leaves.
5. _____ is a happy time!
6. Do you _____?



Read your sentences aloud.

E Stress

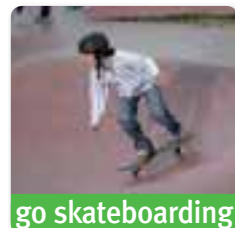
Read the sentences aloud, stressing the words in red.

I **like** winter.
 It is **snowy**.
 I **make** a **snowman** in **winter**.
 I **like** to **play** in **snow**.
 The **snow** is **pretty**.
Winter is a **happy** time!

MORE EXPRESSIONS

Use the expressions in the boxes, and practice with your partner.

Examples | I go skiing. / I like to go skiing.



SPEAKING PRACTICE

A My favorite season

Write about your favorite season. Use the expressions in the box to help you. Then circle the stressed words and read your sentences aloud.

- eat ice cream
- swimming in summer
- hot
- swim
- Summer
- summer

I like _____.

It is _____.

I go _____.

I like to _____.

I _____, too.

_____ is a happy time!

B My friend's favorite season

Interview your friend about his or her favorite season. Use the questions in the box. Then tell the class about your friend.

- Which season do you like?
How is the weather in that season?
What do you do in that season?