

SPEAKING TIME



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Speaking Time 3

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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.

The image shows a page from a book titled "A Sport I Can Play". The page is divided into two main sections: "MODELED SPEECH" and "PRACTICE".

MODELED SPEECH



Listen.  


I know how to play beach volleyball.
My friend taught me how to play this game.
You also need a special ball and a net.
Some people play this game without wearing shoes.
You have to hit the ball over the tall net.
You can't catch the ball or throw it.
The ball needs to land on the other side.
The team with the most points wins.


Listen again and read aloud.


PRACTICE


A I know how to play
You need . . . players for each team.

Listen and speak.  

1.  . . . basketball / . . . five . . .

2.  . . . handball / . . . seven . . .

3.  . . . badminton / . . . one or two . . .

4.  . . . baseball / . . . nine or ten . . .


Tell your partner what sport you know how to play and how many players you need.


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 You also need
Listen and speak. [Track 3](#)

1.  . . . a basketball and a hoop.

2.  . . . special shoes and a net.

3.  . . . a racket and a shuttlecock.

4.  . . . a bat and a glove.


Listen again and repeat. Tell your partner what you need to play some sports.


Section C (5 min.)


For most units, the students are required to listen and letter the four pictures. A few units feature “Listen and match” instead.


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

1. 

2. 

3. 

4.  a

Tell your partner what you have to do in some sports.
You have to _____.

Examples throw the ball through the hoop throw the ball into the goal
hit the ball and run hit the shuttlecock over the net

10 Unit 1

Section D : Sum-Up (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.

D Sum-Up
Listen and write. **1**

- I know _____ players for _____ team.
- You need _____ a bat _____
- Some people _____ this game _____ clothes.
- You have to _____
- You have to avoid _____ ball.
- You also _____ around some bases.
- The _____ the most _____ wins.

Read your sentences aloud.

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

I know how to play handball. You need seven players for each team. You also need a net, a ball, and special shoes. Some people play this game wearing shorts and T-shirts. You have to run and catch the ball. You have to throw the ball into the goal. You can't push other players. The team with the most goals wins.

MORE EXPRESSIONS
Use the expressions in the boxes, and practice with your partner.
Example You can't push other players.

 push other players	 touch the ball	 get a red card	 go over the line
 put your eyes	 let the ball bounce	 run out of time	 touch the ground

Section E : Stress (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.



A Sport I Can Play

MODELED SPEECH

Listen.  Track 1

I know how to play beach volleyball.
 My friend taught me how to play this game.
 You need two to four players for each team.
 You also need a special ball and a net.
 Some people play this game without wearing shoes.
 You have to hit the ball over the tall net.
 You can't catch the ball or throw it.
 The ball needs to land on the other side.
 The team with the most points wins.



Listen again and read aloud.

PRACTICE



I know how to play
 You need . . . players for each team.

Listen and speak.  Track 2

1.



. . . basketball. / . . . five

2.



. . . handball. / . . . seven

3.



. . . badminton. / . . . one or two

4.



. . . baseball. / . . . nine or ten

Tell your partner what sport you know how to play and how many players you need.

B You also need

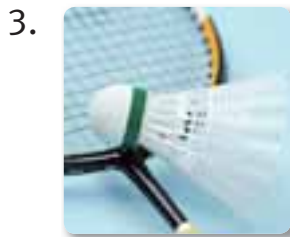
Listen and speak.  Track 3



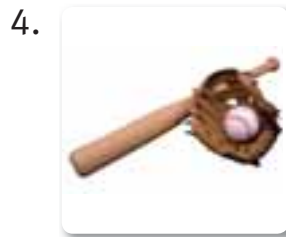
. . . a basketball and a hoop.



. . . special shoes and a net.



. . . a racket and a shuttlecock.



. . . a bat and a glove.

Listen again and repeat. Tell your partner what you need to play some sports.

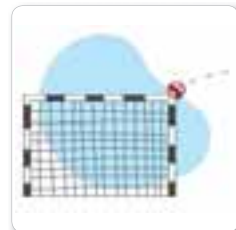
C You have to

Listen and letter the pictures.  Track 4

1.



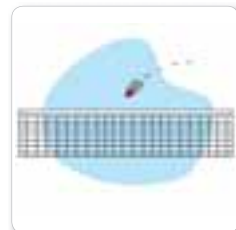
2.



3.



4.



Tell your partner what you have to do in some sports.

You have to _____.

Examples

throw the ball through the hoop
hit the ball and run

throw the ball into the goal
hit the shuttlecock over the net

D Sum-Up

Listen and write.  Track 5

1. I know _____.
2. You need _____ players for _____ team.
3. You also _____ a bat _____.
4. Some people _____ this game _____ clothes.
5. You have to _____.
6. You have to avoid _____ ball.
7. You also _____ around some bases.
8. The _____ the most _____ wins.



Read your sentences aloud.

E Stress

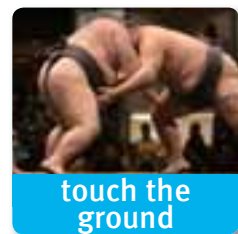
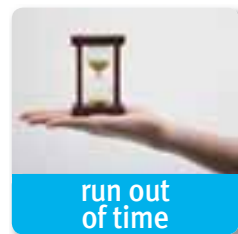
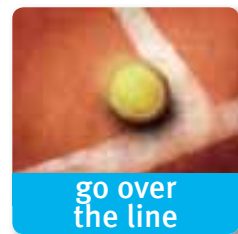
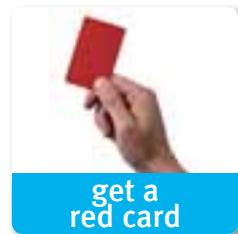
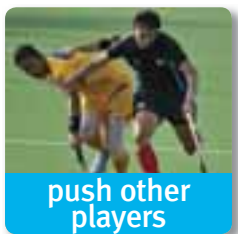
Read the sentences aloud, stressing the words in red.

I **know** how to **play handball**. You **need** seven **players** for each **team**. You also **need** a **net**, a **ball**, and special **shoes**. Some **people play** this **game** wearing **shorts** and **T-shirts**. You have to **run** and **catch** the **ball**. You have to **throw** the **ball** into the **goal**. You **can't push** other **players**. The **team** with the **most goals** wins.

MORE EXPRESSIONS

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

Example You can't push other players.



SPEAKING PRACTICE

A A sport I know how to play

Write about a sport you know how to play. Use the expressions in the box to help you. Then circle the stressed words and read your sentences aloud.

- to play beach volleyball
- two to four players for each
- ball . . . land on the other side
- with the most points
- a special ball and a net
- catch the ball or throw it
- hit the ball over the tall net

I know how _____.

You need _____ team.

You also need _____.

You have to _____.

You can't _____.

The _____ needs to _____.

The team _____ wins.

B A sport my friend knows how to play

Interview your friend about a sport he or she knows how to play. Use the questions in the box. Then tell the class about your friend.

- What team sport do you know how to play?
- How many players do you need for each team?
- What equipment do you need?
- What do you have to do in the game?
- What can you not do?