

**University of Pardubice**  
**Faculty of Arts and Philosophy**

**Teaching Speaking at Upper-secondary School  
to Achieve Communicative Competence**

**Bc. Daniela Rawsthorne**

**Thesis**  
**2012**

Univerzita Pardubice  
Fakulta filozofická  
Akademický rok: 2011/2012

## ZADÁNÍ DIPLOMOVÉ PRÁCE

(PROJEKTU, UMĚLECKÉHO DÍLA, UMĚLECKÉHO VÝKONU)

Jméno a příjmení: **Bc. Daniela Rawsthorne**  
Osobní číslo: **H10587**  
Studijní program: **N7503 Učitelství pro základní školy**  
Studijní obor: **Učitelství anglického jazyka**  
Název tématu: **Výuka mluveného projevu na střední škole pro dosažení  
komunikativní kompetence**  
Zadávající katedra: **Katedra anglistiky a amerikanistiky**

### Z á s a d y p r o v y p r a c o v á n í :

Diplomandka se ve své práci bude zabývat rozvojem komunikativní kompetence v ústním projevu u studentů na střední škole. V teoretické části práce nejprve uvede specifika výuky angličtiny na střední škole, její cíle a místo výuky mluvení v jejich dosahování. V další části práce shrne diplomandka principy tvorby sylabu a učebních materiálů s ohledem na výuku mluvení. Následovat bude typologie aktivit pro rozvoj této dovednosti. Teoretickou část uzavře kapitola zaměřená na testování mluvení, jejíž součástí bude i kritická analýza ústní části nové maturitní zkoušky.

V rámci praktické části práce vytvoří diplomandka část učebního materiálu pro výuku mluvení v angličtině na konkrétní střední škole, a to včetně souboru testových úloh.

Rozsah grafických prací:

Rozsah pracovní zprávy:

Forma zpracování diplomové práce: **tištěná/elektronická**

Seznam odborné literatury:

**BROWN, G., & Yule, G. Teaching the spoken language. CUP. 1983**  
**CUNNINGSWORTH, A. Choosing your coursebook Heinemann, 1995.**  
**GOWER, R., PHILLIPS, D., WALTERS, S. Teaching practice hand-**  
**book. Heinemann, 1995. GRAVES, K. Teachers as course developers.**  
**Cambridge University Press. 1996. GRAVES, K. Designing language**  
**courses. Boston: Heinle & Heinle. 2000. HUGHES, A. Testing for Language**  
**Teachers. CUP. 2003. KELLY, G. How to teach pronunciation. Pear-**  
**son Education. 2004 MADSEN, H. S. Techniques in testing. OUP, 1983.**  
**RICHARDS, J. C., RENANDYA, W. A. (editors) Methodology in lan-**  
**guage teaching: An anthology of current practice. Cambridge University**  
**Press. 2005. STERN, H. H. Issues and options in language teaching. OUP.**  
**1992. THORNBURY, S. How to teach speaking. Pearson Education Ltd.**  
**2005. YELDEN, J. Principles of course design.**

Vedoucí diplomové práce: **PaedDr. Monika Černá, Ph.D.**  
Katedra anglistiky a amerikanistiky

Datum zadání diplomové práce: **30. dubna 2011**

Termín odevzdání diplomové práce: **31. března 2012**



prof. PhDr. Petr Vorel, CSc.  
děkan

L.S.



Mgr. Šárka Bubíková, Ph.D.  
vedoucí katedry

V Pardubicích dne 30. listopadu 2011

Prohlašuji:

Tuto práci jsem vypracoval/a samostatně. Veškeré literární prameny a informace, které jsem v práci využil/a, jsou uvedeny v seznamu použité literatury.

Byl/a jsem seznámen/a s tím, že se na moji práci vztahují práva a povinnosti vyplývající ze zákona č. 121/2000 Sb., autorský zákon, zejména se skutečností, že Univerzita Pardubice má právo na uzavření licenční smlouvy o užití této práce jako školního díla podle § 60 odst. 1 autorského zákona, a s tím, že pokud dojde k užití této práce mnou nebo bude poskytnuta licence o užití jinému subjektu, je Univerzita Pardubice oprávněna ode mne požadovat přiměřený příspěvek na úhradu nákladů, které na vytvoření díla vynaložila, a to podle okolností až do jejich skutečné výše.

Souhlasím s prezenčním zpřístupněním své práce v Univerzitní knihovně Univerzity Pardubice.

V Pardubicích dne 29.6.2012

Bc. Daniela Rawsthorne

## **Acknowledgement**

I take this opportunity to express my gratitude to PaeDr. Monika Černá, PhD, for her immense support and invaluable assistance on the challenging journey towards completing this thesis. In addition, my greatest thanks go to my family for their patience and understanding.

## **Abstract**

This thesis discusses teaching speaking at upper-secondary schools towards achieving communicative competence. The theoretical part outlines the concept of communicative competence as reflected in speaking, as well as basic principles of syllabus design. Testing speaking is discussed, together with a critical analysis of the reformed final examination. The main outcome of the practical part is the development of teaching and testing materials, reflecting the theoretical background.

## **Key words**

Communicative competence, speaking, teaching speaking, testing speaking, syllabus design

## **Souhrn**

Tato diplomová práce se zabývá výukou mluveného projevu na střední škole s cílem dosažení komunikativní kompetence. Teoretická část nejprve vysvětlí koncept komunikativní kompetence a specifika mluveného projevu v jejím dosažení. Nastíněny jsou také základní principy tvorby sylabu a výukových materiálů, jakož i problematika testování mluveného projevu, spolu s kritickou analýzou nové formy maturitní zkoušky. Hlavním výstupem praktické části je tvorba výukových a testových materiálů, založených na prostudovaných teoretických principech.

## **Klíčová slova**

komunikativní kompetence, mluvený projev, výuka a testování mluveného projevu, tvorba sylabu

## TABLE OF CONTENTS

|   |               |
|---|---------------|
| <b>1. Introduction</b>  | <b>- 1 -</b>  |
| <b>2. The Learner: The Upper-Secondary School Student</b>   | <b>- 1 -</b>  |
| <b>3. Aims of ELT at Upper-Secondary School</b>   | <b>- 4 -</b>  |
| 3.1 Key competences in ELT  | - 4 -         |
| 3.2 CEFR and communicative competence   | - 5 -         |
| 3.3 General competences   | - 8 -         |
| 3.4 Communicative language competences  | - 9 -         |
| 3.4.1 Linguistic competences  | - 9 -         |
| 3.4.2 Sociolinguistic competences   | - 11 -        |
| 3.4.3 Pragmatic competences   | - 12 -        |
| 3.4.4 Strategic competence  | - 16 -        |
| 3.5 Communicative competence: Summary   | - 17 -        |
| <b>4. Syllabus design</b>   | <b>- 18 -</b> |
| 4.1 Types of syllabus   | - 18 -        |
| 4.2 Developing a syllabus   | - 19 -        |
| 4.3 Methodology of a speaking-focused lesson  | - 23 -        |
| <b>5. Testing speaking</b>  | <b>- 26 -</b> |
| 5.1 Basic concepts and test formats   | - 26 -        |
| 5.2 Maturita: An introduction   | - 31 -        |
| 5.3 Maturita and testing communicative competence   | - 33 -        |
| <b>6. Conclusion of the theoretical part</b>  | <b>- 37 -</b> |
| <b>7. Practical part:<br/>Developing materials for teaching speaking at upper-secondary schools</b> | <b>- 38 -</b> |
| 7.1 Introduction  | - 38 -        |
| 7.2 The Process of materials development  | - 38 -        |
| 7.2.1 Needs analysis, Goals and Objectives  | - 38 -        |
| 7.2.2 Conceptualizing content   | - 39 -        |
| 7.2.3 Materials and activities: development and organization  | - 40 -        |
| 7.2.4 Testing materials   | - 49 -        |
| 7.2.5 Preliminary piloting and evaluation   | - 51 -        |
| <b>8. Practical part: summary</b>   | <b>- 53 -</b> |
| <b>9. Conclusion</b>  | <b>- 54 -</b> |
| <b>10. Resumé</b>   | <b>- 55 -</b> |
| <b>11. Bibliography</b>   | <b>- 59 -</b> |
| <b>12. Appendix</b>   | <b>- 64 -</b> |

## **1. Introduction**

Although students of all ages and abilities are learning English for various reasons, one of the most frequently quoted is that of achieving communicative competence, an integral part of which is the skill of speaking. However, teachers aiming to develop speaking skills in upper-secondary school students frequently encounter problems choosing a suitable textbook for speaking focused lessons. Some requirements include incorporating all the aspects of communicative competence, providing sufficient preparation of the students for the expected outcomes, taking the learners' needs into account, as well as being suitable for the teacher.

The aim of this paper is to discuss ways of developing speaking skills in upper-secondary school students to achieve communicative competence. Therefore, the theoretical part will outline the main characteristics of upper-secondary school students, as well as an analysis of the concept of communicative competence, particularly in association with speaking and its testing at Czech upper-secondary schools. In addition, the process of developing teaching materials will be explored in terms of promoting speaking skills. The chief outcome of the practical part is designing a suitable teaching and testing material for speaking lessons at Czech upper-secondary schools, based on the criteria and aspects discussed in the theoretical part.

## **2. The Learner: The Upper-Secondary School Student**

Upper-secondary schools in the Czech Republic are typically attended by students aged fifteen to nineteen, in the period that is referred to as *adolescence* (Kalhous, Obst et al, 2002, p. 50). Adolescence is accompanied by a number of biological, psychological, emotional, social and cognitive changes that are reflected in the behaviour of most adolescent learners and significantly determine their performance as foreign language learners.

Concerning biological changes, the most noticeable is rapid growth of the body, especially the limbs, often causing clumsiness. However, this is followed by the development of motor activity and adolescents are fast to gain skills requiring strength, agility, coordination of movement and balance (Čáp and Mareš, 2001, p. 237). Biological transformation is also linked problematic concentration, spells of apathy followed by short intensive bursts of vitality, causing increased tiredness. The changing sexuality is



seen in the bodily changes, as well as increased interest in sexual themes (Langmeier, Krejčířová, p.142).

Psychological changes in adolescence can be explained as “the effort to adapt to biological, psychical and social conditions of adolescence” and include emotional instability, painting the picture of “storm and defiance” (Kalhous, Obst et al, p. 51, Langmeier, Krejčířová 1998, p. 138). Through the inevitable conflict of emotions the individual gradually becomes more civilized and transforms into a responsible member of the society. Scrivener (2005, p. 329) mentions the effect of frequent mood swings and emotions on the result of the teaching process, a possible lack of motivation resulting in uncooperative or even disruptive behaviour, as well as rebellion against authority. Some of the proposed solutions include assigning the learners more responsibility and autonomy, involving them in decision-making and providing a stable, non-threatening environment. Harmer (2004, p. 39) also suggests supportive and constructive classroom management.

Another key issue represents finding one’s own identity (Harmer, 2004, p. 39), along with a critical approach to their own appearance and abilities. Peer approval is considered to be of higher importance than performing what is required by the teacher. Adolescents are trapped between two needs: firstly, to be themselves, and secondly to belong. Not-still-children and not-yet-adults, they need to find a balance between these two poles. Erikson (1968, in Čáp and Mareš, 2001, p. 236) refers to this period as psychosocial moratorium, in which the society enables the adolescent to experiment with values and roles, and in which the main task is to form a clear ego-identity and manage the feelings of insecurity about his/her social role.

The main development areas in adolescence include some emancipation from the family and establishing deeper relationships with peers of both sexes (Langmeier, Krejčířová, p. 149). The ease or the difficulty that accompanies the process depends largely on the previous relationship within the family and the beliefs of the members. Neither the desire of the parent to maintain the dependency of the young person – their child, nor the effort to make them independent prematurely is advisable. Some adolescents may experience the reverse side of the coin, when they are treated as children due to being financially dependent on their parents, despite being expected to take on some responsibility of an adult.

Importantly, adolescence is a period of cognitive development when the quality of thinking processes radically changes. Langmeier and Krejčířová (p. 144-145) even go as

far as to claim that “with their intellectual ability adolescents at least approach their maximum performance, often exceeding older people”, whose memory seems to be lacking. Although the Critical Period hypothesis has not been confirmed, perhaps the idea of multiple critical periods may appear more reasonable. Due to the gradual and long-term process of brain development resulting in different aspects of language being developed at different times (Seliger, 1978, in Ellis, p. 108), as well as the elasticity of the brain supported by the expanding knowledge of abstract concepts and ability to process rules, adolescence is perceived as the peak for grammar acquisition.

Research has shown that the order of acquisition of certain linguistic features does not differ with age. However, the age appears to affect the rate of second and foreign language acquisition (Snow and Hoefnagel-Hohle, 1978, in Lightbrown and Spada, 2006, p. 72). Given the same exposure to the target language, it was in fact adolescents who showed the fastest progress. This may be due to the development of metalinguistic competence, as well as abstract thinking (Nippold, 2007, p. 13), which promotes later language development (compared to young learners). It is mainly demonstrated through understanding and actively using lexicon representing abstract concepts, non-literal meaning, or linguistic ambiguity, such as in jokes, puns in newspaper headlines or advertisement. Not only does this contribute to their linguistic competence, but also their cultural literacy, both of which contribute to their communicative competence.

Speech also develops at this time, namely the vocabulary range broadens and syntax may become more complex (Langmeier and Krejčířová, p. 143). This is partly due to increased use of written language (both receptively and productively), which also contributes to enhanced knowledge of the world providing a context for the language. This is linked with the increased ability to appreciate different social roles, as well as the thoughts and feelings of their conversational partners (Nippold, 2007, p. 14). Hence they are able to adjust their speech in terms of the content and style, using simple syntax and perhaps slang with their peers, or more complex syntax for academic writing. In addition, there is more chance of interpersonal conflicts being resolved by compromising through awareness of the feelings of others, although the capacity to do this may not always equal its actual usage.

Unlike younger learners, adolescents will not accept one solution, but will consider alternatives and evaluate them. The increased expressive ability is frequently exercised in showing criticism of previously respected authorities, such as close family, teachers or even peers. Critical language is also applied to the contradictions between family values

and those of the society, as well as the values of the different generations. However, the ability to use critical thinking can and should be exploited during language lessons, especially through the way information is presented, for instance inductive method of grammar instruction, or encouraging discussions.

School and education also belong to the criticized authorities. However, adolescents in general tend to have a reasonably positive attitude towards English. Instrumental motivation is enhanced by the fact that upper-secondary students in the Czech Republic intend to pass the final examination and understand the target language culture. Adolescence is linked with the need to consider work alternatives and many students, aware of the fact that language skills may enhance their chances of getting a suitable job, are therefore motivated to study languages. Additionally, integrative motivation stems from the increased opportunity to travel abroad for work or study purposes, whereby they are expected to fit in the English-speaking environment.

Teaching adolescents may appear frustrating and challenging and all the above mentioned aspects need to be carefully considered. Disregarding them could result in frustration on both sides, while their appreciation could contribute to learning which is both enjoyable and effective, achieving the expected aims.

### **3. Aims of ELT at Upper-Secondary School**

#### **3.1 Key competences in ELT**

Czech upper-secondary schools are part of the Czech system of education the aims of which are specified at both the national and school levels, as well as that of the individuals concerned, such as the pupils and teachers. The expected outcomes are set within the educational programs of the individual schools, stemming from the Framework Education Programme for Secondary General Education (Grammar Schools) or for Secondary Technical and Vocational Training, and following up the Framework Education Program for Elementary Education. These aims are defined as competences.

The term competence perceives the aim of education not only as the acquisition of certain knowledge and skills, but also abilities necessary for successful life and employment (Kosíková, 2011, p. 30). Particular key competences have been defined, specifying what the student will be able to do on completing the study program, and their attainment is achieved across a number of school subjects. Key competences represent "the sum of knowledge, skills, abilities, attitudes and values important for the personal

development of an individual, his/her active contribution to the society and their future self-realization in life". (Framework Education Programme for Secondary General Education - Grammar Schools, 2007, p. 8). However, even this definition may seem rather vague, sparking some uncertainty of the teachers, both those involved in curriculum design and those who are expected to implement it.

As regards teaching English as a foreign language, the aims are communicative and educational in nature, with communication competences as the main aim and other key competences as follows: learning competences, problem-solving competences, social and personal competences, civic competences, entrepreneurship competences. (Anglické gymnázium, Střední odborná škola a Vyšší odborná škola, Pardubice: Školní vzdělávací program Gymnázium-živé jazyky AGYS, p. 50 - 52).

### **3.2 CEFR and communicative competence**

The term communicative competence was coined by Hymes (1972), who followed Chomsky's concept (1965), and it was further discussed by Halliday (1970), Canale and Swain (1980) (all in Richards and Rogers, 2001, p. 159 - 162), Littlewood (1981), Bachman (1991), and others. Analyzing the various perspectives would be beyond the scope of this paper, therefore the selected view here, as the most recent and building on the previous concepts, is that by the Common European Framework of Reference (hereafter referred to as CEFR).

CEFR introduces some beneficial ideas. Firstly, it is the action-oriented approach, whereby language here is seen as part of the context and the users and learners of a foreign language have to accomplish certain tasks in a given environment. (CEFR, p. 9). This is of immense importance when describing the concept of communicative competence and demonstrates the link with the School Education Programme (ŠVP Gymnázium - živé jazyky AGYS) and the key competences listed there, namely problem-solving competences, social and personal competences, civic competences and entrepreneurship competences (p. 51 - 53). Moreover, the proposal to concentrate on tasks and activities as authentic as possible to promote learning is appreciated, although the concept of using such tasks will be discussed further on in this thesis.

CEFR also supports plurilingualism (p. 168). This means that the number of languages acquired by the learner will be used alongside each other whenever necessary, depending on the speaker's needs and environment. Moreover, the concepts of the

different cultures behind these languages will contribute to the interculturality of the speaker, resulting in broadening his/her personality as well as ability to accept other cultures. Perhaps we can see the cross-curricular relations with the Czech language, a second foreign language, Translation and Interpretation, Geography, History and Social Sciences stated in the School Education Programme (ŠVP, AGYS, p. 55)

Furthermore, language learning is considered a lifelong process, hence the importance of maintaining the motivation of learners of all age groups, developing not only the cognitive, but also the affective domain according to Bloom's taxonomy (Anderson, Krathwohl, 2001).

What is extremely innovative and most useful compared to some previous discussions on communicative competence, CEFR not only offers a certain scale of overall language proficiency in a given language, but also breaks down the desired language competences – “the sum of knowledge, skills and characteristics that allow a person to perform actions“(p. 9). This allows objectives and desirable achievements to be described despite the variety of needs, characteristics and resources of learners.

Nevertheless, not even CEFR as a tool for language learners, teachers and assessors is perfect and omnipotent and by no means is it intended as an absolute and exhaustive summary of what should be taught, learnt and assessed in all possible contexts. The descriptors are less elaborate mainly at the top level (C2), as well as the lowest level (A1). Moreover, a degree of subjectivity is expected in judging the meaning of words like "clear", "a wide range of" or "familiar everyday expressions" and similar, frequently appearing in the competence descriptors. In addition, some contexts would require further elaboration, such as young learners, but the readers are provided with some inspiration how to adapt this for their own context. In general, this is an instrument for achieving a degree of equivalence among foreign language examinations, which is a worthy goal but it will not be attained without the willingness of various educational and occupational authorities to recognize foreign examinations, within or outside Europe.

The CEFR competences describe what the user at each of the six levels will be able to do. As regards general language use, both B1 and B2 (applicable to the outcomes of EFL teaching at upper-secondary schools) are grouped under the heading *Independent User* and their global description is as follows:

B2: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans. (CEFR, p. 24)

The expected competences are stated in terms of communicative activities (what the language learner is able to do with language), individual communicative competence components, as well as strategies necessary to succeed in communicative situations. Speaking, along with writing, is considered a productive activity, and illustrative scales are provided for overall spoken production, sustained monologue: describing experience or putting a case (e.g. in debate); public announcements and addressing audiences. These are shown in Table 1, Appendix 1.

Even a limited number of the repertory of competences can enable the users to carry out a number of activities (Hodel, p. 5). The necessary prerequisites for carrying out communicative intentions can be seen in Fig. 1 and will be described in detail.

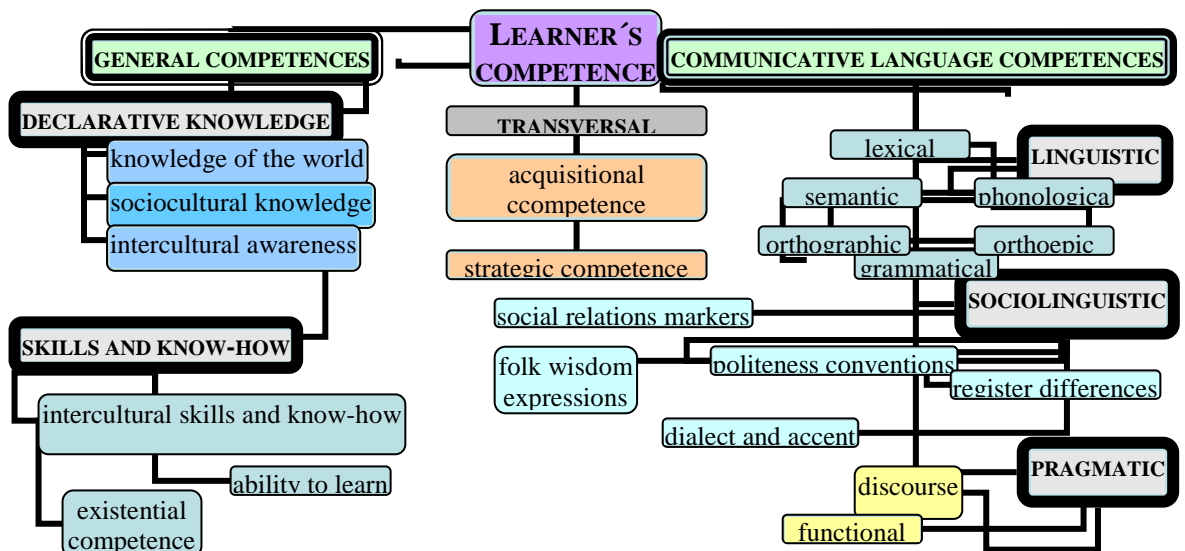


Fig. 1: CEFR: Language learner competences for communication

### 3.3 General Competences

CEFR recognizes that language cannot be considered outside its context and therefore highlights the necessary presence of extralinguistic skills – general competences. These are defined as “those not specific to language but which are called upon for actions of all kinds, including language activities” (CEFR, p. 9) and divided into two main groups: declarative knowledge of the world on the one hand, skills and know-how on the other.

To start with, certain knowledge of the world is presupposed when learning a foreign or second language, as it is expected that the learner has already experienced the surrounding world. The degree of this should be reflected in material design, as well as selected methodology. Examples of relevant entities are:

the locations, institutions and organisations, persons, objects, events, processes and operations...., factual knowledge concerning the country or countries in which the language is spoken, such as its major geographical, environmental, demographic, economic and political features. (CEFR, p. 102).

More specifically, sociocultural knowledge concerns “knowledge of the society and culture of the community or communities in which a language is spoken”. This component requires special attention, as the learners may not be familiar with it or may be influenced by cultural stereotypes (p. 102). It may include aspects of everyday life, living conditions, interpersonal relations, values, beliefs, attitudes, body language, social conventions, as well as ritual behaviour. The third component, intercultural knowledge, is concerned with the similarities and differences concerning the learner’s original world and the one of the target language, taking into account the regional differences.

Admittedly, it is outside the scope of EFL lessons to acquaint the learners with all aspects of the world around them, as the presence or absence of extralinguistic knowledge will not be dependent on the language spoken (Thornbury, 2007, p. 31). However, the declarative knowledge is undoubtedly of concern to students at Czech upper-secondary schools, and not only to them. Thus materials promoting language skills should certainly integrate teaching the target language with some cultural knowledge, the extent of which is probably dependent on the teacher, the specific needs of the students, the educational environment and the limitations of the materials used.

On its own, knowledge would not suffice, so a number of skills are included in the general competence, ranging from the ability to cope with social, living, vocational, professional and leisure situations, through to intercultural skills, concerned with appreciating the differences and similarities of the learner’s native culture and the one of

the target language. In addition, existential competence includes the individual factors concerning the learner, such as attitudes, motivation, values, beliefs, cognitive styles and personality factors.

Last but not least, the ability to learn, (or acquisitional competence according to Hodel, p. 9), plays a vital role in the process of language learning, defined by CEFR as “the ability to observe and participate in new experiences and incorporate new knowledge into existing knowledge, modifying the latter where necessary” (p. 106). It includes the following aspects, all of which are vital to foreign language learning: language and communication awareness, general phonetic skills, study skills and heuristic skills, which need to be constantly developed to encourage learner autonomy, assigning the learners a more active role in the process. Learning competence is referred to as transversal, in terms of its applicability and benefits for itself, as well as for other competences (Hodel, p. 9) .

All the general aspects of the learner’s competences are interconnected, for instance dealing with speakers of the target language culture (intercultural skill) would not be possible without certain knowledge of that culture (intercultural knowledge), or acting in accordance with accepted norms (social skill) could not possibly occur unless the learner has acquired certain knowledge of such conventions (sociocultural knowledge), the ability to use a dictionary (study skill) enables the learner to refer to the world around (declarative knowledge). Nevertheless, communication and interaction would not be possible without language competences.

### **3.4 Communicative language competences**

Communicative competence in the narrower, specifically language related sense includes three components: linguistic, sociolinguistic and pragmatic competences, each of these made up of knowledge, aptitudes and skills.

#### **3.4.1 Linguistic competences**

Firstly, linguistic competences deal with “the knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated” (CEFR, p. 109). Littlewood rightly explains that “just as a single linguistic form can express a number of functions, so also can a single communicative function be expressed by a number of linguistic forms” (Littlewood, 1981, p. 2). In other words,



learners need to be familiar with the various forms to express a range of meaning or functions, in line with Halliday's concept of functional grammar (Halliday, 2004). The linguistic competences include lexical competence, concerned with the usage of vocabulary of a language and focusing on lexical elements, such as single lexemes or fixed expressions, as well as grammatical elements in terms of closed word classes, such as articles, pronouns etc. There is a certain overlap with another aspect, grammatical competence, which is concerned with producing well-formed pieces of language in line with the principles of the target language. The necessity of grammar instruction (or the lack of it) has been dealt with by numerous authors, e.g. Krashen (1987), Larsen-Freeman (2000, 2003), Celce-Murcia and Hilles (1988). The current views include grammatical competence as part of the system, taking into account the various functions expressed by different grammatical structures.

Next, semantic competence is concerned with the meaning in language, including lexical semantics, such as relation of the word to the general context, in connection with the general competences in section 3.3, as well as interlexical relations.

Correctly, phonological competence is also included, since the process of speaking would naturally not be possible without pronunciation, whether in terms of segmental phonology, for instance correct manner and place of articulating individual phonemes, or suprasegmental features, such as connected speech, intonation, vowel reduction, employing strong and weak forms of words. Mastering these is not only vital to speaking, but also to listening, which is an integral part of the process of communication. The current view of English as an international language perhaps lowers the need to focus on pronunciation provided it does not impede comprehensibility. Abbott (1981, p. 56) argues that despite the various dialects, there is usually a high degree of intelligibility, "you should therefore not be too worried over sounds pronounced by your learners which, while not close to native-speaker norm, nevertheless do not seriously interfere with communication." Conversely, Bowen and Marks (1994, p. 59), question the term comprehensible pronunciation and its acceptability in various contexts, labelling foreign pronunciation of English a "non-standard variety", which will not be seen as another regional variety, but should be improved. Therefore, it is our belief that accurate pronunciation should be focused on alongside appropriate grammar and vocabulary choices, since it is felt the opposite scenario would deprive our learners of the chance to achieve the language proficiency they are capable of. In addition, the choices in pronunciation can contribute to sociolinguistic competence, discussed further on.

Orthographic competence is an aspect of language that may not necessarily spring to mind at first when describing the ability to use language, especially should we be dealing with the spoken mode. However, since the speaking skill is frequently practised in connection with other skills, such as reading or writing, it is also useful to be familiar with the form of the letters, correct spelling and punctuation.

Orthoepic competence, on the other hand, is of interest to those wishing to or required to transform a written text into speech. Hence the necessity to work out the pronunciation of the written word, whether with the use of a dictionary or by employing the sense in orienting in the spelling conventions, also interpret ambiguous structures, such as homonymy, from the context in an intended way. Like the previous competence, this one is also important in relation to speaking. However, perhaps it is correctly listed at the last position since it would not be applicable to all communicative situations.

The linguistic competence requirements are stated in Table 2 in Appendix 1. Yet let us not forget that language should be perceived not as a mere system of rules, but as a “dynamic resource for the creation of meaning. In terms of learning, it is generally accepted that we need to distinguish between ‘learning that’ and knowing how’, (Nunan, 1989, p. 12). Therefore, linguistic competences provide a platform for the other two components, sociolinguistic and pragmatic competences.

### **3.4.2 Sociolinguistic competences**

Appropriateness is the subject of the second component of communicative competence according to CEFR, sociolinguistic competences. Whereas with the linguistic competences we are concerned with the different forms and structures within a language, sociolinguistic competence “enables us to perform language functions in ways that are appropriate to that context.” (Bachman, 1991, p. 94).

Among sociolinguistic competences pertains sensitivity to differences in dialect, in register, the distinction between natural and unnatural sounding language, as well as being able to understand cultural references and figurative language. Considering the target audience is one of the major skills to master as communication is undoubtedly not a one-way process. Harmer describes a number of factors determining the language that is used, for instance the purpose of communication, the environment, the selected channel, as well as the genre. These will influence the level of formality or familiarity in terms of grammar and lexis (Harmer, 2004, p. 248). Using the wrong genre may have if

not disastrous, then perhaps embarrassing effects for the speaker. This also applies to translating directly from the native language, as the social meanings of seemingly "equivalent" structures may be different.

At the same time, this aspect could be perceived from the opposite angle as the language determining the social atmosphere of the situation. As an example, in a teacher – pupil relationship, the level of formality can be determined by the teacher using a highly formal or fairly informal language. In another case scenario, an advanced learner of English may find it difficult to be accepted in a group of native speakers due to his or her over-formal language. The social significance of language should probably be more highlighted with advanced learners as their relatively high level of linguistic competence may mislead native speakers. Due to the complexity, heterogeneity and variability of English, the aspect of sociolinguistic competence proves very challenging in terms of its scaling. Nevertheless, its broad scope shows the necessity to focus the learners' attention to this matter. The expectations as to sociolinguistic competence are listed in Table 3 in Appendix 1, yet the difficulty to define measurable criteria should be appreciated.

The aim of coping with communicative situations would not be achieved without the final component: pragmatic competences.

### **3.4.3 Pragmatic competences**

The term *pragmatics* is defined as

the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication  
(Crystal, 1985, p. 240).

Thornbury (2007, p. 16) considers pragmatic knowledge as "the relation between language and its context of use, including the purposes for which language is being used." Similarly, Kasper (1997) defines pragmatics as the study of communicative action in its sociocultural context, and interestingly, Bachman's model of communicative competence in fact views sociolinguistic competence as part of pragmatic (Bachman, 1991, p. 87), unlike CEFR's, which divides them.

According to CEFR, pragmatic competences deal with the structure and organisation of the communicated text (discourse competence), performing communicative functions

(functional competence), and the functional division according to the nature of communication (design competence).

Discourse competence is concerned with coherence of the produced language, through the order and manner in which new and given information is presented, the relationship among the clause elements, clauses and sentences. It also takes into account the cooperative principle, suggesting that four maxims be observed: expressing true information (maxim of quality), not exceeding the amount of language necessary to express an idea (maxim of quantity), stating only relevant points (maxim of relevance) and aiming to be brief, clear, not ambiguous (maxim of manner). What is also relevant for is flexibility to deal with different circumstances, ability to take turns and ability to develop a topic to a required extent. Mastery of certain skills is necessary.

Bygate distinguishes between motor-perceptive skills, which “involve perceiving, recalling and articulating in the correct order sounds and structures of the language”, where perhaps the link with the terms accuracy and linguistic competence is visible, and interaction skills, in other words “the ability to use language in order to satisfy particular demands”, Wilkins (in Bygate 1987, p. 6) describes them as “controlling one’s own language production” and “having to make one’s own choices”. In other words, communication involves making decisions on the topic, the form of the message and the extent to which the participants develop it within the context. This could be linked with the linguistic component described in section 3.4.1, as well as the sociolinguistic component of communicative competence, in section 3.4.2.

Speakers often implement skills in terms of both production and interaction. Due to the time-constraints of real-time speech production, an overlap frequently occurs between planning one utterance and the production of the previous one. Production skills are those that aid facilitation and provide compensation as a result of these processing conditions (Bygate, p. 14). Facilitation is supported firstly by simplification, especially in terms of syntax, such as using incomplete sentences and stringing chunks of information together to produce an extended run (Thornbury, 2007, p. 4). Another tool is ellipsis, omitting certain parts of the sentence not impeding communication, hence the lack of need for the learners to provide fully formed sentences under all conditions. To contribute to authenticity, as well as to provide valuable time, formulaic expressions and fillers are employed. On the other hand, compensation is achieved for instance by self-correction, false starts, repetition and rephrasing. All of these provide extended time for planning the utterance, which is very limited in speech. Moreover, they may make the learners sound

natural, also due to the nature of the spoken communication. For this, knowledge of and ability to use such forms is necessary, drawing on all three components of communicative language competence.

In addition to producing coherent language and processing it under the conditions of spoken communication, interaction skills are also required if the speaker is to be "good at saying what they want to say in a way which the listener finds understandable" (Bygate, p. 22). The message is communicated successfully provided that it is organized in conventional, mutually comprehensible patterns or routines. Firstly, these could be in terms of information, either expository, which is based on the sequence of presenting information, such as narration, description and instruction, or evaluative, such as explanations, predictions, justifications, preferences and decisions, which deal with making conclusions based on the expository routines. Secondly, there are interactional routines, specifying the sequence of conversational turns in particular communicative situations, such as telephone conversations or job interviews. Once again, this draws on all three domains of the language competence.

However, the knowledge of the expected routines would not suffice without certain negotiation skills, once again subdivided into two groups. Firstly, negotiation of meaning focuses on the process of communicating ideas and providing feedback on its comprehensibility. It presupposes choosing an appropriate level of explicitness after considering the amount of shared knowledge between the speaker and the interlocutor, being linked with sociolinguistic competence discussed in section 3.4.2. This determines not only the content of the message, but also its form, such as general vocabulary, paraphrasing, metaphors. For example, directions will probably be provided in a different way to a stranger and to somebody who is familiar with the town (Bygate, p. 37).

Secondly, management of interaction is concerned with turn-taking and agenda management. Turn-taking involves skills such as recognizing the need to take turns and to listen to and acknowledge what the interlocutor is saying, also the ability to signal the wish to take over or to yield the turn. This is achieved mainly through discourse markers, or backchannel devices, while also considering the importance of non-verbal communication and paralinguistic features (Thornbury, 2007, p. 9). Secondly, agenda management concerns topic choice and the extent to which it is developed, as well as the language to do so. Naturally, there are cultural differences that need to be taken into account, hence the link with the other communicative language competence components.

Additionally, functional competence deals with the language being used for various purposes and sees conversational ability as consisting of exchanges with certain functions, expressed in particular forms, with reasonable fluency. The two main factors towards the success of a communicative intention are fluency and propositional precision, or accuracy. These should work in balance and be at approximately the same level. In brief, accuracy means “the use of correct forms of grammar, vocabulary and pronunciation” while fluency is “speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech” (Sprat et al, 2005, p. 34). However, these definitions cannot be taken as absolute, as the correctness of grammar and vocabulary may appear rather ambiguous. Moreover, due to the linearity of speaking self-correction is seen as natural (Thornbury, 2007, p. 6) and interestingly, the aspect of correct pronunciation is included.

Richards (1999, p. 75) proposes an idea that accuracy can be considered a component of fluency. The European Threshold Level Project (Van Ek 1977, Van Ek and Alexander 1980, in Richards, 1999, p. 75) define oral fluency as “reasonable speech: with sufficient precision: with reasonable correctness (grammatically, lexically, phonologically)”. Hieke’s perspective is similar, also adding the time constraints typical of the speech: “The prime objective of the speaker is the generation of maximally acceptable speech in both content and form and a concomitant minimization of errors by the time an utterance has been articulated” (Hieke, 1981, in Richards, 1999, p. 75). This illustrates the inseparability of the two aspects and their link with sociocultural knowledge, sociolinguistic competences and linguistic competences.

Thornbury looks at the different aspects contributing to fluency (2007, p. 6). Firstly, temporal variables are considered, such as speed as an obvious, although not the salient aspect, with pausing being of equal significance. He assigns the frequency of pauses a more important role than their length. The number of syllables between pauses represents the length of the run, whereby the longer the runs, the more fluent the speaker sounds. This could be achieved with the aid of prefabricated chunks (linked with linguistic competence in the previous chapter), as well as some production strategies. This goes hand in hand with the hesitation phenomena (Ellis, 1994, in Thornbury, 2006, p. 216). These would include disguising pauses by filling them, for instance by pause fillers and vague expressions. Thornbury also suggests considering the placement of pauses, as they should naturally occur at meaningful transition points (2007, p. 6).

The expectations for pragmatic competence are listed in Table 4 in Appendix 1.

### **3.4.4 Strategic Competence**

Throughout the discussion of competences defined by CEFR, two competences are indicated as being transversal – these are strategic competence and learning competence, the ability to learn. (Hodel, p. 7). Learning competence as a prerequisite for acquiring a foreign language has been discussed above and shows the link with the general aims of ELT. Nevertheless, of more relevance to the aims of this thesis is strategic competence.

Strategic competence is concerned with utilizing mental competences and processes in order to control and manage the communicative process. In this way it links the learner's resources (his/her competences) and what he/she is able to do with them (the communicative activities). Communication strategies are commonly used by all speakers, native or non-native, in terms of planning, execution, evaluation and repair in communication (CEFR, p. 57), and illustrative scales are provided in Table 5 in Appendix 1.

There may come a time when the speakers experience difficulty with communication, such as not knowing or not remembering a word, due to the time constraints of oral communication. Among the competences of the speakers at each level, CEFR rightly includes some strategies in cases of communication breakdown, which could fall to the pragmatic domain, relying on the linguistic and sociolinguistic ones. Bygate distinguishes between achievement strategies, whereby the intended message is communicated without being altered, and reduction strategies, which require certain reduction of the speaker's communicative objectives (Bygate, p. 43 and 47).

The former includes guessing, which deals with a gap in the speaker's linguistic competence (especially its morphological and lexicological features). An example of this is borrowing a word from the speaker's mother tongue with the hope in the interlocutor's ability to comprehend (Bygate, p. 44), or a literal translation, where a seemingly similar word is used. Another alternative is coining, creating a new word which would include the features of what is being described. Harmer (2004, p. 249) suggests the speaker improvises by using a similar word, often "foreignized" in hope of it being correct. Naturally, the drawbacks of these strategies are clear, yet any attempt to maintain communication should be made. Another, perhaps more useful achievement strategy is paraphrasing, either through lexical substitution, or circumlocution, which may prolong the communication but ensure the delivery of the message. Thornbury (2007, p. 7) also suggests using vague expressions, such as thing, stuff, make, do, to compensate for the

lack of vocabulary. Finally, communicating the intended message may make use of cooperative strategies with the purpose of getting some assistance from the interlocutor. Thornbury (2007, p. 30) proposes leaving an utterance incomplete as an appeal for help, as well as what he refers to as discourse strategy, whereby the speaker borrows whole chunks of the other speakers' utterances. Despite often being ungrammatical, it may serve its purpose in maintaining communication. In addition, the utilization of paralinguistic features is recommended. Once again, all the communicative language components are drawn upon.

On the other hand, reduction strategies employ altering the message to compensate for the lack of language needed. Such compensatory strategies may include avoidance in terms of producing a particular sound, a problematic structure or some message content. As the last case scenario, discarding can be used when the speaker simply abandons any effort to communicate the particular idea, which obviously will not be the subject of language classrooms.

Leaving aside the aspect of knowledge, dealing with the general and the language competences, the outline of the skills and strategies specific to speaking is presented in Fig. 2:

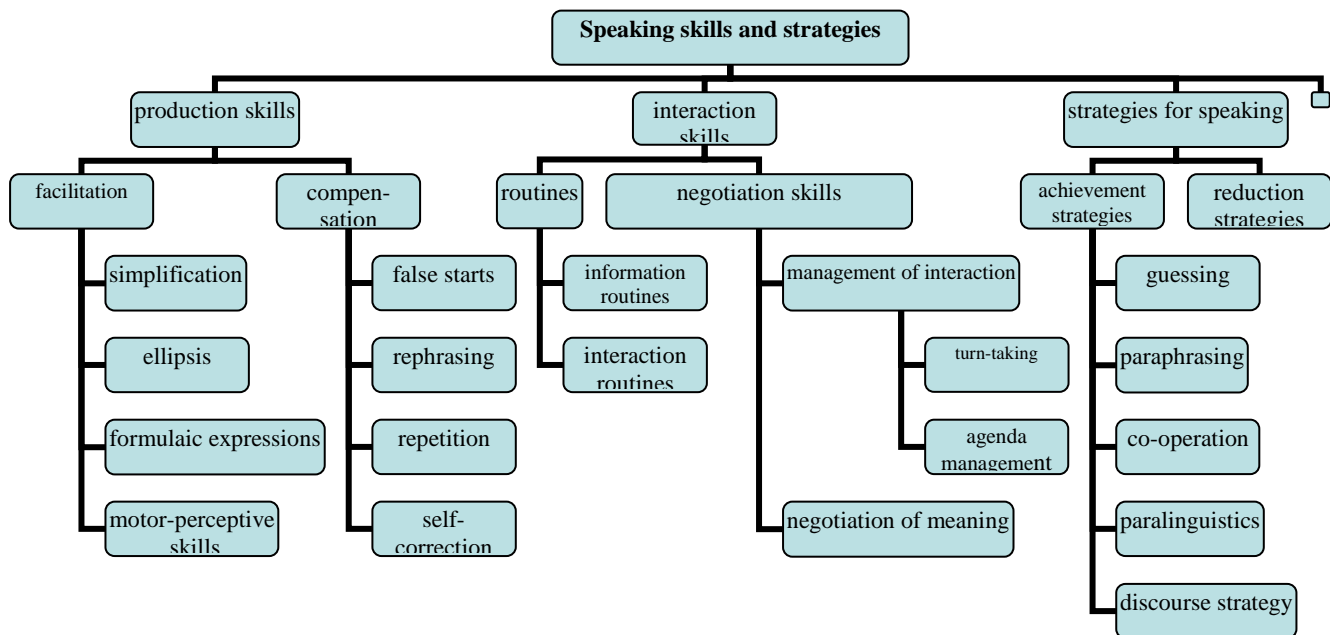


Fig. 2: Skills and strategies specific to speaking

### 3.5 Communicative competence: Summary

The CEFR perspective of communicative competence describes the general and communicative language competences serving various functions within all the language



skills (reading, listening, writing and speaking) in general contexts. However, there is no one-to-one correspondence between the aspects of speaking and the components of communicative competence, some of them being reflected in more than one component. The discussion shows that communicative competence is a complex term, involving the aspects of comprehension, accuracy, effectiveness and appropriateness:

The most efficient communicator in a foreign language is not always the person who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them (e. g. from the situation or from the preceding conversation), and selecting items which will communicate his message effectively. Foreign language learners need opportunities to develop these skills, by being exposed to situations where the emphasis is on using their available resources for communicating meanings as efficiently and economically as possible. Littlewood (1981, p. 2)

When the teaching goals have been established, the following step is to structure the process of implementing this. In other words, there is need for a syllabus.

## **4. Syllabus design**

### **4.1 Types of syllabus**

Literature offers numerous definitions of the term syllabus, some limiting it only to the content selection and grading, while others also incorporate the aspect of methodology. An interesting perspective is proposed by Yalden:

*/The syllabus/ replaces the concept of "method", and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of "fit" between the needs and aims of the learner (as social being and as individual) and the activities which will take place in the classroom.* (Yalden 1984, p. 14, in Brumfit, 1984, in Nunan, 1988, p. 5).

As well as various perspectives on what a syllabus should contain, there are also different types of syllabus (Nunan, 1988, p. 27 - 60, Richards, 1999, p. 9, Yalden, 1996, p. 68, Dubin and Olshtain, 1986, p. 37). Richards provides rather a detailed list of possible syllabus types. Traditionally, the structural one is based on grammar and sentence patterns, while the functional approach identifies the communicative functions as the core. Next there is the notional type, which is organized around concepts like duration, location or quantity, whereas the topical approach is structured according to various topics, such as food, shopping or health. The situational type is based on communicative situations, for instance at the bank or at the supermarket. Skills could also

represent the core of the syllabus, such as different purposes of listening, as well as tasks or activities, such as following directions or drawing maps.

## **4.2 Developing a syllabus**

Syllabus development certainly represents a complex and challenging process, encompassing a number of steps. Various slightly different frameworks have been proposed (Dubin and Olshtain, 1986, Yalden, 1996, Nunan, 1989, Richards, 1999 and others), to a lesser or larger extent similar to Graves's general summary (Graves, 1999, p. 13). She suggests needs assessment as the point of departure, considering both objective and subjective needs. These are also mentioned by Nunan (1988, p. 18), with the objective needs not requiring to reflect the attitudes and views of the learners, for instance age or nationality, while subjective needs focus on the learners' preferences. In addition, Graves stresses that there are other participants with their say, such as course organisers or teachers, whose expectations also need to be considered. From another perspective, Hutchinson and Waters distinguish between target needs ("what the learner needs to do in the target situation") and learning needs ("what the learner needs to do in order to learn") (Hutchinson and Waters, 1987, in Graves, 1999, p. 15). A number of needs assessment tools are available, ranging from questionnaires, interviews carried out by the teacher or the students themselves to ranking and writing activities, or as ongoing needs assessment through regular feedback sessions, dialogue journals, learning logs or portfolios (Graves, 2000, p. 111 - 120). Dubin and Olshtain are rather sceptical as to the materials suiting the widest possible audience (Dubin and Olshtain, 1986, p. 167), therefore needs assessment together with subsequent needs analysis undoubtedly represent the vital first step and such data is used for determining the goals and objectives.

Setting the overall aims and breaking them down into objectives serves both as a planning tool for the teacher, as well as a basis for evaluation of both the learner's progress and the overall success of the course (Graves, 1999, p. 17, Graves, 2000, p. 75). We could also add that it represents a "mission statement" for the learners, providing a sense of directions within clearly defined boundaries.

Goals represent general, but not vague, statements about an explicit aim of the course (Graves, 2000, p. 75). Naturally, the overall aims need to be made more specific through objectives, which are "in a hierarchical relationship to goals" and "a bridge between

needs and goals". (Graves, 2000, p. 77) They could be organized into taxonomies, one of the most influential devised by B. Bloom. There is a shift from the cognitive aims being the sole focus, through the addition of affective and psychomotoric domains. The individual aspects are described from the learners' perspective as competences or processes, whereby verbs describing the resulting ability are used (Andersen and Krathwohl, 2001, p. 17), in other words "what the students should be able to do when they leave the program" (Brown, 1995, in Graves, 2000, p. 75). Importantly, individual lesson aims must embrace the aims defined in the official school documents, such as School Education Programmes, based on the Framework Education Programmes. These are broken up into monthly schedules, consisting of individual lessons or their sequences.

Additionally, objectives should reflect the SMART principle (as described by Gagne, Briggs, and Wager, 1988.). This acronym means: Stated, Measurable, Aligned, Rigorous, and Taught. Firstly, objectives need to be communicated to students to give them some direction as to the expectations and to prevent confusion during class activities. This also provides a platform for evaluation, which is linked with the second aspect, measurability. Thirdly, objectives need to be aligned to activities, especially in its linguistic input and providing clear instructions associated with the objective. The fourth criterion is about being rigorous, which deals with challenging the students' cognitive abilities at a suitable level. Objectives which fail to do this will probably not stimulate activity in the lesson, but the opposite extreme may result in the same outcome. Lastly, it is necessary to teach according to the objective, without which clearly it would not be achieved.

The next step of syllabus design is conceptualizing and organizing the content, or "deciding what the underlying systems will be that pull together the content and material in accordance with the goals and objectives and that give the course a shape and structure" (Graves, 2000, p. 125). As regards language classrooms it means making decisions on the aspects of language and learning processes to be incorporated and emphasized in the course (Graves, 1999, p. 20). This is specified at the level of the course as a whole, the individual parts or units, and finally individual lessons. In cases where the syllabus is fairly rigidly stated beyond the teacher's control, the level of organization concerns to a larger extent the smaller parts, such as units and lessons. Alternatively, should the teacher opt for a negotiated syllabus, where students participate on deciding its contents, thus promoting their autonomy, it is advisable to ensure both parties are prepared for this scenario (Graves, 2000, p. 127). Even so, there is still need for planning

and the underlying principles of conceptualizing the content will be very much in line with the type of syllabus and the aims.

There is no one universal way to organize a syllabus, as long as the teacher can justify his or her intentions. As Dubin and Olshtain rightly claim: "language is infinite, but a syllabus must be finite" (1986, p. 51), hence the need to choose an appropriate way or shape. The first option is the linear format, whereby the order of presenting language items is governed by linguistic and pedagogical principles, therefore they are to be taught in fixed order. The second format is modular, integrating thematic language content with a skills approach for flexibility in use. In the cyclical format the topics or language items keep reappearing throughout the course with different or upgraded uses, they are not to be taught once and dropped. The matrix format is suitable for content organized around situations, as the users can choose from the topics randomly. The story-line format aims at thematic continuity through introducing a story-line.

Graves (Graves, 1999, p. 21) proposes rather a detailed grid as a helpful tool for organizing different types of syllabuses, as in Table 7:

|                         |                 |                      |                |                          |  |
|-------------------------|-----------------|----------------------|----------------|--------------------------|--|
| Participatory processes |                 | Learning strategies  |                | Content                  |  |
| Culture                 |                 | Tasks and activities |                | Competencies             |  |
| Listening skills        | Speaking skills | Reading skills       | Writing skills |                          |  |
| Functions               |                 | Notions and topics   |                | Communicative situations |  |
| Grammar                 |                 | Pronunciation        |                | Vocabulary               |  |

Table 7: Suggested syllabus grid

This clearly shows the shift from the much less complex structural syllabuses, described in the previous subchapter, and is also much more connected to the aims in terms of communicative competence described in chapter 3. Such educational content is closely linked with the educational aims (which can be included in the grid) and is then reflected in selecting and developing materials and determining suitable methodology.

As regards materials, the following step may include either adapting already existing sources for the purposes of the educational process, or creating brand new materials. Both have its benefits and drawbacks in terms of fulfilling the learners' expectations, appropriateness to the language level, familiarity with a particular kind of material, achieving the objectives and long-term goals, complexity of instructions needed, time

constraints and a degree of authenticity. Understandably, there is no such thing called universal teaching material, given the variety of classes, and learners within them. However, there are certain features to consider, one of them concerns the link to the real world discussed in detail in the next sub-section.

In terms of the learners, their experience and background need to be considered, together with their target needs (identified in the needs analysis), learning goals and objectives in terms of the relevant skills, subskills, strategies, sociolinguistic and pragmatic domains (Graves, 2000, p. 156). Graves adds that "materials development encompasses decisions about the actual materials you use - ...- as well as the activities students do, and how the materials and activities are organized into lessons." (Ibid, p. 151). The methodology of a speaking focused lesson should respect the above criteria applying to teaching materials, and will be discussed in more detail in the next section.

Another vital part of syllabus design is evaluation of the learners' progress, as well as the effectiveness of the course. In terms of the learners' progress, the term assessment is employed, in its various forms, such as formal, informal or self-assessment, evaluation of their proficiency or achievement (for further details see Hughes, 2003 or Weir, 1990). Testing is an integral part of the teaching process and should be considered throughout the syllabus development process, due to its link with the aims and course organization.

On the other hand, course evaluation looks at its effectiveness in achieving the desired aims, as well as the effectiveness of each step in the course design, such as the right method of needs analysis, the appropriateness of the goals and objectives, the level and usability of the designed or selected materials, the suitability of the employed methodology or even the testing method (Graves, 1999, p. 31). The ways to find out are keeping a teacher record where each lesson is commented on, or a discussion among teachers using the materials, as well as student responses in questionnaires, oral feedback or through direct observation (Harmer, 2004, p. 302 - 303). All in all, it is not until the materials have been put to actual use by the learners and their teachers that it is possible to establish how successful they were in achieving the desired outcomes. Hence some piloting is crucial.

The final aspect mentioned by Graves is considering the resources and constraints, which might not be unreasonable to consider in the initial stages of syllabus design. Perhaps we could also add actual usage issues, such as consumability in terms of the users writing in the materials or cutting out certain props. Another point is the external format, including the title of the materials, packaging, graphic devices to make them

appealing to the students and the teachers. Of no less importance are additional aspects like word lists, glossary or an index, or instructions on alternative uses of the materials, as well as teacher's notes (Dubin and Olshtain, p. 176).

As we could see, syllabus design may appear to be a formidable and overwhelming task, which could however prove rewarding if carried out with due consideration. On its own, nevertheless, even a brilliant syllabus would not suffice without appropriate methodology.

### **4.3 Methodology of a speaking focused lesson**

As mentioned earlier, some authors consider choosing the methodology an integral part of syllabus design. However, some approaches even go as far as to claim that it is in fact methodology that is more important in terms of achieving the aims of communicative language teaching, such as Krashen's and Terrell's natural approach, immersion teaching and communicative language teaching (in Yalden, 1996, p. 70 - 73). Although this is debatable, the need for considering methodology remains.

There is a vast range of ways to teach speaking, with various terminology used, and distinction needs to be drawn. Perhaps the broadest term is *approach*, "theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings", whereas a *method* is "a generalized, prescribed set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors, and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts." (Brown, 1994, p. 159). Nunan is more concerned with *tasks*:

He defines a *task* as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form." (Nunan, 1989, p. 10). The question arises then whether accuracy practice can be considered a task. On the other hand, an *exercise* could mean "activities in the textbook which are based on a text the students have studied. They are often in the form of questions and answers, right-wrong statements and sentences for completion. They may even be in the form of a substitution table." (Byrne, 1987, p. 20). Hence, perhaps the least ambiguous term to use is *activity*,

the role of which is to "specify what learners will actually do with the input which forms the point of departure for the learning task." (Nunan, 1989, p. 59)

In general, speaking activities should promote both accuracy and fluency, involving the learners in active participation. In addition, they should contain elements of creativity, challenge and scope for personalisation.(Cunningsworth, 1995, p. 99). This is in line with the learner needs and characteristics, respecting them not only as language learners, but also as individuals. "Our job, therefore, must be to provoke student engagement with material which is relevant and involving. At the same time we need to do what we can to bolster our students' self-esteem, and be conscious, always, of their need for identity." (Harmer, 2004, p. 39)

With view to enhancing learner interest, the use of authentic materials, "not produced specifically for the purposes of language teaching" (Nunan, 1989, p. 54) is suggested by some authors. For instance, Clarke and Silberstein (1977, p. 51 in Richards, 2006, p. 20) argue: "Classroom activities should parallel the "real world" as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium." In addition, it may be claimed that speech in artificial materials significantly differs from natural speech in terms of discourse organisation, simplified vocabulary and sentence structure, unnatural pronunciation and formality.

People in textbooks, it seems, are not allowed to tell long and unfunny jokes, to get irritable or to lose their temper, to gossip (especially about other people), to speak with their mouths full, to talk nonsense, or swear (even mildly). They do not get all mixed up while they are speaking, forget what they wanted to say, hesitate, make grammatical mistakes, argue erratically or illogically, use words vaguely, get interrupted, talk at the same time, switch speech styles, manipulate the rules of the language to suit themselves, or fail to understand. In a word, they are not *real*. (Crystal and Davy, 1975:3, in Thornbury and Slade, 2006, p. 75)

While this is certainly valid, others may argue what really matters is that the learning processes facilitated by such materials are authentic (Widdowson 1987, in Richards, 2006, p. 21) Richards concludes with an observation that current materials despite often not being authentic, appear to be so, which perhaps makes the best of both worlds. (Richards, 2006, p. 21)

According to Thornbury, communicative tasks serve two important language learning purposes: they provide the learners with preparation for real-life language use, as well as promote the automatization of language knowledge (Thornbury, 2007, p. 79-80). This is through facilitating the motivation to achieve some unpredictable outcome, which is

possible if the task is realistic, in real time (thus reflecting the nature of real communication) and requires interaction of the participants in terms of speaking and listening. Necessarily, there are no restrictions on the language used in its completion, promoting autonomous use of language (Thornbury, 2007, p. 90).

In Littlewood's view, a communicative activity ought to contain some information gap (Littlewood, 1981, p. 22), employing the distribution of the information required to complete the task among the interactants. Thornbury (2007, p. 80) suggests a spot-the-difference task with two slightly different pictures, or a jigsaw activity, where each of the participants has to convey their information to the other in order to make a decision. Other examples include surveys, getting the learners to ask and answer each other questions on a set topic. An interesting activity are blocking games, intended to break the routine of common exchanges. Thornbury gives an example of practising a shoe-shop conversation in which the shop assistant does not understand the basic concepts, such as trainers. Due to its unpredictability and need to improvise, this is a suitable communicative task. For non-interactive speeches, short presentations are suitable, such as show-and-tell or business or academic presentations. These are useful to practice long turns, similarly to various forms of story-telling.

Role plays are a popular activity type, allowing a simulation of real-life situations. However, Thornbury makes a distinction between role-plays, when the learners take on a role of another person, such as a teenager's mother, and simulations in which they act as themselves, yet in a given situation. (Thornbury, 2007, p. 98). Both can allow practice in contexts outside the classroom, with a range of registers, and the drama element may be beneficial for the affective factors in learning, although some learners may feel uncomfortable with performing.

Richards, (2006, p. 19) classifies task-completion activities, requiring the use of the learners' resources to complete a task, information-gathering activities, whereby the learners use their linguistic resources for collecting certain information, opinion-sharing activities and information-transfer activities, whereby the learners reproduce a message in another form, and lastly reasoning-gap activities, with the use of inference and practical reasoning to derive new information.

However, learners could hardly be expected to communicate immediately, they need some linguistic input. Hence the need for some pre-communicative activities (as defined by Littlewood, 1981, p. 22), or skill-getting activities (Rivers and Temperley, 1978, in Nunan, 1989, p. 61). Richards (2006, p. 16) elaborates with a classification of



mechanical, meaningful and communicative practice. While the first term may correspond to pure pedagogic, pre-communicative or skill getting activity, and the meaning of the last term is clear, the term meaningful represents a smooth transition between the two and corresponds to Littlewood's term quasi-communicative activity (Littlewood, p. 22), with some language control present but carrying out meaningful tasks. For instance, with a list of prepositions and a street map, students need to answer questions as to the location of individual places using the prepositions. Similarly, Thornbury distinguishes awareness-raising, appropriation activities and autonomous activities (2007, p. 39).

In addition to what the learners will be engaged in, the organizational setting is also of vital concern. Byrne suggests that both accuracy and fluency activities could be carried out in whole-class setting, as well as pair work and group work. Naturally, the choice will rest on the teacher and will depend largely on the objective, group size, classroom and time constraints, as well as the individual learners.

All in all, the chosen methodology should prepare the learners for speaking in the likely situations by giving them sufficient practice, firstly through enhancing their knowledge and skills, then getting them to use these in various interaction patterns and reflecting the nature of natural speech. The activities available are abundant, comparable to a varied menu rather than the one recipe.

## **5. Testing speaking**

### **5.1 Basic concepts and test formats**

Testing is an integral part of the teaching process, mainly providing feedback both to the learner and the teacher on the effectiveness of the teaching, as well as influencing the content taught and methodology used. Since the role of speaking in terms of communicative competence cannot be doubted, the question arises how it is to be assessed. In general, a suitable test is one to fulfill certain criteria in terms of validity, reliability, practicality and its effect on teaching, and frequently fulfilling one of these will support the others.

To start with, tests should be aligned with teaching and its aims. This may seem logical, but although the backwash effect, also referred to as washback or systemic validity (Cohen, 1994, p. 41) should be considered in terms of the test's positive or

negative influence on teaching, it should not mean merely teaching to the test. Hughes proposes a number of ways to achieve beneficial backwash, such as including the language abilities that are to be promoted, using a variety of techniques mainly in direct and objective-based testing. Furthermore, since the test can only include a representative sample of its specifications, this sample must be constructed so as to cover as broad a range as possible, rather than just what is easily tested (Hughes, 2003, p. 53 - 56), which will also enhance the test's validity.

Validity represents the quality of a test to measure accurately what it is supposed to measure, whereby a number of aspects are involved (Hughes, 2003, p. 26). Firstly, content validity requires the test to include a representative sample of the tested language features in terms of objectives, included in the test specification, which should precede the actual test construction (Heaton, 1990, p. 13). Within this aspect, Bachman further distinguishes between content relevance and content coverage (Bachman, 1991, p. 244). As communicative competence embraces many aspects, CEFR serves another beneficial function in this respect. The listed detailed descriptors of desired learner competences for each of the six levels represent not only learning objectives, but also a guideline for assessment, in other words the specification of the test content. CEFR also proposes criteria determining the achievement of learning objectives, and finally the various levels are described to allow for a continuum of levels of language proficiency.

Secondly, construct validity is concerned with whether the testing technique measures the ability in question, composed of a number of sub-abilities (Hughes, p. 26). Bachman (p. 324) considers the role of authenticity as regards construct validity.

Thirdly, a test with face validity appears to measure the intended qualities, i.e. for the assessment of oral abilities, the candidate will necessarily be required to speak. This does not require a scientific opinion and the term itself has earned criticism (Mossier, 1947, Cattell, 1964, Cronbach, 1984, all in Bachman, 1991. p. 286). However, the positive reception of the test by its takers, administrators, interlocutors or authorities should be given its due consideration.

Another criterion is reliability, defined as the extent to which "an assessment instrument administered to the same respondents a second time would yield the same results" (Cohen, 1994, p. 36). Hughes mentions two components of test reliability: firstly, the performance of candidates on different occasions, and secondly, the scorer reliability, where we can distinguish two other aspects. Inter-scorer reliability is concerned with the reliability of different people scoring the same test, whereas intra-scorer reliability

investigates how reliable one person is in scoring the same test on different occasions. Naturally, the objectivity is decreased if the scorer is expected to exercise a degree of judgment. In total, it is expressed through the reliability coefficient, ranging between one and zero, with the former yielding identical scores for the same group of testees, while the latter would result in completely different scores (Hughes, p. 52). In addition, the expected values differ in relation to the type of tested feature. According to Lado, the optimal range for a speaking test is between 0.7 and 0.79 (Lado, 1964, in Cohen, p. 37).

There are a number of ways to make tests more reliable, such as including only unambiguous items and using a clear and legible format of the test with which the candidates should be familiarized. Providing clear and explicit instructions to avoid misinterpreting them is a must, Hughes recommends preparing written instructions to be read out to the candidates to ensure uniformity, as well as providing standard, non-distracting conditions of administering the test. As regards scoring, the acceptable answers and the scoring key should be agreed on before the test and ought to be as detailed as possible. Additionally, the candidates should be identified by numbers, not names, and their performance should be scored independently by a number of scorers, which however would accumulate the costs. The reliability of a test could also be enhanced through using a variety of testing techniques and including a higher number of tested items (Hughes, p. 36), as already mentioned above as regards the backwash effect. However, might make the test too lengthy, making it less practical.

The relationship between reliability and validity is frequently discussed. The two could be compared in the following way:

"Reliability is the agreement between two efforts to measure the same trait through maximally similar methods. Validity is represented in the agreement between two attempts to measure the same trait through maximally different methods."

(Campbell and Fiske 1959, in Bachman, p. 240)

Hughes points out that the intention to increase the reliability of a test ought not to result in reducing its validity (Hughes, p. 42). Bachman does not perceive validity and reliability as conflicting, considering the increased reliability of the measure to contribute to validity, a valid test score must be reliable. Thus the two main objectives in test design should be to minimize the effects of measurement error (reliability) and to maximize the effects of the language abilities to be tested (Bachman, p. 160 - 161).

Focusing on assessing speaking, there has been a shift from testing linguistic accuracy to being able to use language effectively in different contexts. It is not sufficient for the

candidate merely to know the forms and how to use them, but also to demonstrate this knowledge. In other words, not only competence should be tested, but also performance. This seems to add another dimension to the term communicative competence as defined in chapter 3, closing the circle back to one of the earliest definitions by Chomsky. What is clear by all means, assessing speaking only in terms of linguistic accuracy is a thing of the past, giving way to a communicative approach in testing.

A communicative test should meet certain criteria (Weir, 1990, p. 38). Firstly, provide realistic context and purpose under normal time constraints, allowing for relevant information gap similar to real-life situations. The candidates should take the roles of both recipient and the producer of language, being able to process the communicated content and react to it accordingly, as typically occurs in real life. In other words, "put the learner in positions where he is required to deal with genuine instances of language use" (Widdowson, 1978, p. 80). However, the very notion of testing may in fact deprive any method of its authenticity, despite its real-life appearance. Bachman questions the necessity of a test being authentic for measuring communicative language ability (p. 324). Rather, he stresses that some aspects, such as grammatical competence, may not require an authentic test.

Last but not least, there is the matter of scoring, which due to the fleeting nature of speaking may prove a challenge, as well as setting cut-off scores, which largely depends on the type of test and the organization responsible for its administration. Scoring is closely related to the degree of objectivity, as well as reliability, as discussed above. In general, analytic scoring defines individual aspects of a task and assigns scores to each, whereas holistic or impressionistic scoring assigns a single score based on the overall performance (Hughes, p. 94 and 100). Both have its benefits and drawbacks, both require thoroughly trained scorers to ensure reliability. The two ways can in fact complement each other, whereby the score for overall impression is assigned first and then analytic scoring is applied to the individual features, such as accuracy, fluency, and range (Hughes, p. 130). Consideration should be awarded to the number of scorers (which influences the reliability and practicality of the test), as well as the choice of the testing format (some formats enable easier scoring)

A range of formats for testing speaking are available (Burgess and Head, 2007, p. 99). The core requirement is direct testing, whereby the candidates are required to perform the skill measured, which in our case is speaking (Hughes, p. 17 - 19). This could promote beneficial backwash and increase the test's validity, as discussed previously. To start

with, there are interview tasks, expecting the candidate to answer the interlocutor's questions. This could take the form of the free interview, where the conversation is allowed to unfold without a set framework, or the controlled interview, where a set of procedures determine the performance.

Another test type is a presentation task, or verbal essay, whereby the candidate, after a visual or verbal prompt, is expected to speak about a given topic for a set period of time. Some tests allow a prior preparation for the task, or even integrate it with a previous context of the exam, giving it a more realistic setting. It is also possible to use a picture sequence to elicit a narration or a description of a process, enabling to test the knowledge and correct usage of specific forms.

Thirdly, negotiation tasks involve the candidate in discussing a situation with view to reaching a decision with the interlocutor (in one-to-one settings) or with their co-participant (in paired testing). They provide a realistic setting, provided the task instructions are meaningful. They could be in the form of role play or information gap task between the two candidates or the student and the interlocutor. Lastly, discussion tasks are perhaps the most complex, requiring the candidates to articulate their opinions, as well as respond to the other participant's cues.

With any testing method and technique, some limitations are inevitable (Bachman, p. 32 - 38). First of all, a test intends to measure the candidate's overall ability, but does so through observing a single performance, eliciting a sample of behaviour, which contributes to its indirectness and incompleteness. Furthermore, the degree of precision with which we measure the trait of speaking ability is complicated by the difficulty of defining the tested domains, together with the subjective element in scoring, evaluation, or even the choice of technique and the relativity of correct answers. Last, but not least, when testing the achievement of a communicative intention, communication being a two-way process, its success is greatly dependent not only on the speaker, but also the listener (Heaton, p. 88).

Having discussed the ways of testing speaking in general, the focus is now on the most widely spread examination at Czech upper-secondary schools - the "maturita".

## **5.2 Maturita: An introduction**

Testing is obviously present at Czech upper-secondary schools, where its various forms are implemented for various purposes. Until May 2011, there was no standard

school-leaving examination that would provide a benchmark for comparing the learners' proficiency, each upper-secondary school exercising the freedom to set its own assessment procedures, contents of tested areas, format and criteria. The latest efforts to standardize the Czech school-leaving examinations date back to the late 1990's, although the first official implementation was carried out in May 2011. Needless to say that it has been subject of political debates, in line with the importance that Bachman assigns to the political background in testing, regarding the consequences and test use (p. 29).

The communicative situations and competences that provide bases for testing are listed in a special document created by the department of the Czech Ministry of Education specializing in examinations (Cermat). The Catalogue of requirements for the examinations within the common part of the leaving examination (Katalog požadavků zkoušek společné části maturitní zkoušky) is based on a number of official school documents to ensure objective testing irrespective of the course studied, even though it explicitly states that it "does not delimit everything that the students should know" (p. 4). Consequently, the matter of calling this document a list of requirements is debatable, yet such a discussion is not the subject of this paper. It also takes into consideration the specifications by CEFR, whereby the language competences are listed in terms of both the receptive and productive skills, while the possible communicative situations and topical areas are also provided.

Candidates need to register for the examination to a certain deadline, and they have the choice of a lower level (basic - Z) and a higher level (V), the difference between the two lying in the "level of topic concreteness, the range, accuracy and variability of expected language subskills, as well as the syntactic level", (Catalogue of requirements - higher level, p. 11), "the range and depth of tested skills and knowledge, as well as the format itself" (Catalogue of requirements - basic level, p. 3).

Three components make the reformed examination: a didactic test aimed at reading and listening comprehension, a written composition, testing the students' ability to write shorter (50 words) and longer (120 words) texts in both formal and informal registers, while the third is an oral test. Since this paper deals with promoting and testing speaking, it is the third component that will be at the centre of our discussion.

The speaking test takes fifteen minutes, with an additional twenty minutes for prior preparation, and consists of four parts, each dealing with a different topic (from the suggested range of personal and social domain, everyday life and the world around us) and intending to test slightly different competences.

First of all, the candidate is asked to confirm his/her name and the test sheet number. This step is not assessed, its aim is to ease the candidate and provide them with some time to get used to the interlocutor, provided this is their first meeting.

The first assessed part, taking two and a half minutes, represents a short interview and concerns the candidate being asked questions about a particular topic, giving detailed answers if possible. The wording of these questions must be strictly adhered to in order to ensure objectivity. In other words, should the candidate not understand, they are encouraged to ask for repetition, which will be provided in exactly the same words as the original question.

In the second part, taking four minutes, the candidates are expected to first choose one of the two pictures provided and describe it in detail, while the second task requires them to compare and contrast them, focusing on the criteria given. Thus, the format is that of a short presentation. There is also one follow-up question related to the topic. In the higher level format, the description is absent. The picture comparison is followed by a statement that the candidate is asked to read aloud and then comment.

Part three of the speaking test assesses the candidate's ability to maintain a long-turn, speaking on a given topic for five minutes on their own. This is the only part of the oral examination where the school can propose their own topics and criteria for testing. However, should they wish to use testing sets provided by Cermat, this is at the headmaster's discretion. Whereas in the other three parts of the exam only competences are tested, part three allows testing knowledge.

Part four takes three minutes and requires an interaction between the candidate and the interlocutor in a given communicative context, such as exchanging faulty goods or arranging a school trip. The candidates are expected to participate actively, in terms of asking questions during the discussion and providing a final summary.

This multitask format certainly tests a range of skills, but a discussion of its relevance for testing communicative competence follows.

### **5.3 Maturita and testing communicative competence**

Until its first implementation in May 2011, the reformed final examination had been shrouded in mystery and controversy, evoking different reactions from the teachers, headmasters and students alike. Undoubtedly, there are certain issues that call for attention.

First of all, the results of the individual components (the test, the written part and the oral part) are represented in different weightings to provide the final result. What in fact determines the weightings is not stated, but interestingly, the spoken test accounts for a mere twenty-five percent of the overall grade, which provides food for thought considering the role of speaking in terms of communicative competence.

Secondly, teachers are interested in the matter of practicality. From a practical point of view, the test sheets both in the student and interlocutor's version are provided by CERMAT, which contributes to objectivity. Schools are allowed to create their own test sheets only for part 3, where they can exercise some autonomy, although should they wish, they could use CERMAT's ready-made materials too. However, they need to be printed out in colour versions, and it is the schools that cover the cost, not to mention the overall costs related to the distribution of the test materials, interlocutor and assessor training and the general organisation.

Next, the notion of standardisation aims to increase the reliability and objectivity of the test (as discussed in section 5.1). This is demonstrated mainly through the uniform format in terms of task selection and time allocation to each task and candidate, as well as carefully formulated instructions for all tasks. As a result, it prevents the interlocutor from using language that is either too simplified or too advanced for the given level. However, where the candidates are encouraged to ask for repetition of a question they did not understand, the interlocutor is not allowed to rephrase it, unlike in real-life conversation. Moreover, given the time constraints, the often lengthy instructions reduce the time allocated to the candidate's speech, which often has to be cut short, preventing the discussion to develop in its due course. Finally, it is the assessor's task to ensure that the timing of each part is adhered to, yet there is no way of checking this is done so.

Also to contribute to the objectivity and thus reliability, analytical scoring is used, whereby the testing criteria for each part include task fulfillment, language subskills, language functions, coherence, whereas pronunciation and fluency are evaluated holistically for the whole test. Each of these could be awarded between three to zero points, which in itself is a reasonable scale, but a degree of subjectivity cannot be eliminated in its interpretation. For instance, the evaluation of how successfully the communicative intention was carried out (the task fulfillment criterion) requires a subjective opinion. The maximum points to be achieved are thirty-nine and the pass score is eighteen. The scoring sheet is displayed in Appendix 2 and it is to be filled in by both the interlocutor and the assessor who are obliged to have undergone a lengthy training



course and need to come to agreement when evaluating. The evaluation criteria are available in Appendix 3.

The features of a standardised test as described by Gronlund (Gronlund, 1985, in Bachman p. 74) in addition to using standardised procedures of administering and scoring, which have already been discussed, include employing thorough piloting and using fixed content. For the former, the preparations of the maturita test originated in the 1990's, yet the piloting does not seem to have uncovered or reflected on some underlying issues, such as the ambiguity of instructions, the possibility of different correct answers, as well as the different evaluation by different scorers.

As regard validity, the requirements are relatively clearly defined in terms of the topical areas and test tasks, which are then reflected in the tests, where a different topic is covered in each part by means of different skills and knowledge. This multiplicity of tasks provides a balanced measurement of the candidate's language proficiency. The face validity is present, although it might take some time for the participants to accept the examination as such. Given that there must be twenty-five versions of the speaking test, the content validity is only relevant, regarding the representativeness of the selected tested areas in the different task sheets.

Although areas from day-to-day life are included, it is possible that one of the topics will not suit the candidate. Perhaps having to deal with a slightly unfamiliar topic or situation may be the means of testing strategic competence yet it is not clear whether this is in fact intended. Should the candidate take another test sheet, they may achieve different results. However, it is perhaps more beneficial than the previous one-topic format, where this risk was far greater. In addition, the reformed version claims to test only language skills, usage and strategies, not mere knowledge, which is a shift towards testing communicative competence.

As to the test being communicative or authentic, the considerations from section 5.1 certainly apply. It could be claimed that part 4 is a suitable representative of a task that the candidates may have to deal with in real life. Its validity is clear, although the reliability is debatable. They are also quite likely to be asked short questions and react to them, as in part 1, although some of those at times provided in this examination may not occur so frequently. Conversely, not many occasions spring to mind when a detailed picture description, followed by a detailed comparison of two pictures would be required. Perhaps including some information gap might make it more imaginable. As regards part 3, students might be required to give a presentation, perhaps in a business or academic

settings, and should therefore be able to organize their ideas and present them. However, the topic must be meaningful by all means.

As the maturita examination claims to be compatible with the CEFR concept, what is relevant is not only what aspects were included, but also what has been left out (Manual for relating language examinations to the CEFR: Learning, Teaching and Assessment, p. 90, hereafter referred to as the Manual). The following chart appears in the Manual (p. 32) and indicates the areas of communicative competence for which the illustrative scales and other information are provided. With regards to the speaking test, naturally we are concerned with the reception for listening, spoken interaction, spoken production and spoken mediation.

|                                    | RECEPTION |         | INTERACTION        |                     | PRODUCTION        |                    | MEDIATION        |                   |
|------------------------------------|-----------|---------|--------------------|---------------------|-------------------|--------------------|------------------|-------------------|
|                                    | Listening | Reading | Spoken Interaction | Written Interaction | Spoken Production | Written Production | Spoken Mediation | Written Mediation |
| <b>Linguistic Competence</b>       |           |         |                    |                     |                   |                    |                  |                   |
| ▪ General Linguistic Range         | ✓         | ✓       | ✓                  | ✓                   | ✓                 | ✓                  | ✓                | ✓                 |
| ▪ Vocabulary Range                 | ✓         | ✓       | ✓                  | ✓                   | ✓                 | ✓                  | ✓                | ✓                 |
| ▪ Vocabulary Control               |           |         | ✓                  | ✓                   | ✓                 | ✓                  | ✓                | ✓                 |
| ▪ Grammatical Accuracy             |           |         | ✓                  | ✓                   | ✓                 | ✓                  | ✓                | ✓                 |
| ▪ Phonological Control             |           |         | ✓                  |                     | ✓                 |                    | ✓                |                   |
| ▪ Orthographic Control             |           |         |                    | ✓                   |                   | ✓                  |                  | ✓                 |
| <b>Socio-linguistic Competence</b> |           |         |                    |                     |                   |                    |                  |                   |
| ▪ Socio-linguistic Appropriateness | ✓         | ✓       | ✓                  | ✓                   | ✓                 | ✓                  | ✓                | ✓                 |
| <b>Pragmatic Competence</b>        |           |         |                    |                     |                   |                    |                  |                   |
| ▪ Flexibility                      |           |         | ✓                  | ✓                   |                   |                    | ✓                | ✓                 |
| ▪ Turntaking                       |           |         | ✓                  |                     |                   |                    |                  |                   |
| ▪ Thematic Development             | ✓         | ✓       |                    | ✓                   | ✓                 | ✓                  | ✓                | ✓                 |
| ▪ Cohesion and Coherence           | ✓         | ✓       |                    |                     | ✓                 | ✓                  | ✓                | ✓                 |
| ▪ Spoken Fluency                   |           |         | ✓                  |                     | ✓                 |                    | ✓                |                   |
| ▪ Propositional Precision          | ✓         | ✓       |                    |                     | ✓                 | ✓                  | ✓                | ✓                 |
| <b>Strategic Competence</b>        |           |         |                    |                     |                   |                    |                  |                   |
| ▪ Identifying cues/infering        | ✓         | ✓       |                    |                     |                   |                    | ✓                | ✓                 |
| ▪ Turntaking (repeated)            |           |         | ✓                  |                     |                   |                    |                  |                   |
| ▪ Cooperating                      |           |         | ✓                  | ✓                   |                   |                    |                  |                   |
| ▪ Asking for clarification         |           |         | ✓                  | ✓                   |                   |                    |                  |                   |
| ▪ Planning                         |           |         |                    |                     | ✓                 | ✓                  |                  | ✓                 |
| ▪ Compensating                     |           |         | ✓                  | ✓                   | ✓                 | ✓                  | ✓                | ✓                 |
| ▪ Monitoring and Repair            |           |         | ✓                  | ✓                   | ✓                 | ✓                  | ✓                | ✓                 |

If we try to apply the CEFR chart to the maturita examination, we could claim that the listed aspects of communicative competence are covered and assessed in the test. Some of them apply to all four parts, namely the components of linguistic competence.

The assessment of socio-linguistic competence appears rather tricky, whereby the use of neutral to formal language is required in all parts. In part 4 the level of formality would depend on the defined context, whether the candidate is involved in a simulation (acting as him or herself) or role-play (taking on the role of another person), the

distinction made in chapter 4. Also the defined role of the interlocutor needs to be taken into account, supposing them to act for instance as the teacher or classmate, in terms of their ability and willingness to participate in a slightly informal interaction.

As far as pragmatic and strategic competence is concerned, all their components seem to be reflected in the maturita test. Unfortunately, due to the time constraints of the overall test and the strict timing of its individual parts, the communication between the candidate and the interlocutor is non-authentic, even with the most effort. Despite the obvious benefits of pre-defined written instructions, the result is frequently the candidates' anxiousness due to the formality and unnaturalness of the situation. Another discrepancy has already been mentioned, the interlocutor not being allowed to paraphrase his/her question when misunderstanding occurs. Hence the pragmatic and strategic components of the communicative competence call for further consideration.

In a nutshell, the maturita test seems to be a reasonably valid attempt to test communicative competence, mainly in terms of face and content validity, and its link with CEFR, as the latest and most detailed tool for assessment and teaching, deserves praise. Its reliability is supported by implementing standardized administration, format and scoring, which however may not be adhered to at all times and may even be hindering, such as standardized, rather rigid instructions and time constraints. The intended scorer reliability is aided via thorough training, as well as the provision of relatively detailed criteria, yet complete reliability would not be possible even should all the candidates be assessed by one pair of assessors, which is not the case here. This is linked with the possibility to depend on the results of the examination when making decisions, such as acceptance to further study programs. Hence the lack of reliability decreases the validity of the test. The authenticity of the test is also not quite clear cut, although the concept of test authenticity remains subject of debate. Last but not least, the issue of cost of developing and administering the test compared to its quality is more than unacceptable.

Overall, the effort to reflect the concept of communicative competence in testing at upper-secondary schools can only be praised, with the intention to provide a benchmark for comparing the candidates' speaking ability, or even the schools' teaching effectiveness. However, this remains unattainable at present and there are still some issues that need to be resolved, despite the time already spent on the development of these tests. It is to be hoped that those responsible for its creation and implementation are experts to recognize and remedy them in order to create a more finely tuned form of assessment.

## **6. Conclusion of the theoretical part**

In the theoretical part of this paper, the concept of communicative competence was considered, based on the perspective of the Common European Framework of Reference. The general knowledge and skills vital for the ability to communicate were discussed, as well as the communicative language competence with its three domains - linguistic, sociolinguistic and pragmatic. In addition, the individual components of the speaking skill and their role in achieving this aim were contemplated, highlighting the specific nature of the speaking process.

Discussion was provided regarding the process of syllabus design, especially with view to developing speaking skills. Specific parts of this were investigated in greater detail, particularly the role of methodology in the speaking-focused classroom. A typology of suitable tasks was presented, ranging from those promoting accuracy to those aiming to develop fluency. Thus the classification of activities into pre-communicative, serving the former, and communicative, for the latter. The term meaningful practice was also used to describe activities in the transitional phase. In addition, the main features of communicative tasks were discussed, especially information gap, relation to the real world, purposefulness and interaction.

Additionally, a chapter was also devoted to testing speaking, whereby some testing methods were discussed and the reformed Czech final examination (maturita) was critically analyzed in terms of its role in testing communicative competence.

Listing and considering the main issues and aspects in teaching speaking, in terms of the aims, the learner characteristics, the methodology and assessment, together with the process of syllabus design, the task remains to develop teaching materials and methodology for speaking-focused lessons at upper-secondary schools in the Czech Republic, which is the focus of the practical part of this paper.

## **7. Practical part: Developing materials for teaching speaking at upper-secondary schools**

### **7.1 Introduction**

As has already been mentioned, many teachers struggle to find suitable teaching materials that would focus on promoting speaking skills within upper-secondary school frameworks. The major dilemma is to cater for the individual and educational needs and

expectations of the learners and the society they are part of, bearing in mind the specifics and limitations of the teaching environment, the long-term aims in the cognitive and affective domains, their breakdown into feasible and teachable chunks, as well as suitability for the teacher in terms of long-term and short-term lesson planning as regards methodology, teaching aids and time constraints, as well as the smoothness of assessing the accomplishment of the objectives and evaluation of the course.

Speaking from experience, while numerous existing materials may excel in one or two of the above areas, they frequently lack in others. They may focus on linguistic input, yet fail to provide sufficient speaking practice, or lack sufficient linguistic basis to promote both fluency and accuracy. Some emphasise linguistic competence, ignoring sociolinguistic and pragmatic aspects or strategies, while others do not consider the learner's general knowledge, the importance of which is discussed in chapter 3. In other cases they miss the transfer of skills to real life or may fail to attract the learner's interest.

Exploiting the discussion of the role of speaking in achieving communicative competence with respect to the adolescent learners, the practical part this paper attempts to develop sample teaching and testing materials, as well as propose some guidelines in terms of the methodology of conducting speaking-focused lessons at upper-secondary schools in the Czech Republic.

## **7.2 The Process of materials development**

### **7.2.1 Needs analysis, goals and objectives**

As mentioned earlier, the starting point of syllabus design is typically some sort of needs analysis. In this case the target audience were primarily students and their English teachers at an upper-secondary school in Pardubice which offers a choice of four courses. With each of these, English is compulsory, although one course in fact specializes in it with a double allowance of lessons, as well as employing Content and Language Integrated Learning through conducting the lessons of five subjects in English (Geography, History, Maths, Biology and Physical Education). The materials designed could also be applicable to the learners and teachers of English as a foreign language or speaking-focused lessons at other upper-secondary schools in the Czech Republic.

Therefore, in terms of educational needs, in this paper it is felt that the syllabus in question should be based on the requirements for the reformed final examination for Czech students, as well as the competences listed in the Common European Framework

of Reference (CEFR). In addition, some thought was also given to the requirements for the City and Guilds examinations, which are also increasingly being taken by upper-secondary school students. Students at Czech upper-secondary schools are expected to demonstrate the target levels of English B1 or B2 according to CEFR. Each unit starts with a list of can-do statements, defining its objectives which should reflect the criteria set in section 5.2, and take a form of self-assessment.

With the objective needs (as discussed in section 4.2) relatively clear to some extent, of the same importance are also subjective needs, both in terms of the students and their teachers. The learners' characteristics need to be taken into account, hence the materials were designed in order to respect the cognitive and social development of the adolescent learners, their general knowledge (an integral part of communicative competence), and hopefully their interests. As far as the teachers are concerned, the materials aim to allow flexible use in terms of the chapters not necessarily depending on each other and thus allowing the choice of the order in which they will be taught. However, they could also be used as presented, providing a range of input and activities to be used in lessons.

### **7.2.2 Conceptualizing content**

The syllabus content is governed by the guidelines for the matura examination, which should be compatible with the School educational programme, based on the Framework Education Programme for Secondary General Education - Grammar Schools. This in turn stems from CEFR, which provides in a rather extensive detail a description of the expected outcomes in terms of the areas, situations, competences and strategies.

Considering the various types of syllabus, it was decided upon using a situational or topical one in a matrix format, since it seems to reflect the nature of the speaking focused lessons. In this way, language functions are practised according to the given topical area. As regards the list of topics to be covered, those proposed by CEFR, the School Educational Framework and the Catalogue of Requirements are: Personal identification, Family, Home and housing, Everyday life, Education, Free time activities, Interpersonal relationships, Travel and transport, Health and hygiene, Food, Shopping, Work, Services, Society, Geography and Nature. Preparing materials for all of these is not within the scope of this thesis, so a choice had to be made as to the representative sample.

It was decided to develop two topics: the first being Travel, while the second is called People and Society and in fact embraces four categories above, namely Personal

identification, Family, Interpersonal relationships and Society. The underlying reason behind this choice being that the two topics are greatly relevant to everyday life (that is not to claim that the other are not), moreover, they will be of uppermost importance if the students travel to an English-speaking country for study or work purposes.

Each unit contains eleven compact sections, called activities, each subdivided into parts as necessary. As it is not our belief to provide fancy titles that would not reflect the nature of the content, these are titled simply in terms of the communicative situation they deal with in order to allow easier orientation. The methodology employed is described in the next section.

### **7.2.3 Materials and activities: development and organization**

Since the teaching materials aim to provide a platform for testing, it was necessary to demonstrate a clear link with the testing materials, which mirror the format of the reformed final examination. Using the terminology discussed in section 4.3, the underlying philosophy for these newly developed teaching materials was to follow the communicative approach, using a range of activity types all aiming towards the achievement of a high degree of communicative competence in all three domains - linguistic, sociolinguistic, pragmatic, including general competences.

In general, some pre-communicative activities serve the purpose of introducing the topical area and eliciting what the learners already know. These are further built upon by more meaningful practice and often concluded with communicative activities, the features of which were discussed in section 4.3 of this paper. As a form of revision, some activities can be repeated later in the course. For instance, circumlocution from Activity 1 in Travel can be used again, even in the form of mimed guessing, which admittedly deprives the learners of using the language but employs the psycho-motor domain to suit a kinesthetic type of learner.

The later activities are more complex and recycle the language used in the earlier ones. In other words, they combine the skills, knowledge and strategies, without which the task would not be completed. For instance, activity 11 in the Travel unit presupposes the knowledge of vocabulary to describe travel options, some negotiating skills, language for presenting one's opinion. In a way, the later activities function as assessment, and could also be used for testing. However, they do not incorporate everything, so the validity of such a test would to a large extent depend on what in particular we aim to test.

Firstly, aspects of linguistic competence are primarily presented in pre-communicative activities and follow some guidelines suggested by CEFR. Starting with vocabulary and lexical chunks, there is a selection of those relevant to the topic and the communicative needs arising from the situation (CEFR, p. 150), whereby there is no definite word list, so typical of many a textbook, isolating the words from their context and perhaps rather scary for some students. Instead, lexical items are presented within contexts or the learners are expected to brainstorm them and note them down in their exercise books or even in the materials. However, after the piloting phase it was discovered that some learners in fact expect such a word list to appear somewhere, possibly at the back of the textbook. Hence this list will need to be prepared, although there is no definite amount of vocabulary linked with each topic, so some selection will be necessary. A relatively extensive range of vocabulary is used in order to exploit the ability of adolescent learners to grasp terminology and cope with vocabulary acquisition, which according to research is not adversely affected by aging (Rivers, 1983, in Nunan, 1991, p. 117)

Additionally, use of dictionaries is encouraged, preferably monolingual, although a good bilingual one may prove useful to prevent misunderstanding in situations where slight nuances are expressed. This should support learner autonomy, as well as enhance their study skills, also necessary within the communicative competence framework. These were also encouraged with the provision of tips in some of the activities.

Linked with vocabulary, another aspect of the linguistic competence is semantic competence, concerned with expressing meanings. In our materials, this is mainly promoted through providing contexts for lexical and grammatical items.

Grammatical competence is focused on based on the belief that adolescents have the right conditions for coping with the grammatical system, as discussed in chapter 2. However, it is believed that in our materials there are no meaningless activities stripping the form of its function. Conversely, relevant grammar is presented inductively (in line with CEFR, p. 152) and practised with specific functions in mind in reasonably realistic contexts. Clearly defining the rules is considered necessary and useful, respecting the learner characteristics. Examples of grammar instruction are rules for grading adjectives in order to compare the different means of transport, indirect questions functioning as polite ways of asking for specific information (in Activities 1 and 3 respectively in the Travel unit) or modal verbs to express permission or the lack of it, advice or warning when discussing one's country's etiquette (Activity 6 in the People and society unit). However, all the activities in both units draw on a certain level of grammar knowledge



and the particular tasks focusing on grammar, titled Useful language focus, merely draw attention to the structure as it is seen crucial for carrying out the particular task.

As far as phonological competence is concerned, the role of its intelligibility and accuracy in pronunciation was discussed in section 3.4.1 of this paper. The integration with listening is more than vital, hence authentic listening input is provided whenever possible. Yet, the interactional pattern of most activities provides listening input from the fellow students, and also the teacher is expected to represent a suitable role model and to correct pronunciation errors and mistakes. Moreover, learner autonomy is aimed at through encouraging the learners to expose themselves to as much authentic language as possible outside the classroom, as also suggested by CEFR (p. 153)

As mentioned in chapter 3, the other aspects of linguistic competence - orthographic, and orthoepic - may not be of uppermost importance when dealing with speaking focused lessons. Being familiar with the form of the letters, correct spelling and punctuation (orthographic competence) and transforming a written text into speech (orthoepic competence) are of interest perhaps for dictionary work, or for giving instructions based on a written input, for instance driving instructions or reading from the departures board to someone who cannot see very well.

Sociolinguistic competence is the second major domain, subject to some recent debate. Dubin and Olshtain question the necessity of explicitly including the sociolinguistic element in all courses. "It is not as though L2 learners need to be instructed in "politeness", but rather in those behaviours and linguistic forms of politeness which do not match their own." (p. 122) "No textbook which purports to represent how the language is actually used in communicative contexts can be produced without a sociolinguistic dimension..... With only a handful of models to follow, writers have an immense frontier to explore when they decide to deal realistically with the sociocultural component." (p. 124). They propose a small number of activities suitable for approaching the sociolinguistic domain, from matching situations and utterances, to using a story line, suggesting appropriate situations, interpreting relations, sensitizing learners to language variation, stating a generalization, presenting situational variation cross-culturally. The practical applications of role play are discussed in somewhat greater detail in section 4.3. In our materials, the following types of activities were used to incorporate the sociolinguistic element: role play, simulation (such as purchasing an underground ticket), pre-communicative activities (for instance indirect questions practice, which nicely combines the linguistic with the sociocultural and pragmatic

domains), listening and video (debate on gay rights) and "the cheeky monkey", whereby short exchanges are made among the two interactants, requiring brisk and appropriate responses.

The third domain of communicative competence - pragmatic competence, is in our materials approached through either awareness raising activities, followed by practical tasks, or setting tasks the completion of which would not be possible without employing pragmatic competence, possibly due to their increased complexity. Examples of the former type are circumlocution (for instance while brainstorming the different means of transport), whereas the latter is exercised in simulations or role plays, when dealing with information gap, using negotiation of meaning and interaction strategies.

Lastly, effort was made to include elements to promote learning about the target language culture, for instance travelling by the London Underground or the series Friends. We trust this effort was successful in being relevant to the topic and not appearing too far-fetched and artificial, text-bookish. It is believed that this type of knowledge is a vital part of the concept of communicative competence, namely sociocultural knowledge, in other words learning about the target culture, and intercultural knowledge, being aware of the differences and similarities between the target language culture and one's own, aiming to increase the motivation to learn the language. Also part of the general component, study and heuristic skills are promoted through getting the learners to employ their reasoning, using inductive ways of teaching grammar and vocabulary, as well as eliciting their opinions.

In terms of interactional patterns and reflecting the features of natural speech, pair work is the main organizational setting in our interaction since it increases student talking time, enhancing both fluency and accuracy. Each practice is carefully monitored by the teacher and followed by a demonstration by one or even all pairs, in order to provide even more motivation to use this time for some real practice. The grouping should change from time to time to allow for a variety of listening input.

In a nutshell, great effort was made to include as much useful language as possible, in terms of raising the learners' awareness, as well as getting them to use it in situations they are likely to find themselves in. Given that only two units have been designed, it is still believed that these may significantly contribute towards the learners' communicative competence, as well as provide sufficient preparation for the reformed final examination.

The definition of goals and objectives, conceptualization of content and choice of methodology are reflected in the unit structures in Table 9 for the unit People and society,

and in Table 10 for unit Travel. These consequently provide a benchmark for creating the teaching materials, displayed in Appendix 4 for the teaching material on People and society, and Appendix 5 for Travel.

**PEOPLE AND SOCIETY: Planning grid for speaking and oral interaction**

| TOPIC/<br>COMMUNICATIVE<br>SITUATION | OBJECTIVE   | ACTIVITY<br>TYPE  | KNOWLEDGE<br>AND SKILLS<br>NEEDED   |
|--------------------------------------|---|---|---|
| <b>1. FAMILY AND FRIENDS</b>         | <ul style="list-style-type: none"> <li>▶ to revise vocab linked with relationships</li> <li>▶ to learn new vocab linked with relationships, including collocations and phrasal verbs, including its pronunciation</li> <li>▶ to practice explaining the meaning of such vocabulary</li> <li>▶ to revise the use of relative clauses</li> </ul>                                  | <p>pre-communicative: eliciting vocabulary, grammar awareness and practice in context</p> <p>communicative: negotiation of meaning through circumlocution</p>   | <p>general knowledge: family and other relationships</p> <p>grammar: relative clauses, phrasal verbs and collocations for relationships</p> <p>vocabulary: friends, family, relationships, collocations</p> <p>skill: negotiating meaning, circumlocution</p>   |
| <b>2. My FAMILY</b>                  | <ul style="list-style-type: none"> <li>▶ to be able to describe one's family tree and talk about the family members</li> <li>▶ to be acquainted with the British Royal family and its members</li> <li>▶ to be able to express opinions of the Royal family and their roles in society</li> <li>▶ to comment on current trends in families and express one's opinion</li> </ul> | <p>pre-communicative: eliciting info about the Royal Family - to introduce the topic</p> <p>communicative: discussion, expressing opinions, talking about own family</p>  | <p>general knowledge: family relationships, current trends, the Royal Family</p> <p>vocabulary: family members</p> <p>grammar: present perfect for long-term states, present continuous for temporary and current activities, present perfect for changes</p> <p>skill: expressing opinion</p>                |
| <b>3. TRENDS IN FAMILIES</b>         | <ul style="list-style-type: none"> <li>▶ to comment on current trends in families and express one's opinion</li> <li>▶ to be acquainted with a range of expressions to express agreement, disagreement, ask for or provide clarification</li> </ul>   | <p>pre-communicative: matching the phrase to the function,</p> <p>communicative: listening (students are recipients, not producers of language)</p> <p>awareness of expressions</p> <p>communicative: expressing an opinion</p> | <p>general knowledge: current trends in families</p> <p>vocabulary: family</p> <p>grammar: present continuous for an activity happening now, present perfect for an activity that has happened up to now</p> <p>skill: expressing/asking for an opinion, clarifying, expressing agreement or disagreement</p> |
| <b>4. FRIENDS</b>                    | <ul style="list-style-type: none"> <li>▶ to discuss the importance of friendship</li> <li>▶ to discuss the</li> </ul>   | <p>communicative: listening, discussing the importance of friendship and the</p>  | <p>general knowledge: friendship</p> <p>vocabulary: adjectives for</p>  |

|  |   |  |  |
|--|---|--|--|
|  | desirable and undesirable qualities of a friend   | qualities of friends (ranking) and shared activities<br>pre-communicative: vocabulary awareness  | personal qualities<br>grammar: present simple for repeated actions<br>skill: expressing opinion, listening for detail  |
| <b>5. RELATIONSHIPS</b>  | <ul style="list-style-type: none"> <li>▶ to describe the desirable and undesirable qualities of a partner and justify the choice</li> <li>▶ to discuss ways of finding a partner</li> <li>▶ to suggest the best way to find a partner based on watching a short video, to identify language for expressing an opinion, agreeing, disagreeing, clarifying</li> </ul>             | pre-communicative: vocabulary awareness and revision, memory and vocabulary game<br>communicative: negotiated ranking, discussion  | general knowledge: relationships<br>vocabulary: adjectives for personal qualities<br>grammar: modals for advice<br>skill: justifying an opinion, giving advice, expressing agreement or disagreement, clarifying, listening for gist, listening for detail |
| <b>6. MY COUNTRY'S ETIQUETTE</b>   | <ul style="list-style-type: none"> <li>▶ to give advice on one's country's etiquette</li> <li>▶ to be acquainted with the basic rules of etiquette in Britain</li> <li>▶ to discuss and be aware of acceptable and taboo conversation topics</li> </ul>   | communicative: pre-listening discussion, listening, jigsaw reading, discussion   | general knowledge: etiquette, good manners<br>vocabulary: grammar: modals for advice, prohibition, permission<br>skill: asking questions, reading for detail, giving advice, sociolinguistic   |
| <b>7. POLITE LANGUAGE</b>  | <ul style="list-style-type: none"> <li>▶ to identify language for apologizing, requesting something, expressing gratitude, expressing regret, offering and responding to offers</li> <li>▶ to use the language for the above functions</li> </ul>   | pre-communicative: matching forms to functions<br>communicative: giving advice, explaining the concept of politeness and some rules  | general knowledge: politeness, apologizing, requesting, gratitude, regret, offering<br>vocabulary: functional phrases (for the above)<br>grammar: word order, sentence structure, sociolinguistic  |
| <b>8. POLITE LANGUAGE: PERMISSION SUGGESTION COMPLIMENTS LUCK, EMPATHY</b> | <ul style="list-style-type: none"> <li>▶ to elicit phrases for certain functions, without drawing attention to them first</li> <li>▶ to practice using the phrases to express permission, suggestion, compliments, luck, empathy, with the correct pronunciation (intonation)</li> <li>▶ to be aware of ways to express implied intentions</li> <li>▶ to be aware of</li> </ul> | communicative: role play, post-communicative: matching the forms to the function<br>pre-communicative: awareness raising - implied communicative intentions, the role of intonation in communicating | general knowledge: permission, suggestion, compliment, luck, empathy<br>vocabulary: phrases for the above functions<br>grammar: modals<br>skills: interaction, discourse, pronunciation, sociolinguistic   |
|  | ▶ to be aware of  | communicative:   | general knowledge:   |




|                              |   |   |   |
|------------------------------|---|---|---|
| <b>9. SOCIAL INTERACTION</b> | language for expressing surprise, interest, concern, gratitude, excitement, annoyance, asking and talking about plans, including the role of intonation<br>▶ to be aware of the role of intonation in the above functions<br>▶ to practice the intonation for the above communicative functions | listening<br>post-communicative:<br>identifying forms and functions | surprise, excitement, annoyance, talking and asking sb's plans, interest, permission, concern, introducing people, gratitude, explaining, leaving a telephone message<br>vocabulary: phrases for the above functions<br>skills: listening, pronunciation, sociolinguistic skill |
| <b>11. CHEEKY MONKEY</b>     | ▶ to practice reacting to prompts and questions by answering in two-five sentence sequences, using the language knowledge, skills and strategies from the previous parts  | communicative:<br>short-turns exchanges                             | general knowledge, vocabulary, grammar:<br>skills: from the previous activities   |
| <b>10. PARTY TIME</b>        | ▶ to practice functional language from the previous activities  | communicative:<br>role play   | general knowledge:<br>all from the previous activities<br>vocabulary, grammar and skills: from previous sections  |



Table 9: People and society - planning grid



### TRAVEL: Planning grid for speaking and oral interaction

| COMMUNICATIVE SITUATION       | OBJECTIVE  | ACTIVITY TYPE  | KNOWLEDGE AND SKILLS NEEDED  |
|-------------------------------|--|--|--|
| <b>1. MEANS OF TRANSPORT</b>  | ▶ to revise vocabulary regarding means of transport, including its pronunciation<br>▶ to discuss personal experience with the individual types<br>▶ to be able to compare different means<br>▶ to express preferences and opinions | pre-communicative:<br>grammar awareness and practice in context<br>pronunciation practice<br>communicative:<br>discussion, opinion exchange/presentation | general knowledge:<br>forms of transport<br>vocabulary:<br>means of transport<br>vague expressions<br>grammar: grading of adjectives<br>skill: making comparisons based on set criteria and personal experience<br>expressing preferences and opinions   |
| <b>2. TRAVELLING BY PLANE</b> | ▶ to understand and explain the meaning of signs at the airport<br>▶ to understand and explain the process of travelling by plane<br>▶ to understand and apply the language for travelling by plane                                | pre-communicative:<br>eliciting meanings, ordering, matching utterances to the situation<br>communicative:<br>presentation, role play/simulation         | general knowledge:<br>plane travel, conversational routine<br>vocabulary: plane travel activities<br>lexical chunks, fillers<br>skill: describing a process/a sequence<br>turn-taking, cooperation<br>asking questions and answering<br>telling the time |

|  |  |   |  |
|--|--|---|--|
| <p><b>3. REQUESTING AND GIVING INSTRUCTIONS</b></p>  | <ul style="list-style-type: none"> <li>▶ to understand the meaning of some common road signs</li> <li>▶ to be able to explain spatial relationships using a range of prepositions</li> <li>▶ to ask for instructions and travel advice in a polite way</li> </ul>  | <p>pre-communicative: eliciting meanings, vocabulary awareness, grammar awareness and meaningful practice<br/>communicative: simulation</p>   | <p>general knowledge: road signs spatial relations<br/>vocabulary: road signs functions prepositions of space lexical chunks<br/>grammar: indirect questions<br/>skill: requesting and giving instructions expressing politeness, cooperation, explaining spatial relations asking/comprehending questions, turn-taking, back-channel devices</p>                                |
| <p><b>4. TRAVELLING BY UNDERGROUND</b></p>  | <ul style="list-style-type: none"> <li>▶ to learn some useful information about using the London Tube</li> <li>▶ to be able to use this information to provide advice to people wishing to travel this way</li> </ul>  | <p>communicative: jigsaw reading, grammar revision in context - forming questions reading for detail, giving information based on reading</p> | <p>general knowledge: London Tube, spatial relationships<br/>vocabulary: verbs for giving instructions lexical chunks<br/>grammar: modals for giving advice<br/>skill: reading for detail, asking for advice reading for detail giving advice based on new knowledge using the London Tube map, cooperation turn-taking, back-channel devices asking/comprehending questions</p> |
| <p><b>5. TRAVELLING BY TRAIN</b></p>      | <ul style="list-style-type: none"> <li>▶ to understand and explain the process of travelling by train</li> <li>▶ to be able to participate in typical communicative situations connected to train travel as a passenger (purchasing a ticket, finding way at the train station, enquiring about train travel problems, finding the right route)</li> </ul> | <p>pre-communicative: ordering, practising structures in a meaningful way<br/>communicative: role play</p>                                    | <p>general knowledge: train and tube travel, vocabulary: linked with train travel (nouns describing objects and places at the train station, verbs of processes)<br/>lexical chunks<br/>grammar: indirect questions, modals<br/>skill: reading for detail, cooperation providing info based on reading asking/comprehending questions turn-taking, back-channel devices</p>      |
| <p><b>6. ROAD SIGNS AND NOTICES</b></p>   | <ul style="list-style-type: none"> <li>▶ to understand and explain the meaning of some common road signs based on the meaning</li> </ul>   | <p>pre-communicative: eliciting the functions of signs, grammar awareness, meaningful grammar</p>   | <p>general knowledge: road signs, notices<br/>vocabulary: verbs of following the signs<br/>lexical chunks</p>  |

|  |  |  |  |
|--|--|--|--|
|  | <p>of such road signs,</p> <ul style="list-style-type: none"> <li>▶ to give warning or advice when travelling</li> </ul>   | practice   | grammar: modals for prohibition, permission, recommendation, warning   |
| <p><b>7. POLITE LANGUAGE</b></p>   | <ul style="list-style-type: none"> <li>▶ to be aware of the need for and use of polite language when dealing with people, especially in travel situations</li> <li>▶ use polite expressions</li> </ul>   | <p>communicative: discussing the importance and ways of being polite</p> <p>pre-communicative: matching context and language</p> <p>communicative: short-turns exchanges + cultural knowledge</p>                            | <p>general knowledge: politeness, dealing with people</p> <p>vocabulary: lexical chunks - phrases for politeness</p> <p>grammar: word order sociolinguistic</p> <p>feature: register</p>   |
| <p><b>8. HOLIDAY ACCOMMODATION</b></p>  | <ul style="list-style-type: none"> <li>▶ to be aware of the various types of holiday accommodation</li> <li>▶ to be able to discuss the pros and cons of the above</li> <li>▶ express preferences and opinions</li> <li>▶ to discuss personal experience with the accommodation types</li> <li>▶ compare and make recommendations</li> </ul> | <p>precommunicative: matching the pictures and the accommodation</p> <p>communicative: discussing the advantages and disadvantages of each form, as well as previous experience</p>  | <p>general knowledge: accommodation, holiday accommodation</p> <p>vocabulary: types of hol. accom.</p> <p>grammar: comparison, grading of adjectives, past tense for past experiences, present perfect for experiences</p> <p>skills: expressing preferences describing previous experience making recommendations making comparisons discussing pros and cons</p> |
| <p><b>9. TRAVEL PROBLEMS</b></p>      | <ul style="list-style-type: none"> <li>▶ to be aware of the possible problems during travel</li> <li>▶ to describe personal experience with problems encountered</li> <li>▶ to be able to give advice regarding travel difficulties and preventing them</li> </ul>   | <p>precommunicative: matching the pictures and the travel problem</p> <p>communicative: giving advice and warning (about possible travel problems when travelling to another country) , discussion (personal experience)</p> | <p>general knowledge: travel problems</p> <p>vocabulary: verbs linked with travel problems (e.g. crash, miss, lose etc), means of transport, lexical chunks</p> <p>grammar: modals for giving advice</p> <p>skills: describing experiences giving warning and advice</p>   |
| <p><b>10. CHEEKY MONKEY</b></p>  | <ul style="list-style-type: none"> <li>▶ to practice reacting to prompts and questions by answering in two-five sentence sequences, using the language knowledge, skills and strategies from the previous parts</li> </ul>   | communicative: short turns interaction to unpredictable situations   | <p>general knowledge: issues linked with travelling</p> <p>vocabulary, grammar and skills: from previous sections</p>  |
| <p><b>11. ARRANGING A TRIP</b></p>   | <ul style="list-style-type: none"> <li>▶ to practice using the language from the previous parts</li> <li>▶ to make</li> </ul>  | communicative: discussion aimed at reaching a decision based on some shared  | <p>general knowledge: issues linked with travelling and arranging a trip</p>   |

|  |  |             |  |
|--|--|-------------|--|
|  | arrangements about places to visit and forms of travel<br>► to be aware of places of interest in London<br>► to spark interest in learning about London and its sights | information | London sightseeing and transport vocabulary:<br>skills: negotiating, giving opinions, asking for opinions, reaching agreement, summarizing, turn-taking, initiating and responding, cooperation, repair strategy |
|--|--|-------------|--|

Table 10: Travel: Planning grid

### 7.2.4 Testing materials

Students' assessment can take a number of forms, which could and perhaps should be used in class. Firstly, successful completion of each task is a way of finding out about the students' performance, providing some informal assessment. Secondly, each unit starts with defining its objectives in terms of can-do statements in order to provide the learners and their teachers with some expectations. On completing the units, the learners are encouraged to check the objectives once again and as a form of self-assessment indicate which items on the list they are confident about, reasonably happy about or not sure. In addition, since most of the activities are designed for pairwork interaction, this form of assessment can be carried out by the peers.

Since the teaching materials concerned two topics: Travel, and People and Society, formal testing materials were designed for identical topical areas in order to demonstrate a complete and compact part of the designed syllabus. The created test sheets, in both the students' and interlocutor's versions, are located in Appendix 6 (for the topic People and society) and Appendix 7 (for Travel). Most likely they can be seen as progress or achievement tests, especially due to them being monotopical. For testing the overall communicative ability, combining different parts from various situations would be vital.

The underlying principles behind the creation of these testing materials largely mirror the format of the "maturita" examination, while also attempting to include the aspects of communicative competence and aspects of speaking described chapter 3.

First of all, as regards content, it seemed to be rather well defined by the selection of the topic. However, when all the possible choices within the linguistic, sociolinguistic and pragmatic competences were visualized, there were numerous aspects to include. The main question was as to the nature of tasks, the criteria of which were validity, keeping the format of the current examination, testing all the communicative competence



domains, whilst also resembling the nature of real-life speech as closely as possible. Needless to say, this has proved to be a challenging task.

Part 1 (in the form of a short interview) aims to assess the candidate's listening comprehension, including the listening skills and pronunciation, which are in this inseparable from speaking, the range and accuracy of lexical and grammatical structures (linguistic and sociolinguistic domains), the coherence and cohesion of the stretch of language produced by the candidate (pragmatic domain, supported by linguistic), the ability to express opinions and describe experience (pragmatic domain in terms of text organization and perhaps circumlocution).

Part 2, describing, comparing and contrasting pictures in a short presentation format, also focuses on the transfer of ideas, whereby these need to be planned and organized in a certain way (pragmatic competence), a range of lexical and grammatical structures (linguistic and sociolinguistic domains).

Part 3 is a short presentation, whereby the candidate is expected to speak on their own for five minutes on a given topic. As already stated, this situation might not be arise so frequently in real life, yet it provides a chance to assess a longer stretch of language, mainly in its linguistic and pragmatic aspects. As there is no interaction expected, the sociolinguistic domain is covered by the context of the presentation and the target audience.

Part 4 takes a form of interaction, which is the most valid in terms of testing communicative competence, although the aspect of spontaneity is limited in providing the candidate with some time for prior preparation.

Obviously, in all tasks the candidates need to draw on their declarative knowledge of the world, as described in chapter 3. Although this is not assessed as such, it is integral to the successful completion of the tasks.

It was attempted to include more versions within certain parts of the examination, especially in part 4 (interaction), so as to allow more students to be tested. Admittedly, this may have a negative effect on the comparability of the candidates, yet it provides some variety.

Both tests have been designed in two versions: one for the candidate (student's sheet) and another version for the interlocutor (teacher's sheet). Naturally, the wording differs on each, especially in terms of the expectations of the person's role. In the student's sheet, some information has been highlighted, being considered vital for the completion of the task. At the same time, the teacher's sheet contains information in bold, which is

supposed to be read out as printed. This provides some scaffolding should the interlocutor feel less confident in testing the spoken language. Further details are also provided in normal font in terms of expectations.

The target audience being upper-secondary school students in the Czech Republic, the examination format is in line with the "maturita" which the students need to practise. Another reason for this is that the interlocutors and assessors have undergone training and most of them have had an opportunity to use their newly gained knowledge in real-life testing. Hence the criteria were kept identical to the final examination. Under real final examination conditions, there must be two assessors present who have to come to an agreement as to awarding scores in each subcategory. In classroom testing, however, employing two teachers to assess the candidate's performance would probably not be feasible, and therefore it will be assessed based on a sole opinion.

Should the need arise, the teachers are free to use selected parts of the teaching materials for testing purposes if they wish to test a particular area which they do not consider sufficiently covered in the testing material. And vice versa, the testing sheets can freely be used as part of the teaching lessons, perhaps by means of doing them again and concentrating on feedback.

### **7.2.5 Preliminary piloting and evaluation**

It is one thing to create the teaching materials, albeit having followed the process with due consideration. However, it is not until the materials have been put to practice in real classrooms with real students that we can establish whether they have fulfilled what was expected of them. Therefore, the piloting phase, despite being located towards the end of the process, is not to be ignored.

Having been designed mainly with the needs of a particular school in mind, the materials obviously needed piloting there. Preliminary piloting was carried out with four groups of students, one in the second year, one in the third year and two groups of final year students, in the period between January and March 2012, with the earliest versions being introduced approximately one year prior to that. Owing to the flexible nature and organisation of this speaking material, it is possible to use it with any group, regardless of the year, provided their English has reached an intermediate level.

The learners were provided with an electronic version of the materials and were asked to print out a hard copy to work with in class. Each unit covered approximately ten

lessons, during which the learners' reactions were observed and comments noted down. On completion of the units, the students were asked to fill in a short feedback form and were encouraged to indicate the positive aspects of the teaching materials, as well as put forward any suggestions for improvement. In addition, other teachers' opinions were obtained to provide another perspective. Based on the findings of this preliminary piloting phase, some minor alterations have been carried out, mainly reformulating some instructions, changing the sequence of certain tasks or adding some activities.

This stage has proved beneficial in providing the opportunity to consider the views of other participants in the process of developing teaching materials. This is an absolute prerequisite if the materials are to be used in various classes with different teachers, in addition to the one who has designed them. The term material development certainly applies, undoubtedly not being straightforward and requiring modifications to be made after the teaching (and testing) materials have been tried. As rightly pointed out by Low: "Designing appropriate materials is not a science, it is a strange mixture of imagination, insight and analytical reasoning, and this fact must be recognized when the materials are assessed. (Low, 1989, p. 153, in Nunan, 1991, p. 209)

## **8. Practical part: summary**

The main aim of the practical part of this paper was developing teaching materials towards promoting communicative competence in upper-secondary school students, together with a set of corresponding testing materials.

To achieve this, it was deemed necessary to take into account the characteristics of the learner and the concept of communicative competence reflected in speaking, as well as to follow the process of material development, all of which were outlined in the theoretical part. The starting point was needs identification, setting the goals and objectives, through to conceptualizing the contents and considering methodology options. Following a topical type of syllabus seemed the right choice, since it allows organizing the content into meaningful and logically structured units, covering knowledge and skills as part of communicative competence discussed earlier. The methodology applied was based on extensive research in literature, including the Common European Framework of Reference, which also provided valuable information on the content specifications.

Since designing the complete syllabus would not fall within the scope of this paper, two units were developed, the first one titled Travel, while the second was called People

and society. Both topics are required for the reformed Czech final examination (maturita), which was also considered in terms of the skills and knowledge to be acquired by the learners. In addition, a set of testing materials were also developed for each unit, reflecting the final examination format, while also attempting to test the communicative ability, with its limitations outlined. All materials have been piloted, sparking some minor alterations. Undoubtedly, further use of these will call for more modifications, which is nonetheless a common procedure, since no two groups of learners are the same, even at the same school. In general, however, it is believed that the newly created materials will be useful in teaching speaking.

## **9. Conclusion**

As experience has shown, it is often the case that teaching materials for speaking focused lessons lack in certain areas, which may be considered significant. Examples of some desirable textbook qualities are relevance, purposefulness, appeal to both the learner and the teacher, and first and foremost, providing sufficient speaking practice as a platform for real-life use. Since our main concern has been with upper-secondary schools, this paper has predominantly dealt with the process of teaching speaking to Czech upper-secondary school learners.

In the theoretical part, firstly the learner was characterized in terms of cognitive, biological and social development typical of this age group, their attitude to and aptitude for learning English as a foreign language. Secondly, since the aim of teaching foreign languages is frequently considered to be communicative competence, this concept was also analysed in some detail, listing three components (linguistic, sociolinguistic and pragmatic), as well as some general knowledge and skills, and the transversal competences, as defined by the Common European Framework of Reference. Consequently, the role of speaking in achieving communicative competence was discussed, relating the numerous aspects of the speaking process to the items of communicative competence. Some space was given to the terms accuracy and fluency, their role in teaching/learning the speaking skill and ways to achieve them. Attention was also drawn to the duality of knowledge and skills. What followed was an outline of the process of syllabus design, particularly towards promoting speaking, including a section devoted to testing speaking with an analysis of the reformed final examination in the Czech Republic.

The practical part capitalized on the theory, with its chief outcome being the development of teaching and testing materials for speaking purposes. Since developing a complete textbook would be beyond the scope of this paper, it was decided to design two sample units: the first one being called Travel, while the second is titled People and society. The choice of these topics was dependent on the situational contexts they provide, as well as their inclusion in the areas with which the new reformed final examination is concerned. Admittedly, the materials are subject to further changes as they are being used. All in all, it is believed that they represent a reasonable attempt to teach speaking towards achieving communicative competence, as well as test it in a communicative way.

## **10. Resumé**

V posledních desetiletích anglický jazyk bezesporu získal statut mezinárodního dorozumívacího prostředku, a tak není pochyb o tom, jak důležitá je jeho výuka. Ta se samozřejmě dotýká i škol v České republice, od předškolního vzdělávání, přes základní a střední školy, a samozřejmě i vysokoškolské studium. Na školách středních je mnohde povinným prvním cizím jazykem s nemalou týdenní hodinovou dotací, čímž se stává jedním ze stěžejních vyučovaných předmětů.

Cílem této diplomové práce bylo prodiskutovat způsob, jak připravit výuku pro rozvoj jazykového projevu v anglickém jazyce u studentů na české střední škole s cílem dosažení či alespoň přiblížení se komunikativní kompetenci. V teoretické části jsme nejprve nastínili charakteristiku typického studenta na střední škole a vysvětlili pojem komunikační kompetence, přičemž specifické rysy mluveného projevu byly charakterizovány ve vztahu k jejímu dosažení. Jelikož testování je nedílnou součástí učebního procesu, prostor byl také poskytnut zhodnocení nejnovější verze maturitní zkoušky z anglického jazyka a problematiky testování komunikační kompetence. Co se týče praktické části, hlavním očekávaným výstupem byla tvorba výukových a testových materiálů pro mluvený projev, a proto bylo třeba prozkoumat problematiku tvorby sylabu a výukových materiálů a výběru vhodné metodologie, kdy byla prezentována typologie aktivit vhodných pro konverzační hodiny z hlediska použití při výuce či při testování. Vytvořené materiály jsou součástí přílohy této diplomové práce.

Vzhledem k tomu, že autorka se zabývá výukou na konkrétní střední škole, bylo třeba zohlednit specifika výuky na této škole, ale samozřejmě i charakteristické rysy studentů v této věkové kategorii. Období adolescence je typické závrtnými změnami a vývojem,

především v oblasti biologické, kdy se jedinci musí vyrovnávat s rapidním růstem, tak i co se týče psychické stránky, kdy snaha o vlastní identitu a emoční labilita mohou negativně ovlivňovat aktivity mladých lidí.

Z hlediska výuky cizích jazyků přisuzujeme obrovskou důležitost vývoji kognitivnímu, kdy dochází ke změnám myšlenkových procesů. Je dokonce možné tvrdit, že adolescence je obdobím vrcholu intelektuálních schopností. Důvodem je schopnost porozumět souvislostem či abstraktním pojmům, což není spojováno s dětskými žáky. Na rozdíl od starších studentů však dospívající mají pružnější mozek, což umožňuje si zapamatovat určité věci. Pro výuku anglického jazyka to znamená vhodnou dobu pro výuku gramatiky, která tudíž bude logicky pochopena a zařazena do systému již osvojených si znalostí. Příhodné je období adolescence také pro navýšení slovní zásoby. Literatura mluví o výzkumu, podle něhož je zřejmé, že proces osvojování si cizího jazyka je do určité míry stejný u jedinců nezávisle na věku. V čem se ale různé věkové skupiny liší, je rychlost pokroku v učení se. Dle výzkumu to byli právě dospívající, kteří dosahovali nejrychlejšího posunu. Také schopnost kritického myšlení se u této věkové skupiny rapidně rozvíjí, čehož je třeba využít při zvažování alternativ a výměně názorů na určitá témata.

Cíle výuky anglického jazyka na střední škole jsou nejprve diskutovány ve vztahu ke školnímu vzdělávacímu programu konkrétní školy, který je vytvořen v souladu s Rámcovým vzdělávacím programem pro střední školy. Setkáváme se s pojmem komunikační kompetence, který se stal frekventovaně skloňovaným, ačkoli jeho význam je velice široký. V této diplomové práci je tento koncept vysvětlen podle hlediska Společného evropského referenčního rámce (SERR), jakožto jedné z nejaktuálnějších perspektiv. Podle ní je komunikační kompetence určitým souborem dvou širokých součástí: všeobecných znalostí a dovedností, a samozřejmě komunikativních jazykových znalostí a dovedností.

Mezi první skupinu patří všeobecná znalost světa, což je pochopitelné, protože jazyk neexistuje v izolaci. Jinými slovy, pro schopnost komunikovat je třeba znát souvislosti a skutečnosti v reálném světě, například pro diskusi o výhodách a nevýhodách různých dopravních prostředků je nezbytné, aby člověk tyto prostředky znal a měl s nimi jisté zkušenosti. Neméně důležitá je socio-kulturní znalost společností, ve kterých se anglickým jazykem mluví. Přepokládá se, že studenti budou jazyk využívat také tam, a tak budou mít jisté povědomí o kultuře anglicky-mluvících národů, o tom, v čem je podobná či jak je odlišná od kultury naší. Pro osvojení si cizího jazyka je nezbytná schopnost se učit, jakožto i jistá míra motivace.

Co se týče druhé velké součásti komunikativní kompetence, kterou jsou komunikativní jazykové kompetence, Společný evropský referenční rámec rozlišuje tři hlavní součásti: lingvistickou, sociolingvistickou a pragmatickou.

Lingvistický komponent je definován jako znalost a schopnost použití formálních prostředků, z nichž mohou být vhodně složeny komunikační zprávy s příslušným významem. Logicky je zahrnuto několik oblastí, od lexikální, gramatické, semantické, po výslovnost, ortografickou a ortoepickou kompetenci. Sociolingvistický komponent zdůrazňuje úlohu kontextu v komunikaci, kdy je nezbytné zvážit vztah mezi komunikujícími a přizpůsobit mu jazyk z hlediska formality či komplexnosti. Pragmatická kompetence navazuje na předchozí dvě a zabývá se vhodným využitím jazykových prostředků z hlediska diskurzu, komunikativních funkcí a organizace interakce.

Základním nástrojem komunikace je mluvený projev, který má samozřejmě svá specifika, kdy posuzujeme plynulost a přesnost. Zaprvé, probíhá v reálném čase a pokud není zaznamenán, je ztracen. To klade nemalé nároky na mluvčího, který simultánně musí sám mluvit či vnímat druhého, přičemž si plánovat další promluvu. Proto z hlediska větné skladby se mluvený projev liší od psaného. Důležité jsou také neverbální prvky, jako tón hlasu, plynulost, frekvence a délka pomlky, přízvuk, hlasitost. Není možné ignorovat rozdíly mezi mluveným a psaným projevem.

Efektivitu výuky mluveného projevu ověříme především testováním, ať již, neformálním formálním, či sebe-testováním studentů. V této práci jsme se zaměřili především na formální aspekt testování, kdy jsme nejprve nastínili základní termíny jako validita, reliabilita, backwash a praktičnost. Následně jsme je využili při posuzování nové verze maturitní zkoušky a její vhodnosti pro testování komunikační kompetence. Analýza prokázala, že ve skutečnosti nová maturitní zkouška splňuje kritéria validity a reliability, a vhodným zvolením metodologie může pozitivně ovlivnit výuku anglického jazyka. Zmíněna byla také jistá míra nepraktičnosti, kterou lze jistými opatřeními snížit.

Na mnohých učebních programech působí vedle hodin všeobecné angličtiny také hodiny konverzační, které se soustředí především na zdokonalení mluveného projevu studentů. Tato výuka však musí být podpořena vhodnou metodologií, jakožto i uzpůsobenými didaktickými pomůckami, včetně výukových materiálů. Z praxe je však zřejmé, že ne vždy zvolené učebnice splňují veškerá kritéria pro použití v hodinách zaměřených na výuku mluveného projevu. Některé materiály věnují přílišnou pozornost procvičování slovní zásoby, jiné nezahrnují všechny aspekty komunikativní kompetence, některé neposkytují vazbu se světem mimo školní třídu, zatímco jiné vyžadují modifikaci

ze strany vyučujících. Jsou známy i případy, kdy takzvané konverzační učebnice obsahují předlouhé texty k pročtení, bez vhodného zhodnocení pro mluvení. Proto bylo hlavním cílem práce vyvinutí vhodného materiálu pro výuku mluveného projevu.

Proces vytváření takovýchto materiálů je popsán v literatuře, a pro naše účely byl zvolen postup, kdy je třeba nejprve vymezit potřeby vyučovaných a vyučujících, z nichž vyplývají cíle vzdělávání. Ty jsou v tomto konkrétním případě vymezeny požadavky na maturitní zkoušku, jakož i školními vzdělávacími programy, které ve větší míře vycházejí ze Společného evropského referenčního rámce. Celkové cíle se dále rozdělí na krátkodobé cíle ohledně jednotlivých vyučovacích úseků. Vhodná metodologie je zvážena, a co se týče aktivit pro mluvení, výběr je pestrý. Je nutné ale obsáhnout škálu aktivit pro rozvoj přesnosti i plynulosti mluveného projevu, od před-komunikativních až po komunikativní, které by opravdu zahrnuly všechny aspekty komunikativní kompetence v přiměřeném rozsahu. Nicméně díky své všeobecné povaze SERR uvádí podněty k zamyšlení ohledně cílů či metodologie, a není možné se striktně držet všech pokynů tam uvedených. Neméně důležitá je fáze pilotování vytvořených materiálů a jejich evaluace.

Tento postup vyústil ve vytvoření dvou tematických oddílů, a to Lidé a společnost, a Cestování. Oba jsou zahrnuty v požadavcích pro maturitní zkoušku, a navíc jsou bezpochyby uplatnitelné v běžném životě, pokud studenti využijí možnosti použití anglického jazyka pro osobní, pracovní či studijní účely. Každý oddíl je logicky strukturovaný a zahrnuje různé typy aktivit, jejichž cíle a metodologie jsou shrnuty ve zvláštních přehledech pro každý oddíl. Výukové materiály jsou doplněny souborem testových úloh, které jsou z větší části založeny na formátu ústní části maturitní zkoušky, přičemž zde byl uplatněn záměr využít jeho pozitiv diskutovaných v teoretické části této práce.

Ačkoli vytvořené materiály prošly fází předběžné pilotáže, přirozeně je nutné dodat, že neustálé modifikace budou nutné, vzhledem k různým potřebám různých skupin, včetně rozdílných učebních stylů studentů, výukových stylů a preferencí vyučujících či časových požadavků. Nicméně je zřejmé, že první krok byl učiněn s vírou, že další budou následovat.



## 11. Bibliography

- ABBOT, Gerry, et al. *The Teaching of English as an International Language: A practical guide*. London: Biddles Ltd., Guildford Surrey, 1981. ISBN 000 3700 208
- ANDERSON, L. W. & KRATHWOHL, D. R.. (eds) *A taxonomy for learning, teaching, and assessing*. New York: Longman, 2001. ISBN 0-8013-1903-X
- ANGLICKÉ GYMNÁZIUM, STŘEDNÍ ODBORNÁ ŠKOLA A VYŠŠÍ ODBORNÁ ŠKOLA, Gorkého, Pardubice: Školní vzdělávací program Gymnázium-živé jazyky AGYS čj.: ŠVP 1/1/2009
- BACHMAN, Lyle F. *Fundamental Considerations in Language Testing*. 2nd impression. Oxford: Oxford University Press, 1991. ISBN 0-19-437003-8
- BOWEN, Tim and MARKS, Jonathan: *Inside Teaching*. Oxford: Heinemann, 1994. ISBN 0 435 24088 9
- BROWN, H. Douglas *Principles of language learning and teaching*. Third Edition. London: Prentice Hall. 1994. ISBN 0-13-191966-0
- BROWN, J. D. *Elements of language curriculum: A systematic approach to program development*. Boston: Heinle & Heinle, 1995. In GRAVES, Kathleen. *Designing Language Courses, A guide for teachers*. Boston: Heinle & Heinle Publishers, 2000. ISBN 0-8384-7909-X
- BURGESS, Sally, and HEAD, Katie: *How to Teach for Exams*. 3rd impression. Harlow: Pearson Education Limited, 2007. ISBN 978-0-582-42967-3
- BYGATE, Martin. *Speaking*. Oxford: Oxford University Press, 1987. ISBN 0 19 4371344
- BYRNE, Donn. *Techniques for Classroom Interaction*. London: Longman Publishing, 1987. ISBN 0-582-74627-2
- CAMPBELL, D. T. and FISKE, D. W. *Convergent and discriminant validation by the multitrait-multimethod matrix*. Psychological Bulletin 1959 56:81 - 105. In BACHMAN, Lyle F. *Fundamental Considerations in Language Testing*. 2nd impression. Oxford: Oxford University Press, 1991. ISBN 0-19-437003-8
- CANALE, M., and SWAIN, M. *Theoretical bases of communicative approaches to second language teaching and testing*. Applied Linguistics 1 (1), 1980, 1 - 47. In RICHARDS, Jack. C., AND ROGERS, Theodore, S. *Approaches and methods in language teaching*. 2nd edition. New York: Cambridge University Press, c2001. ISBN 0-521-00843-3
- ČÁP, Jan, and MAREŠ, Jiří. *Psychologie pro učitele*. Vyd. 1. Praha: Portál, 2001. ISBN 80-7178-463-X
- CATTELL, R. B. *Validity and reliability: a proposed more basic set of concepts*. Journal of Educational Psychology 55:1 - 22. In BACHMAN, Lyle F. *Fundamental Considerations in Language Testing*. 2nd impression. Oxford: Oxford University Press, 1991. ISBN 0-19-437003-8
- CELCE-MURCIA, Marianne, HILLES Sharon *Techniques and resources in teaching grammar* New York, 1988 ISBN 0194341917.
- CENTRUM PRO ZJIŠŤOVÁNÍ VÝSLEDKŮ VZDĚLÁVÁNÍ: Katalog požadavků zkoušek společné části maturitní zkoušky platný od školního roku 2009/2010, Anglický jazyk, Základní úroveň

obtížnosti approved by Ministerstvo školství, mládeže a tělovýchovy, dated 11. 3. 2008, ref. no. 3232/2008-2/CERMAT

CENTRUM PRO ZJIŠŤOVÁNÍ VÝSLEDKŮ VZDĚLÁVÁNÍ: Katalog požadavků zkoušek společné části maturitní zkoušky platný od školního roku 2009/2010, Anglický jazyk, Vyšší úroveň obtížnosti, approved by Ministerstvo školství, mládeže a tělovýchovy, dated 11. 3. 2008, ref. no. 3233/2008-2/CERMAT

CLARKE, and SILBERSTEIN, *Toward a realization of psycholinguistic principles in the ESL reading class. Language Learning*, 27 (1), 48–65.1997, in RICHARDS, Jack C. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press. 2006. ISBN 13 978-0-521-92512-9

CHOMSKY, N. *Aspects of the Theory of Syntax*. Cambridge: MIT Press, 1965. In RICHARDS, Jack. C., and ROGERS, Theodore, S. *Approaches and methods in language teaching*. 2nd edition. New York: Cambridge University Press, c2001. ISBN 0-521-00843-3

COHEN, Andrew. D.: *Assessing Language Ability in the Classroom*. 2nd edition. Boston: Heinle & Heinle Publishers, 1994. ISBN: 0-8384-4262-5

COUNCIL FOR CULTURAL CO-OPERATION EDUCATION COMMITTEE, Modern Languages Division, Strasbourg: *Common European Framework of Reference for Languages: Learning, teaching, assessment*. Cambridge: Cambridge University Press, 2003. ISBN 0-521-00531-0

COUNCIL OF EUROPE: LANGUAGE POLICY DIVISION: Relating language examinations to the CEFR: Learning, Teaching and Assessment, A Manual [online], 2009 [cit 2012/06/01] dostupný z WWW: [http://www.coe.int/t/dg4/linguistic/manuel1\\_en.asp](http://www.coe.int/t/dg4/linguistic/manuel1_en.asp)

CRONBACH, L. J. *Essentials of Psychological Testing*. Fourth edicion. New York: Harper and Row, 1984. In BACHMAN, Lyle F. *Fundamental Considerations in Language Testing*. 2nd impression. Oxford: Oxford University Press, 1991. ISBN 0-19-437003-8

CRYSTAL, David.. *A dictionary of linguistics and phonetics*. 2nd. edition. New York: Basil Blackwell, 1985. ISBN 0140135316

CRYSTAL, D., and DAVY, D. *Advanced Conversational English*. Harlow: Longman, 1975. In THORNBURY, Scott, and SLADE, Diana: *Conversation: From Description to Pedagogy*. Cambridge: Cambridge University Press, 2006. ISBN: 0-521-81426-X

CUNNINGSWORTH, Alan. *Choosing Your Coursebook*. Oxford : Macmillian Publishers Limited, 1995. 1st edition. ISBN 0 435 240587

DUBIN, Fraida, and OLSHTAIN, Elite. *Course Design: Developing programs and materials for language learning*. New York: Cambridge University Press. 1986. ISBN 0-521-27642-X (pbk.)

ELLIS, Rod. *The study of second language acquisition*. Oxford: Oxford University Press, 1994, in THORNBURY, Scott, and SLADE, Diana: *Conversation: From Description to Pedagogy*. Cambridge: Cambridge University Press, 2006. ISBN: 0-521-81426-X

ERIKSON, E. H. *Osm věků člověka* Praha: Krajský pedagogický ústav, 1968 in ČÁP, J., MAREŠ, J. *Psychologie pro učitele*. Portál, 2001.

GAGNE, R., BRIGGS, L., WAGER, W. *Principles of Instructional Design*, Third Ed. New York: Holt, Reinhart and Winston: 1988. in *Creating Classroom Lesson Objectives That Are Smart*,

[online] [cit. 2012/03/03]. Dostupný z WWW: <http://suite101.com/article/creating-classroom-lesson-objectives-that-are-smart-a237581>

GRAVES, Kathleen. *Designing Language Courses, A guide for teachers*. Boston: Heinle & Heinle Publishers, 2000. ISBN 0-8384-7909-X

GRAVES, Kathleen. *Teachers as Course Developers*. Cambridge: Cambridge University Press. 1999. ISBN 0 521 49768 X

GRONLUND, N. E. *Measurement and Evaluation in Teaching*. 5th edition. New York: Macmillan. in BACHMAN, Lyle F. *Fundamental Considerations in Language Testing*. 2nd impression. Oxford: Oxford University Press, 1991. ISBN 0-19-437003-8

HALLIDAY, M. A. K.: *Language structure and language function*, 1970. In J. Lyons (ed.), *New Horizons in Linguistics*. Harmondsworth: Penguin, 140 - 465. In RICHARDS, Jack. C., ROGERS, Theodore, S. *Approaches and methods in language teaching*. 2nd edition. New York: Cambridge University Press, c2001. ISBN 0-521-00843-3

HALLIDAY, M.A.K *An Introduction to Functional Grammar*. 3rd ed. London : Hodder Education, 2004 ISBN 978-0-340-76167-0 (pbk.)

HARMER, Jeremy. *The Practice of English Language Teaching*. 3rd edition, sixth impression. Pearson Education Limited, 2004. ISBN 0 582 40385 5

HEATON, J. B. *Writing English Language Tests*. Harlow : Longman, 1990 ISBN 0-582-00237-0

HIEKE, A. E. *A content-processing view of hesitation phenomena. Language and Speech* 24, 2:147 - 60. In RICHARDS, Jack C. *The Language Teaching Matrix*. 7th printing Cambridge: Cambridge University Press, c1990, 1999. ISBN 13 978-0-521-384087

HODEL, Hans Peter *Training Teachers to use the European Language Portfolio - "CEFR: Activities, competences, levels"*, [online] [cit. 2012/06/13] dostupný z WWW: [http://archive.ecml.at/mtp2/Elp\\_tt/Results/DM.../03%20CEF%20text%20E.pdf](http://archive.ecml.at/mtp2/Elp_tt/Results/DM.../03%20CEF%20text%20E.pdf)

HUGHES, Arthur. *Testing for Language Teachers*. 2nd edition. Cambridge: Cambridge University Press, 2003. ISBN 0-521-48495-2

HUTCHINSON, T., and WATERS, A. *English for Specific Purposes: A learning-Centred Approach*. Cambridge: Cambridge University Press, 1987. In GRAVES, Kathleen. *Teachers as Course Developers*. Cambridge: Cambridge University Press. 1999. ISBN 0 521 49768 X

HYMES, Dell *On communicative competence*. 1972, In J. B. Pride and J. Holmes (eds), *Sociolinguistics*. Harmondsworth: Penguin. 269 - 293, in RICHARDS, Jack. C., ROGERS, Theodore, S. *Approaches and methods in language teaching*. 2nd edition. New York: Cambridge University Press, c2001. ISBN 0-521-00843-3

KASPER, G. (1997). *Can pragmatic competence be taught?* (NetWork #6) [HTML document]. Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center. [cit.2012/02/11]. Dostupný z WWW: <http://www.nflrc.hawaii.edu/NetWorks/NW06/>

KALHOUS, Z., OBST, O. et al. *Školní didaktika*. Praha: Portál, 2002. ISBN 80-7178-253-X

KOSÍKOVÁ, Věra. *Psychologie ve vzdělávání a její psychodidaktické aspekty*. Praha: Grada, 2011. ISBN 978-80-247-2433-1

- KRASHEN, Stephen *Principles and Practice in Second Language Acquisition*. London : Prentice-Hall, 1987. ISBN 0137100477.
- LADO, R. *Language testing*. New York: McGraw-Hill, 1964. In COHEN, Andrew. D.: *Assessing Language Ability in the Classroom*. 2nd edition. Boston: Heinle & Heinle Publishers, 1994. ISBN: 0-8384-4262-5
- LANGMEIER, J., KREJČÍŘOVÁ, D. *Vývojová psychologie*. Praha: Grada Publishing, 1998. ISBN 80-7169-195-X
- LARSEN-FREEMAN, Diane *Techniques and principles in language teaching* 2nd edition, Oxford: Oxford University Press, 2000 ISBN 0-19-435574-8
- LARSEN-FREEMAN, Diane *Teaching language: from grammar to grammaring* Boston : Thomson/Heinle, 2003 ISBN 0-8384-6675-3
- LIGHTBROWN, Patsy. M., and SPADA, Nina. *How Languages are Learned*. 3rd edition. Oxford: Oxford University Press, 2006 ISBN 978-0-19-442224-6
- LITTLEWOOD, William T. *Communicative Language Teaching – An Introduction*. Cambridge: Cambridge University Press, 1981. ISBN 0521281547
- LOW, G. *Appropriate design: the internal design of course units*. In R. K. Johnson (ed), *The Second Language Curriculum*. Cambridge: Cambridge University Press, 1989. In NUNAN, D. *Language Teaching Methodology*. New York: Prentice Hall International. 1991. ISBN 0-13-521469-6
- MOSIER, C. I. *A critical examination of the concepts of face validity*. Educational and Psychological Measurement, 1947 7:191 - 205. In BACHMAN, Lyle F. *Fundamental Considerations in Language Testing*. 2nd impression. Oxford: Oxford University Press, 1991. ISBN 0-19-437003-8
- NIPPOLD, Marilyn A. *Later language development : school-age children, adolescents, and young adults* 3rd edition, 2007 ISBN 141640211X [online] accessed 2012/06/20 available at <http://www.proedinc.com/Downloads/12104Ch01.pdf>
- NUNAN, D. *Communicative tasks and the language curriculum*. *TESOL Quarterly*, 1991 in BROWN, H. Douglas *Principles of language learning and teaching*. Third Edition. London: Prentice Hall. 1994. ISBN 0-13-191966-0
- NUNAN, D. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press. 1989. ISBN 0-521-37915-6
- NUNAN, D. *Syllabus Design*. Oxford : Oxford University Press, 1988 ISBN 0-19-437139-5
- NUNAN, D. *Language Teaching Methodology*. New York: Prentice Hall International. 1991. ISBN 0-13-521469-6
- RICHARDS, Jack C. *The Language Teaching Matrix*. 7th printing Cambridge: Cambridge University Press, c1990, 1999. ISBN 13 978-0-521-384087
- RICHARDS, Jack C. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press. 2006. ISBN 13 978-0-521-92512-9

- RICHARDS, Jack. C., ROGERS, Theodore, S. *Approaches and methods in language teaching*. 2nd edition. New York: Cambridge University Press, c2001. ISBN 0-521-00843-3
- RIVERS, Wilga. M. *Communicating Naturally in a Second Language*. Cambridge: Cambridge University Press., 1983. in NUNAN, D. *Language Teaching Methodology*. New York: Prentice Hall International. 1991. ISBN 0-13-521469-6
- RIVERS, W. TEMPERLEY, M. *A Practical Guide to the Teaching of English as a Second or Foreign Language*. New York: Oxford University Press, 1978. in Nunan p. 61
- SCRIVENER, James. *Learning teaching*. 2nd edition, Oxford : Macmillan education, 2005. ISBN 978-1-4050-1399-4
- SELIGER, H. *Implications of a multiple critical periods hypothesis for second language learning*, 1978. in ELLIS, Rod. *Understanding Second Language Acquisition*. Oxford: Oxford University Press, 1985 . ISBN 019437081X
- SNOW, C., M. HOEFNAGEL-HOHLE, M. *The critical period for language acquisition: Evidence from second language learning*. Child Development 49/4: 1114-28. In LIGHTBROWN, Patsy. M., SPADA, Nina. *How Languages are Learned*. 3rd edition. Oxford: Oxford University Press, 2006 ISBN 978-0-19-442224-6
- SPRAT, Mary, PULVERNESS, Alan, and WILLIAMS, Melanie *The Teaching Knowledge Test Course*. Cambridge: Cambridge University Press, 2005. ISBN 0-521-60992-5
- THORNBURY, Scott. *How to Teach Speaking*, 4th impression Harlow: Pearson Education, 2007 ISBN: 978-582-85359-1
- VAN EK, J. A. *The Threshold Level for Modern Language Learning in Schools*. London: Longman, 1977, in RICHARDS, Jack C. *The Language Teaching Matrix*. Cambridge: Cambridge University Press, 1999. ISBN 13 978-0-521-384087
- VAN EK, J. and ALEXANDER, L. *Threshold Level English*. Oxford: Pergamon, 1980, in RICHARDS, Jack C. *The Language Teaching Matrix*. Cambridge: Cambridge University Press, 1999. ISBN 13 978-0-521-384087
- VÝZKUMNÝ ÚSTAV PEDAGOGICKÝ V PRAZE: Framework Education Programme for Secondary General Education (Grammar Schools) FEP SGE, [online], cit. 2012/06/24 dostupné z [http://vupraha.cz/wp-content/uploads/2009/12/RVP\\_G-anj.pdf](http://vupraha.cz/wp-content/uploads/2009/12/RVP_G-anj.pdf)
- WEIR, Cyril J. *Communicative Language Testing*. New York: Prentice Hall, 1990. ISBN: 0-13-155284-8
- WIDDOWSON, Henry George. *Aspects of Language Teaching*. Oxford: Oxford University Press 1990. ISBN 019437128X
- WIDDOWSON, Henry George. *Aspects of Syllabus Design*. In M. Tickoo (ed). *Language Syllabuses: State of the Art*. Singapore: Regional Language Centre. In RICHARDS, Jack C. *Communicative Language Teaching Today*. Cambridge: Cambridge University Press. 2006. ISBN 13 978-0-521-92512-9
- WIDDOWSON, Henry George. *Teaching Language as Communication*. Oxford: Oxford University Press, 1978.

WILKINS, D. A. *Second Language Learning and Teaching*. London: Edward Arnold, 1974.  
In BYGATE, Martin. *Speaking*. Oxford: Oxford University Press, 1987. ISBN 0 19 4371344

YALDEN, Janice. *Principles of Course Design for Language Teaching*. Cambridge: Cambridge University Press, 1996. ISBN 0 - 521-31221-3

YALDEN, Janice. *Syllabus design in general education*, 1984 In BRUMFIT, C. J. (ed) *General English Syllabus Design*. Oxford: Pergamon 1984 in NUNAN, D. *Syllabus Design*. Oxford : Oxford University Press, 1988 ISBN 0-19-437139-5

## **12. Appendix**

### **List of appendices:**

Appendix 1: Descriptors of communicative competence components

Appendix 2: Final examination: Oral part assessment criteria

Appendix 3: Final examination: Oral part scoring sheet

Appendix 4: People and society: Teaching material

Appendix 5: Travel: Teaching material

Appendix 6: People and society: Speaking Test

Appendix 7: Travel: Speaking test

Appendix 8: List of image sources

## Appendix 1: Descriptors of communicative competence components

Table 1: Oral production: competence descriptors

| Aspect of speaking             | B1 level  | B2 level   |
|--------------------------------|---|--|
| <b>Overall oral production</b> | Can reasonably fluently sustain a straightforward description and presentations on a wide range of subjects related to his/her field of interest, presenting it as a linear sequence of points.   | Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail. Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. |
| <b>Spoken interaction</b>      | Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life, e.g. family, hobbies, work, travel and current events. | Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Can take an active part in discussion in familiar contexts, accounting for and sustaining my views.  |
| <b>Spoken production</b>       | Can connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions. Can briefly give reasons and explanations for opinions and plans. Can narrate a story or relate the plot of a book or film and describe my reactions.                     | Can present clear, detailed descriptions on a wide range of subjects related to my interest. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.  |

Table 2: Linguistic competence: competence descriptors

| Linguistic competence aspect    | Level B1  | Level B2  |
|---------------------------------|---|---|
| <b>General linguistic range</b> | Has a sufficient range of language to describe unpredictable situations, explain the main points in an idea or problem with reasonable precision and express thoughts on abstract or cultural topics such as music and films.<br>Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel, and current events, but lexical limitations cause repetition and even difficulty with formulation at times. | Can express him/herself clearly and without much sign of having to restrict what he/she wants to say.<br>Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. |
| <b>Vocabulary range</b>         | Has a sufficient vocabulary to express him/herself with some circumlocutions on most topics pertinent to his/her everyday life such as family, hobbies and interests, work, travel, and current events.   | Has a good range of vocabulary for matters connected to his/her field and most general topics. Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution.   |
| <b>Vocabulary control</b>       | Shows good control of elementary vocabulary but major errors still occur when expressing more complex thoughts or handling unfamiliar topics and situations.  | Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication.   |
| <b>Grammatical</b>              | Communicates with reasonable accuracy in familiar contexts; generally good control though with noticeable mother  | Good grammatical control; occasional 'slips' or non-systematic errors and minor flaws in sentence structure may   |

|                             |   |   |
|-----------------------------|---|---|
| <b>accuracy</b>             | tongue influence. Errors occur, but it is clear what he/she is trying to express. Uses reasonably accurately a repertoire of frequently used 'routines' and patterns associated with more predictable situations. | still occur, but they are rare and can often be corrected in retrospect. Shows a relatively high degree of grammatical control. Does not make mistakes which lead to misunderstanding.                          |
| <b>Phonological control</b> | Pronunciation is clearly intelligible even if a foreign accent is sometimes evident and occasional mispronunciations occur.   | Has acquired a clear, natural, pronunciation and intonation.  |
| <b>Orthographic control</b> | Can produce continuous writing which is generally intelligible throughout. Spelling, punctuation and layout are accurate enough to be followed most of the time.  | Can produce clearly intelligible continuous writing which follows standard layout and paragraphing conventions. Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. |

Table 3: Sociolinguistic competence: competence descriptors

| <b>Sociolinguistic competence aspect</b> | <b>Level B1</b>  | <b>Level B2</b>   |
|--|--|---|
| <b>Sociolinguistic appropriateness</b>   | <p>Can perform and respond to a wide range of language functions, using their most common exponents in a neutral register.</p> <p>Is aware of the salient politeness conventions and acts appropriately.</p> <p>Is aware of, and looks out for signs of, the most significant differences between the customs, usages, attitudes, values and beliefs prevalent in the community concerned and those of his or her own.</p> | <p>Can express him or herself confidently, clearly and politely in a formal or informal register, appropriate to the situation and person(s) concerned. Can with some effort keep up with and contribute to group discussions even when speech is fast and colloquial. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can express him or herself appropriately in situations and avoid crass errors of formulation.</p> |

Table 4: Pragmatic competence: competence descriptors

| <b>Pragmatic competence aspect</b> | <b>Level B1</b>   | <b>Level B2</b>  |
|------------------------------------|---|--|
| <b>Flexibility</b>                 | Can adapt his/her expression to deal with less routine, even difficult, situations. Can exploit a wide range of simple language flexibly to express much of what he/she wants.                                      | Can adjust what he/she says and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. Can adjust to the changes of direction, style and emphasis normally found in conversation. Can vary formulation of what he/she wants to say.  |
| <b>Turn-taking</b>                 | Can intervene in a discussion on a familiar topic, using a suitable phrase to get the floor. Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. | Can intervene appropriately in discussion, exploiting appropriate language to do so. Can initiate, maintain and end discourse appropriately with effective turntaking. Can initiate discourse, take his/her turn when appropriate and end conversation when he/she needs to, though he/she may not always do this elegantly. Can use stock phrases (e.g. 'That's a difficult question to answer') to gain time and keep the turn whilst formulating what to say. |
| <b>Thematic development</b>        | Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.   | Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.   |



|                                |   |   |
|--------------------------------|---|---|
| <b>Coherence and cohesion</b>  | Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.   | Can use a variety of linking words efficiently to mark clearly the relationships between ideas. Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some 'jumpiness' in a long contribution.  |
| <b>Spoken fluency</b>          | Can express him/herself with relative ease. Despite some problems with formulation resulting in pauses and 'cul-de-sacs', he/she is able to keep going effectively without help. Can keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. | Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he/she searches for patterns and expressions, there are few noticeably long pauses. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without imposing strain on either party. |
| <b>Propositional precision</b> | Can explain the main points in an idea or problem with reasonable precision. Can convey simple, straightforward information of immediate relevance, getting across which point he/she feels is most important. Can express the main point he/she wants to make comprehensibly.  | Can pass on detailed information reliably.  |

Table 5: Speaking strategies: competence descriptors

| <b>Strategy</b>              | <b>B1 level</b>   | <b>B2 level</b>  |
|------------------------------|---|--|
| <b>Planning</b>              | Can rehearse and try out new combinations and expressions, inviting feedback. Can work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.   | Can plan what is to be said and the means to say it, considering the effect on the recipient(s).   |
| <b>Compensating</b>          | Can define the features of something concrete for which he/she can't remember the word. Can convey meaning by qualifying a word meaning something similar (e. g. a truck for people = bus). Can use a simple word meaning something similar to the concept he/she wants to convey and invites "correction". Can foreignise a mother tongue word and ask for confirmation. | Can use circumlocution and paraphrase to cover gaps in vocabulary and structure.   |
| <b>Monitoring and repair</b> | Can correct mix-ups with tenses or expressions that lead to misunderstandings provided the interlocutor indicates there is a problem. Can ask for confirmation that a form used is correct. Can start again using a different tactic when communication breaks down.  | Can correct slips and errors if he/she becomes conscious of them or if they have led to misunderstandings. Can make a note of "favourite mistakes" and consciously monitor speech for it/them. |

Table 6: Communicative situations in speaking: competence descriptors

| <b>Communicative Situation</b> | <b>Level B1</b>   | <b>Level B2</b> |
|--------------------------------|---|-----------------|
|                                | Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest. Can |                 |

|  |   |   |
|--|---|---|
| <b>Sustained monologue: Describing experience</b>              | reasonably fluently relate a straightforward narrative or description as a linear sequence of points. Can give detailed accounts of experiences, describing feelings and reactions. Can relate details of unpredictable occurrences, e. g. an accident. Can relate the plot of a book or film and describe his/her reactions. Can describe dreams, hopes and ambitions. Can describe events, real or imagined. Can narrate a story.   | Can give clear, detailed descriptions on a wide range of subjects related to his/her field of interest.   |
| <b>Sustained monologue: Putting a case (e. g. in a debate)</b> | Can develop an argument well enough to be followed without difficulty most of the time. Can briefly give reasons and explanations for opinions, plans and actions.  | Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail. Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples. Can construct a chain of reasoned argument. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| <b>Public announcements</b>                                    | Can deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field which, despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.   | Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.   |
| <b>Addressing audiences</b>                                    | Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision. Can take follow up questions, but may have to ask for repetition if the speech was rapid.   | Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.  |
| <b>Understanding a native speaker interlocutor</b>             | Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases  | Can understand in detail what is said to him/her in the standard spoken language even in a noisy environment.   |
| <b>Conversation</b>  | Can enter unprepared into conversations on familiar topics. Can follow clearly articulated speech directed at him/her in everyday conversation, though will sometimes have to ask for repetition of particular words and phrases. Can maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to. Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference. | Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker. Can convey degrees of emotion and highlight the personal significance of events and experiences.                   |
| <b>Informal discussion (with friends)</b>                      | Can follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly. Can express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem. Can give brief comments on the views of others. Can compare and contrast  | Can keep up with an animated discussion between native speakers. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals   |

|  |  |   |
|--|--|---|
|  | <p>alternatives, discussing what to do, where to go, who or which to choose etc. Can generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.</p> <p>Can give or seek personal views and opinions in discussing topics of interest. Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise an event (e.g. an outing). Can express belief, opinion, agreement and disagreement politely.</p>   | <p>and making and responding to hypotheses.</p> <p>Can with some effort catch much of what is said around him/her in discussion, but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.</p> <p>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.</p>   |
| <b>Formal discussion (meetings)</b>  | <p>Can follow much of what is said that is related to his/her field, provided interlocutors avoid very idiomatic usage and articulate clearly.</p> <p>Can put over a point of view clearly, but has difficulty engaging in debate.</p> <p>Can take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.</p>  | <p>Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly. Can participate actively in routine and non routine formal discussion. Can follow the discussion on matters related to his/her field, understand in detail the points given prominence by the speaker. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</p> |
| <b>Goal-oriented co-operation (e.g. Repairing a car, discussing a document, organising an event)</b> | <p>Can follow what is said, though he/she may occasionally has to ask for repetition or clarification if the other people's talk is rapid or extended.</p> <p>Can explain why something is a problem, discuss what to do next, compare and contrast alternatives.</p> <p>Can give brief comments on the views of others. Can generally follow what is said and, when necessary, can repeat back part of what someone has said to confirm mutual understanding.</p> <p>Can make his/her opinions and reactions understood as regards possible solutions or the question of what to do next, giving brief reasons and explanations. Can invite others to give their views on how to proceed.</p> | <p>Can understand detailed instructions reliably.</p> <p>Can help along the progress of the work by inviting others to join in, say what they think etc.</p> <p>Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.</p>   |
| <b>Transactions to obtain goods and services</b>   | <p>Can deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.</p> <p>Can cope with less routine situations in shops, post office, bank, e.g. returning an unsatisfactory purchase. Can make a complaint. Can deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g., asking passenger where to get off for unfamiliar destination.</p>  | <p>Can cope linguistically to negotiate a solution to a dispute like an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.</p> <p>Can outline a case for compensation, using persuasive language to demand satisfaction and state clearly the limits to any concession he/she is prepared to make. Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession</p>  |
|  | <p>Can exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his field with some</p>  | <p>Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role. Can pass</p>   |

|   |   |   |
|---|---|---|
| <b>Information exchange</b>               | confidence. Can describe how to do something, giving detailed instructions. Can summarise and give his or her opinion about a short story, article, talk, discussion interview, or documentary and answer further questions of detail. Can find out and pass on straightforward factual information. Can ask for and follow detailed directions. Can obtain more detailed information.  | on detailed information reliably. Can give a clear, detailed description of how to carry out a procedure. Can synthesise and report information and arguments from a number of sources.   |
| <b>Interviewing and being interviewed</b> | Can provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision. Can carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended. Can take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction. Can use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions. | Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies. Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer. |

## Appendix 2: Final examination: Oral part scoring sheet

ID žáka: \_\_\_\_\_

Záznam o hodnocení ústní zkoušky z ..... jazyka

č. zadání

ZÁKLADNÍ ÚROVEŇ

| Část                      |                           | Body   |   |  |   |  | F za část | Poznámky  |  |
|---------------------------|---------------------------|--|---|--|---|--|-----------|---|--|
| 1.                        | I Zadání/obsah a projev   | 3  | 2 | 1  | 0 |  |           |   |  |
|                           | II Lexikální kompetence   | 3  | 2 | 1  | 0 |  |           |   |  |
|                           | III Gramatická kompetence | 3  | 2 | 1  | 0 |  |           |   |  |
| 2.                        | I Zadání/obsah a projev   | U1   | 3 | 2  | 1 | 0  |           |   |  |
|                           |                           | U2   | 3 | 2  | 1 | 0  |           |   |  |
|                           |                           | U3   | 3 | 2  | 1 | 0  |           |   |  |
|                           | II Lexikální kompetence   | 3  | 2 | 1  | 0 |  |           |   |  |
|                           | III Gramatická kompetence | 3  | 2 | 1  | 0 |  |           |   |  |
|                           |                           |  |   |  |   |  |           |   |  |
| 3.                        | I Zadání/obsah a projev   | U1   | 3 | 2  | 1 | 0  |           |   |  |
|                           |                           | U2   | 3 | 2  | 1 | 0  |           |   |  |
|                           | II Lexikální kompetence   | 3  | 2 | 1  | 0 |  |           |   |  |
| III Gramatická kompetence | 3                         | 2  | 1 | 0  |   |  |           |   |  |
|                           |                           |  |   |  |   |  |           |   |  |
| 4.                        | I Zadání/obsah a projev   | 3  | 2 | 1  | 0 |  |           |   |  |
|                           | II Lexikální kompetence   | 3  | 2 | 1  | 0 |  |           |   |  |
|                           | III Gramatická kompetence | 3  | 2 | 1  | 0 |  |           |   |  |
| 1.-4.                     | IV Fonologická kompetence | 3  | 2 | 1  | 0 |  |           |   |  |
| <b>Body celkem</b>        |                           |  |   |  |   |  |           |   |  |
|                           |                           | I. Zadání/obsah/projev/znalost:  |   | II. Lexikální komp. + specifická SZ:   |   | III. Gramatická komp. + PTN:   |           | IV. Fonologická komp.:  |  |
|                           |                           | <ul style="list-style-type: none"> <li>• srozumitelnost/přesnost</li> <li>• účinnost</li> <li>• míra podrobnosti/rozsah</li> <li>• koherence</li> <li>• komunikační strategie</li> <li>• asistence zkoušejícího</li> </ul> |   | <ul style="list-style-type: none"> <li>• rozsah</li> <li>• přesnost</li> </ul> |   | <ul style="list-style-type: none"> <li>• rozsah</li> <li>• přesnost</li> </ul> |           | <ul style="list-style-type: none"> <li>• plynulost</li> <li>• výslovnost</li> <li>• intonace</li> </ul> |  |

Hodnotitel-zkoušející: \_\_\_\_\_

Hodnotitel-přiseďící: \_\_\_\_\_

Předseda maturitní komise: \_\_\_\_\_

Datum: \_\_\_\_\_

## Appendix 3: Final examination: Oral part assessment criteria

### Kritéria hodnocení – ústní zkouška (C1Z/C1V)

| I – Zadání/ Obsah a projev  | II – Lexikální kompetence   | III – Gramatická kompetence a prostředky textové návaznosti (PTN) <sup>1</sup>   | IV – Fonologická kompetence   |
|---|---|--|---|
| <ul style="list-style-type: none"> <li>▪ Sdělení odpovídá zadání, je účelné, jasné a v odpovídající míře podrobné.<sup>2</sup></li> <li>▪ Sdělení je souvislé s lineárním sledem myšlenek/logický uspořádané (koherentní).</li> <li>▪ Komunikativní strategie jsou používány vhodně.</li> <li>▪ Pomoc/asistence zkoušejícího není nutná.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ (Specifická)<sup>3</sup> slovní zásoba je široká.</li> <li>▪ (Specifická)<sup>3</sup> slovní zásoba je použita správně<sup>4</sup> a chyby nepřesňují/nebrání porozumění.</li> </ul>                                       | <ul style="list-style-type: none"> <li>▪ Rozsah mluvnických prostředků včetně PTN je široký.</li> <li>▪ Mluvnické prostředky včetně PTN jsou použity správně<sup>4</sup> a chyby nepřesňují/nebrání porozumění.</li> </ul>                                       | <ul style="list-style-type: none"> <li>▪ Projev je natolik plynulý, že příjemce nemusí vynakládat úsilí, je-li sledovat či mu porozumět.<sup>5</sup></li> <li>▪ Výslovnost je správná.<sup>4</sup></li> <li>▪ Intonace je přirozená a efektivní.<sup>7</sup></li> </ul>                                   |
| <ul style="list-style-type: none"> <li>▪ Sdělení (většinou) odpovídá zadání, je většinou účelné, jasné a v odpovídající míře podrobné.<sup>2</sup></li> <li>▪ Sdělení je většinou souvislé s lineárním sledem myšlenek/logický uspořádané (koherentní).</li> <li>▪ Komunikativní strategie jsou většinou používány vhodně.</li> <li>▪ Pomoc/asistence zkoušejícího je omezeně nutná.</li> </ul>                                 | <ul style="list-style-type: none"> <li>▪ (Specifická)<sup>3</sup> slovní zásoba je většinou použita správně a/nebo chyby omezeně nepřesňují/nebrání porozumění.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Rozsah mluvnických prostředků včetně PTN je většinou široký.</li> <li>▪ Mluvnické prostředky včetně PTN jsou většinou použity správně a/nebo chyby omezeně nepřesňují/nebrání porozumění.</li> </ul>                    | <ul style="list-style-type: none"> <li>▪ Projev je natolik plynulý, že příjemce musí ve větší míře vynakládat úsilí, je-li sledovat či mu porozumět.<sup>5</sup></li> <li>▪ Výslovnost je většinou správná.</li> <li>▪ Intonace je většinou přirozená a efektivní.<sup>7</sup></li> </ul>                 |
| <ul style="list-style-type: none"> <li>▪ Sdělení ve větší míře neodpovídá zadání, není ve větší míře účelné, jasné a v odpovídající míře podrobné.<sup>2</sup></li> <li>▪ Sdělení není ve větší míře souvislé s lineárním sledem myšlenek/logický uspořádané (koherentní).</li> <li>▪ Komunikativní strategie nejsou ve větší míře používány vhodně.</li> <li>▪ Pomoc/asistence zkoušejícího je ve větší míře nutná.</li> </ul> | <ul style="list-style-type: none"> <li>▪ (Specifická)<sup>3</sup> slovní zásoba je ve větší míře omezená.</li> <li>▪ (Specifická)<sup>3</sup> slovní zásoba není ve větší míře použita správně a/nebo chyby ve větší míře nepřesňují/nebrání porozumění.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Rozsah mluvnických prostředků včetně PTN je ve větší míře omezený.</li> <li>▪ Mluvnické prostředky včetně PTN nejsou ve větší míře použity správně a/nebo chyby ve větší míře nepřesňují/nebrání porozumění.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Projev je natolik nesouvislý, že příjemce musí ve větší míře vynakládat úsilí, je-li sledovat či mu porozumět.<sup>5</sup></li> <li>▪ Výslovnost je ve větší míře nesprávná.</li> <li>▪ Intonace je v omezené míře přirozená a efektivní.<sup>7</sup></li> </ul> |
| <ul style="list-style-type: none"> <li>▪ Sdělení ani za neustálé pomoci/asistence zkoušejícího nespĺňuje požadavky zadání.<sup>2</sup></li> </ul>   | <ul style="list-style-type: none"> <li>▪ (Specifická)<sup>3</sup> slovní zásoba je v nedostatečném rozsahu/není použita správně/chyby <del>zpřesňují</del>/brání porozumění sdělení.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Mluvnické prostředky včetně PTN jsou v nedostatečném rozsahu/nejsou použity správně/chyby <del>zpřesňují</del>/brání porozumění sdělení/nejsou na požadované úrovni obtížnosti.</li> </ul>                              | <ul style="list-style-type: none"> <li>▪ Projev je natolik nesouvislý, že je příjemce nemůže sledovat či mu porozumět.<sup>5</sup></li> <li>▪ Výslovnost brání porozumění sdělení.</li> <li>▪ Intonace je nepřirozená.</li> </ul>   |

▪ Pro nedostatek jazyka nelze hodnotit.

<sup>1</sup> Posuzování rozsahu, správnosti a vhodnosti PTN je závislé na zadání a typu projevu.  
<sup>2</sup> Deskriptor zahrnuje požadavky na správnost a rozsah specifických znalostí ověřovaných ve 3. části ústní zkoušky.  
<sup>3</sup> Specifická slovní zásoba je posuzována pouze ve 3. části ústní zkoušky.  
<sup>4</sup> Zák se může dopustit omezených (lokálních) chyb.  
<sup>5</sup> Zák se může na dané úrovni obtížnosti dopustit omezených (lokálních) chyb.  
<sup>6</sup> Deskriptor zahrnuje posuzování samostatného ústního projevu záva 1 delších úseků promluvy v rámci interakce (s ohledem na požadavky zadání).  
<sup>7</sup> Efektivní ve smyslu použití intonačních schémát k zvýšení srozumitelnosti a přirozenosti komunikace.

<sup>8</sup> Části textu na sledem pozadí se vztahují pouze k větší úrovni obtížnosti

**Appendix 4: People and society: Teaching material**  
**PEOPLE AND SOCIETY– SPEAKING PRACTICE**



**After completing this unit, you will be able to:**

- put your family (nuclear and extended), family tree, family photographs
- give your experience of the roles of family as such and the individual members
- express opinion on the current trends and issues in family relationships and the importance of friendship, express agreement and disagreement, concede a point or argument, reach a compromise
- describe friends and relatives: appearance and character
- describe desirable and undesirable qualities of friends and partners
- open and close a conversation
- make polite conversation, be aware of common and taboo topics
- describe acceptable behaviour in your country, in comparison with that in English-speaking countries
- deal with meeting people for the first time: getting someone's attention, addressing somebody, greeting, making and responding to introductions
- ask for and give personal information
- express empathy, sympathy, condolences, wish good luck, congratulate, propose a toast, express thanks
- praise someone, pay a compliment
- give and accept an apology, warning, an offer
- ask for, give, respond to advice
- give, accept and decline an invitation
- seek, grant or deny permission
- ask for, respond to, agree to or reject recommendations and suggestions with reason/alternative
- state and ask about intentions, make and agree plans and arrangements
- indicate lack of understanding, check information and confirm
- ask for help in finding words or phrases, ask for and give the spelling and meaning of words
- express disappointment, surprise
- interrupt politely, encourage another speaker to continue, indicate a wish to continue or finish speaking, sum up

When you have gone through all the exercises, tick the tasks and situations above that you are confident you can deal with. You are welcome to use the dictionary for any unknown vocabulary and its pronunciation.



## Activity 1: FAMILY and FRIENDS: Vocabulary

**Part A)** How many words and collocations linked with friends, family and relationships can you name? Work on your own or in pairs.

**Part B)** Match the phrase with a definition. You can work in pairs if you like.

|                           |   |
|---------------------------|---|
| maternity leave           | tolerate  |
| paternity leave           | have a (good) relationship with sb              |
| black sheep of the family | separate  |
| blue-eyed boy             | have a romantic relationship with sb            |
| fall out                  | the preferred child/person                      |
| go out with sb            | the outcast, the bad person in the family       |
| get on (well) with sb     | dislike   |
| split up/break up         | time off work for a mother to have a baby       |
| hit it off                | a baby born early, before the due date          |
| put up with st            | time off work for a father to look after a baby |
| can't stand               | argue   |
| premature baby            | start a good relationship                       |

### **Part C) Useful language focus: RELATIVE CLAUSES**

Look at the following sentences and then complete the rules below:

- |  |   |
|--|---|
| ▶ School is the thing <b>that</b> bothers me the most.                 | ▶ School is the thing <b>which</b> bothers me the most.   |
| ▶ A school mate is somebody <b>who</b> attends the same school as you. | ▶ Home is a place <b>where</b> you feel happy.            |
| ▶ A flat mate is a person <b>that</b> you share a flat with.           | ▶ A flat mate is a person you share a flat with.          |
| ▶ Childhood is the time <b>when</b> you shouldn't have any worries.    | ▶ That's the neighbour <b>whose</b> son I've been dating. |

- We use **that/which/who** when talking about people and **that/which/who** when talking about things.
- We use **that/whose when** talking about possessions (= what someone has).
- We use **that/where** when talking about places and **that/when** for time.
- We can leave out which or who or that when it describes an **object/subject** in the clause.

**Part D)** Work in pairs. Cut up the cards with the words and phrases linked with friends and family, make sure each of you have the same number of them. Don't show each other and take turns to explain the meaning while your partner guesses. Don't use the same words as in the card!

TIP: Try to use the relative clauses from Part 2.

Alternatively, you can work in small groups and have a competition! If you are not sure about the meaning of a word, look it up in the dictionary!

When you have finished, go over the correct pronunciation with your teacher.

|                     |                            |                                  |                       |                    |                             |                               |
|---------------------|----------------------------|----------------------------------|-----------------------|--------------------|-----------------------------|-------------------------------|
| <b>acquaintance</b> | <b>registry office</b>     | <b>triplets</b>                  | <b>trusted friend</b> | <b>school mate</b> | <b>marriage</b>             | <b>step family</b>            |
| <b>flatmate</b>     | <b>old flame</b>           | <b>split up</b>                  | <b>go out</b>         | <b>propose</b>     | <b>pregnancy</b>            | <b>single-parent family</b>   |
| <b>be engaged</b>   | <b>fair-weather friend</b> | <b>black sheep of the family</b> | <b>fall out</b>       | <b>hit it off</b>  | <b>dysfunctional family</b> | <b>registered partnership</b> |

|                                  |                    |                      |                       |                              |
|----------------------------------|--------------------|----------------------|-----------------------|------------------------------|
| <b>black sheep of the family</b> | <b>separated</b>   | <b>fiancé</b>        | <b>partner</b>        | <b>divorced</b>              |
| <b>nephew</b>                    | <b>old flame</b>   | <b>grandchildren</b> | <b>niece</b>          | <b>newborn</b>               |
| <b>grandparents</b>              | <b>ex-husband</b>  | <b>godparents</b>    | <b>spouse</b>         | <b>childhood sweethearts</b> |
| <b>stepson</b>                   | <b>get on with</b> | <b>daughter</b>      | <b>parents-in-law</b> | <b>extended family</b>       |
| <b>foster parents</b>            | <b>wife-to-be</b>  | <b>son-in-law</b>    | <b>nuclear family</b> | <b>expectant mother</b>      |
| <b>an orphan</b>                 | <b>toddler</b>     | <b>teenager</b>      | <b>adolescence</b>    | <b>an only child</b>         |
| <b>babybox</b>                   | <b>twins</b>       | <b>can't stand</b>   | <b>premature baby</b> | <b>maternity leave</b>       |





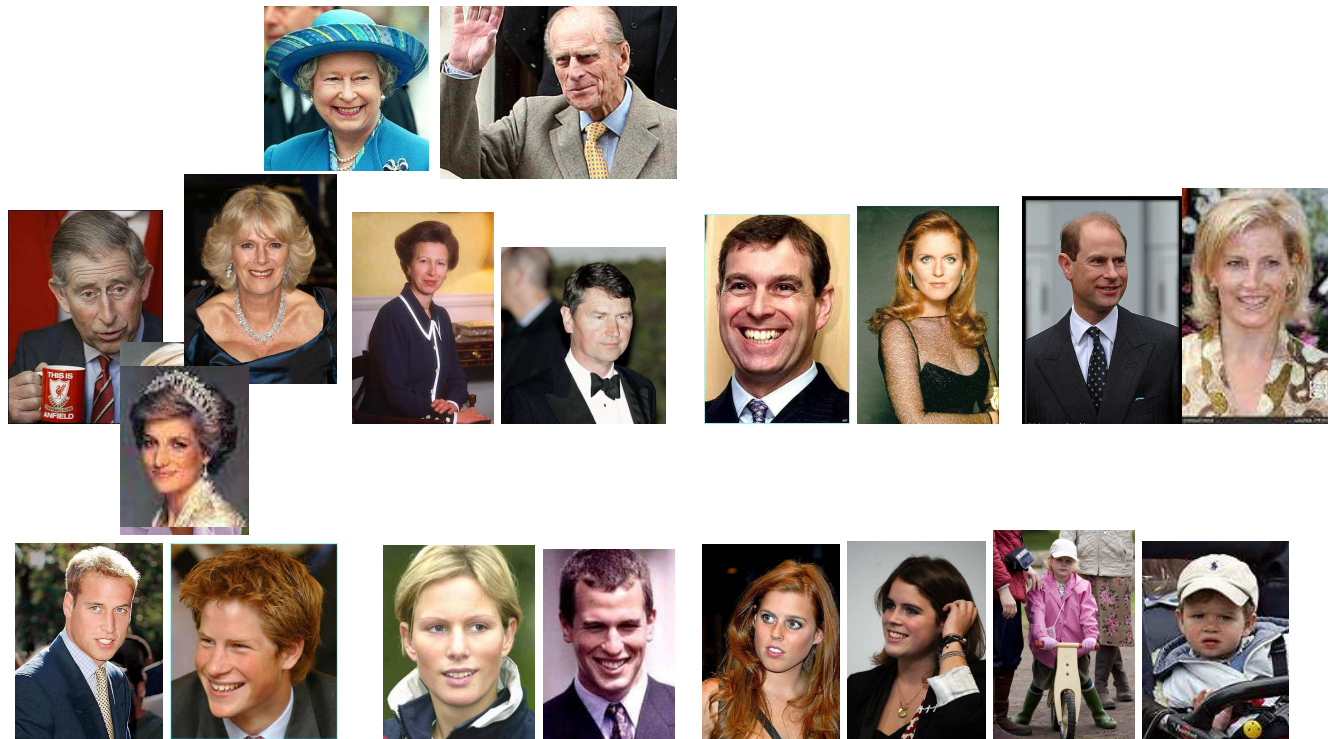


## Activity 2: MY FAMILY

**Part A)** Look at the picture of this young couple. Who are they? What else do you know about them? You can look up some information about them and their family.

**Part B)** Look at William's family tree. Can you match the photographs to the family members and their names? Briefly talk about them.

The Queen: **Elisabeth II.** , The Duke of Edinburgh: **Prince Phillip**, The Prince of Wales: **Charles**, The Duchess of Cornwall: **Camilla**, Prince **Henry** of Wales (The Prince of Wales's younger son), The Duke of York (The Queen's second son): **Andrew**, Princess **Beatrice** of York (The Duke of York's elder daughter), Princess **Eugenie** of York (The Duke of York's younger daughter), The Earl of Wessex: **Edward** (The Queen's third son), Countess of Wessex: **Sophie**, Viscount Severn (The Earl of Wessex's son): **James**, Lady **Louise** Windsor (The Earl of Wessex's daughter), The Princess Royal (The Queen's daughter): **Anne**, Timothy Laurence ( Anne's second husband), **Sarah Ferguson** (Prince Andrew's wife), **Zara Phillips** (Princess Anne's daughter), Peter Phillips (Anne's son)



### **Part C:**

- Do you think Will and Kate will be happy together? In your opinion, why did Diana's and Charles's relationship fail? What are some advantages and disadvantages of celebrity relationships?
- The British still keep their monarchy, although they have to pay higher taxes because of them. In your opinion, why is that? Do you think the monarchy should be abolished?
- Imagine you are Prince William, showing his new wife Kate his family photographs below. How would you comment on the photos?



**Part D)** Work in pairs. Each of you prepare your family tree, include the nuclear and extended family if possible. Take turns to describe it. You can also use some photos, both older and more recent. Describe the family relationships of the people, how you feel about them, how they have changed in the years.

**Part E)** Discuss these quotations. Do you agree with them? Why/Why not?

- ▶ ***Man is the head of the family, woman the neck that turns the head.*** Chinese proverb
- ▶ ***Family: A social unit where the father is concerned with parking space, the children with outer space, and the mother with closet space.*** (Evan Esar)
- ▶ ***God couldn't be everywhere, so he created mothers.*** Jewish proverb
- ▶ ***One of life's greatest mysteries is how the boy who wasn't good enough to marry your daughter can be the father of the smartest grandchild in the world.*** Jewish proverb
- ▶ ***In a broken nest there are few whole eggs.*** Chinese proverb
- ▶ ***Unexpected and unwanted pregnancies x people not being able to conceive.*** Discuss.
- ▶ ***Home is a place not only of strong affections, but of entire unreserved; it is life's undress rehearsal, its backroom, its dressing room, from which we go forth to more careful and guarded intercourse, leaving behind...cast-off and everyday clothing.*** (Harriet Beecher Stowe)

### Activity 3: CURRENT TRENDS IN FAMILIES

#### **Useful language focus:** Expressing opinions:

**Part A)** Watch the video [http://fora.tv/2009/10/20/Gay\\_Marriage\\_A\\_Debate](http://fora.tv/2009/10/20/Gay_Marriage_A_Debate)– it is a TV discussion. Which topic are they discussing?

**Part B)** Look at some extracts from the discussion you have watched. Concentrate on the expressions **in bold**. What function do they have?

Expressing an opinion   Expressing agreement   Expressing disagreement   Clarifying   Asking for sb's opinion/clarification

**What you just describe is** exactly the position that our president and recent Nobel Prize winner Barack Obama **believes**. **He does not believe in** same sex marriage, **but he thinks that** gay and lesbian people **should** have protection and benefits. **So what you're saying is actually** he taunts gays and lesbians by saying you can have these things but we're not gonna call it what we call it. **Let me just say this**, ..... **I have to say this** ..... I went to Moscow with B. Obama and **I'm convinced that** ..... **but I'm also convinced that** he knows deep in his heart that it's a non-starter. **but whether or not I agree with this, it's what I think**. ..... **I believe that** from the moment he was elected supported gay rights **but I feel** ..... he didn't do anything else. **In fact**, he actually ..... **So what you're just saying is that** people like Lennon and I go out there and say that marriage is a man and woman..... we deeply believe  
**What I'm saying is first of all** none of us have ever accused you ..... **But I do believe** .... **I'll be very honest with you, I don't agree with this** .... **I honestly believe that** time will show and people will help us to indicate the change. Eventually these politicians who oppose same sex marriage will come around, because the public will come around.

**Part C)** Add these expressions under the correct headings in Part B and write them in your exercise book. You can discuss them in pairs.

**In my opinion**, ..... **Obviously**, ..../**Clearly**, .... **It's ideal for people who** .... **Don't you think** .....? **I definitely think that** ....  
**It's wrong to** .....**I'd have thought**.... **I doubt (that)** .... **Would you rather** ..... or .....? **To my mind**, ..... **I reckon (that)** .....  
**Do you think we should** .....? **Actually**,.... **Without doubt**, ..../**Undoubtedly**, .... **I believe** ..... **Do you believe**.....?  
**In fact**, .... **By this I mean**.... **I guess (that)** ..... **Would you (ever) consider** .....? **Are you for or against** .....?  
**I (don't) suppose** .... **What do you think of** .....? **In my view**, .... **In my reckoning**, .... **Do you think (that)** .....? **Surely**, ....  
**I strongly believe (that)** ..... **Well, if you ask me** ... **That is to say** ..... **As far as I'm concerned**, .... **Well, there's no doubt that** ....

**?** **What do you think?** Have a discussion with your partner about the following statements. Take turns to ask for your partner's opinion and express your agreement or disagreement, supported by arguments. If necessary, ask to clarify their opinion. TIP: Try to experiment with the expressions.

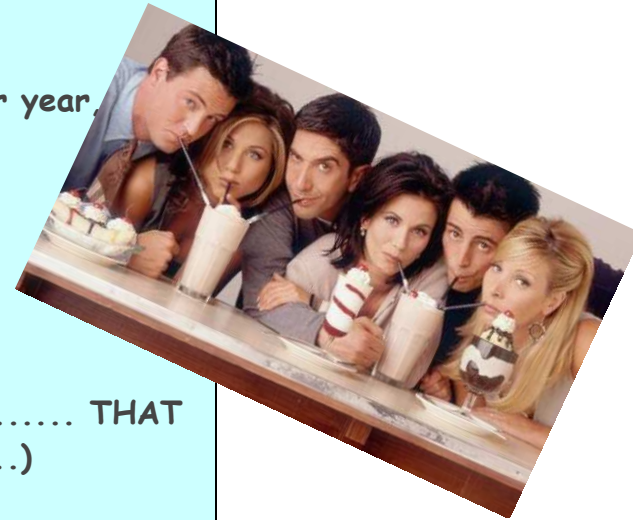
**Your friend should always tell you the truth.**  
**My ideal friend should not look as good as me.**  
**We must share the same hobbies with our partners.**  
**DNA testing is beneficial for families.**  
**Every person has a right to have children.**  
**The ideal age to have children**

**Same-sex couples should be allowed to adopt children.**  
**Single-parent families harm children.**  
**Couples should try living together before getting married.**  
**Babyboxes are not a good invention.**  
**Mothers should not have careers.**  
**Many young adults still carry on living with their parents.**

#### **Activity 4: FRIENDS**

**Part A)** Do you know this series about a group of good friends? Listen to the theme song at [www.youtube.com/watch?v=GFsK1EcAeI](http://www.youtube.com/watch?v=GFsK1EcAeI) and complete the lyrics. Check that you know the meaning of the phrases you have filled in.

So no one told you life ..... be this way  
Your job's a joke, you're ....., your love life's DOA  
It's like you're always stuck in .....  
When it hasn't been your day, your week, your month, or even your year.  
CHORUS I'll be there for you (When the rain starts to .....)  
I'll be there for you (Like I've been there before)  
I'll be there for you ('Cause you're there for me too)  
You're still in bed at ten and work began at eight  
You've burned your breakfast so far things are.....  
Your mother ..... you there'd be days like these  
But she didn't tell you when the world has brought you ..... THAT  
CHORUS I'll be there for you (When the rain starts to .....)  
I'll be there for you (Like I've been there before)  
I'll be there for you ('Cause you're there for me too)  
No one could ever know me no one could ever see me  
SINCE you're the only one who knows ..... to be me  
Someone to ..... the day with, make it through all the rest with  
Someone I'll always ..... with  
Even at my worst, I'm best with you, Yeah!  
It's like you're always stuck in second gear  
When it hasn't been your day, your week, your month, or even your year  
CHORUS



**Part B)** How important are friends to you? Do you have many friends?  
In small groups or in pairs, discuss the quotations below.

- **"Anybody can sympathise with the sufferings of a friend, but it requires a very fine nature to sympathise with a friend's success."** Oscar Wilde
- **"A friend in need is a friend indeed."** Latin Proverb
- **"Lots of people want to ride with you in the limo, but what you want is someone who will take the bus with you when the limo breaks down."** Oprah Winfrey
- **"True happiness consists not in the multitude of friends, but in their worth and choice."** Samuel Johnson
- **"Fate chooses your relations, you choose your friends."** Jacques Delille (1738 - 1813) French poet

**Part C)** What qualities should your ideal best friend have?

► In pairs, check the meaning of the personal qualities below. Try to explain in English what they mean. Your teacher will help you with pronunciation.

**independent – mean – generous – practical - adventurous – arrogant – violent - talented – sensible – sensitive – brave – determined – stubborn – ambitious - reliable – organised – rude – hard-working – well-behaved – moody – helpful – selfish – loud – intelligent – bad-tempered – offensive – spoilt – loyal – enthusiastic about something**

► Rank the qualities above in the order of importance, as far as friends are concerned: 1 – the most important 5 – the least important, 0 – definitely not. Discuss in pairs and justify your choice.

► Try to describe your best friend: appearance and his/her personal qualities. Which activities do you usually do together?

**Part D)** Look at the pictures of some famous TV friends. Do you recognize them? Can you come up with some other famous friend partnerships?



## Activity 5: RELATIONSHIPS



"Okay sir, I've fed your personal profile into the computer, and your ideal partner should look something like..."



"Darling, we were made for each other."

**Part A)** What qualities should your ideal partner have? What appearance and character? What are your priorities? Justify your choice. Rank the following according to your preference. 1: the most important, 5 – the least important, 0 – definitely not. Compare with a partner and discuss.

good looking – rich – share the same hobbies – be able to cook – respect your privacy – jealous – non-smoker – the same faith – the same opinions about family life – dominant - independent – mean – generous – practical - adventurous – arrogant – violent - talented – sensible – sensitive – brave – determined – stubborn – ambitious - reliable – organised – rude – hard-working – well-behaved – moody – helpful – selfish – loud – intelligent – bad-tempered – offensive – spoilt – loyal – enthusiastic about something

How many of these adjectives can you remember? Play a game. The first student says: I want my partner to be talented. The second student continues: I want my partner to be talented and good-looking. The third student repeats and adds another one, and you continue in the same way while people remember.

**Part B)** Do you believe in dating agencies? Why/Why not?

Where is the ideal place to find your partner? Discuss in small groups or in pairs.

In your opinion, why do some people have problems finding a partner? Imagine your friend has this problem.

What advice would you give them?

## Activity 6: MY COUNTRY'S ETIQUETTE

**Part A)** What is etiquette and good manners? Discuss. Then watch the video at <http://youtu.be/TrPm3JTzQ5s> (Everyday courtesy). Did you have the same idea?

**Part B)** You and your friend have been invited to a small party with some English people and want to behave correctly. You have found this article at a website [www.woodlands-junior.kent.sch.uk/customs/behaviour.html](http://www.woodlands-junior.kent.sch.uk/customs/behaviour.html). Work in pairs. Read the article - both of you have the same article, but with different gaps. First, create the questions to ask about the information in the gaps. When both of you have your questions, Student A starts reading and when you get to the gap, ask the question. Student B will answer and continue reading until their gap or the end of the sentence. Carry on until you have read the whole article and completed all the gaps.

### STUDENT A

English people are 1) ..... when greeting one another. A greeting can be a bright 'Hello' 'Hi' or 'Good morning', when you arrive at work or at school. 2) ..... is the most common form of greeting among the English and British people and is customary when you are introduced to somebody new. It is only when you meet friends whom you haven't seen for a long time that you would kiss the cheek of the opposite sex. In Britain 3) ..... is generally enough.

The usual **FORMAL GREETING** is a 'How do you do?' and a firm handshake, but with a lighter touch between men and women. 'How do you do?' is a greeting not a question and the correct response is 4) ..... ' You say this when shaking hands with someone. The first person says "How do you do?" The second person says " 5) .....?"

'How are you?' is a question and the most common and polite response is "I'm fine, thank you. And you?"

When meeting new people, we can say: "6) ..... " And they answer: "Nice to meet you too". (Often said whilst shaking hands)

Some other alternatives are: 7) ..... Or you can say: "Pleased to meet you – Pleased to meet you too". The last alternative is: 8).....".

We say "Good Morning" before midday, 9)....." between 12 and 6 o'clock and "Good Evening" after 6 o'clock. For **INFORMAL GREETINGS** we say: 10) "..... or "Morning / Afternoon/ Evening" (We drop the word 'Good' in informal situations).

- 1) What ..... like when .....?
- 2) .....?
- 3) How many kisses.....?
- 4) What .....?
- 5) .....?
- 6) ..... when meeting people for the first time?
- 7) .....?
- 8) .....the last alternative phrase for the first meeting?
- 9) .....o'clock?
- 10) ..... for informal greetings?

**STUDENT B**

English people are quite reserved when greeting one another. A greeting can be a bright 1) .. '.....' ..... or '.....', when you arrive at work or at school. A handshake is the most common form of greeting among the English and British people and is customary when you are introduced to somebody new. It is only when 2) ....., that you would kiss the cheek of the opposite sex. In Britain one kiss is generally enough. The usual **FORMAL GREETING** is a 3) '.....?' and a firm handshake, but with a lighter touch between men and women. 'How do you do?' is a greeting, not a question and the correct response is to repeat 'How do you do?' You say this when 4) ..... The first person says 5) ".....?" The second person says " How do you do?" 'How are you?' is a question and the most common and polite response is "6) .....?" When meeting new people, we can say: "Nice to meet you". And they answer: 7) .....". (Often said whilst shaking hands). Some other alternatives are: "Delighted to meet you– Delighted to meet you too." Or you can say :8 ) " .....". Glad to meet you - Glad to meet you too. We say 9)"....." before midday, "Good Afternoon" between 12 and 6 o'clock, and "10) .....after 6 o'clock. For **INFORMAL GREETINGS** we say : "Hi or hello" or "Morning / Afternoon / Evening " (We drop the word 'Good' in informal situations).

- 1) What .....
- 2) When .....
- 3) .....
- 4) .....
- 5) What .....
- 6) .....
- 7) What ..... answer when meeting new people?
- 8) What else .....when meeting people for the first time?
- 9) .....
- 10) .....



**Part C:** Read the two paragraphs below individually, then take turns to ask and answer the questions.

- ▶ Do the British think it is important to be on time?
- ▶ If you have a formal appointment, when should you be there? What about turning up at a party? And if you have arranged to visit a football match?
- ▶ What does "sharp" mean in terms of time?
- ▶ Can you come and visit someone without letting them know first?
- ▶ What does RSVP mean?
- ▶ Do you have to bring a present when you're coming to have dinner with someone? When it is finished, what is advisable?
- ▶ Do I have to wear formal clothes when visiting someone? What sort of clothes is recommended when going to the theatre?

### ***TIME***

British people place considerable value on punctuality. If you agree to meet friends at three o'clock, you can bet that they'll be there just after three. Since Britons are so time conscious, the pace of life may seem very rushed. In Britain, people make great effort to arrive on time. It is often considered impolite to arrive even a few minutes late. If you are unable to keep an appointment, it is expected that you call the person you are meeting. Some general tips follow.

You should arrive:

- \* At the exact time specified – for dinner, lunch, or appointments with professors, doctors, and other professionals.
- \* Any time during the hours specified for teas, receptions, and cocktail parties.
- \* A few minutes early: for public meetings, plays, concerts, movies, sporting events, classes, church services, and weddings.

If you are invited to someone's house for dinner at half past seven, they will expect you to be there on the dot. An invitation might state "7.30 for 8", in which case you should arrive no later than 7.50. However, if an invitation says "sharp", you must arrive in plenty of time.

### ***INVITATIONS***

"Drop in anytime" and "come see me soon" are idioms often used in social settings but seldom meant to be taken literally. It is wise to telephone before visiting someone at home. If you receive a written invitation to an event that says "RSVP", you should respond to let the person who sent the invitation know whether or not you plan to attend.

Never accept an invitation unless you really plan to go. You may refuse by saying, "Thank you for inviting me, but I will not be able to come." If, after accepting, you are unable to attend, be sure to tell those expecting you as far in advance as possible that you will not be there.

Although it is not necessarily expected that you give a gift to your host, it is considered polite to do so, especially if you have been invited for a meal. Flowers, chocolate, or a small gift are all appropriate. A thank-you note or telephone call after the visit is also considered polite and is an appropriate means to express your appreciation for the invitation.

Dress Everyday dress is appropriate for most visits to peoples' homes. You may want to dress more formally when attending a holiday dinner or cultural event, such as a concert or theatre performance.

Did you know these etiquette tips? Do they also apply to your country?

**Part D)** Your English-speaking friend is coming over to your country and needs some basic advice about how to behave. In pairs or small groups, discuss the main rules about meeting people for the first time and being polite. Use the pictures as a clue.



**Part E)** Is it acceptable to talk about everything? Look at the points below and discuss if they are acceptable or taboo topics in your country. Does it perhaps depend on the relationship with the person?

- |          |                          |             |      |
|----------|--------------------------|-------------|------|
| - health | - family, marital status | - hobbies   | - IQ |
| - income | - previous relationships | - handicaps |      |

**Part F)** Bonus Listening: Read the statements below and decide if they are true (T) or false (F).

- ▶ When speaking to another person who is standing, we should stand up.
- ▶ When introducing people to each other, we just say their names.
- ▶ If not sure how to behave correctly in company, we just observe the others.

Watch this Developing social manners/Educational training video at <http://youtu.be/48pkZ6iHOMY> and check your answers.

**Activity 7: FUNCTIONAL LANGUAGE: POLITENESS**

**Part A)** Look at these sentences and match each box 1-5 to a function A - E.

**Please** could I have the menu?  
 Could I have the menu, **please**? (US)  
 Could you post this letter for me, **please**?  
**I'm sorry**, but do you think you could move your car?  
**Could you just** help me move this box, please?  
**I wonder if** I could have a copy of that letter.  
**Would you mind if** I left a few minutes early today?  
**Do you think I could** borrow your car this evening?

1

**I'm afraid** there's been an accident.  
 Nina's not here at the moment, **I'm afraid**. Can I take a message?  
 Do you have any decaffeinated coffee? **I'm afraid** not.  
 Has the last bus gone? **I'm afraid** so.

3

**How about** another cup of coffee?  
**Thank you./Thanks/Yes, please.**  
**Would you like** some more cake?  
**No, thank you./No, thanks.**

4

**"Thank you so much** for your help." **"Don't mention it."**  
**"Thanks a million** for lending me the money." **"That's all right."**  
 "Here's your change." **"Thanks a lot."**  
**"Many thanks** for all your hospitality." **"That's okay."**  
 "Here's that £5 I owe you." "Oh, **cheers.**" (INF, UK)

5

**Excuse me**, could you tell me the way to the station?  
**Excuse me**, is anyone sitting here?  
**I beg your pardon!** I must have picked up the wrong bag by mistake. (FML)  
**(I'm) Sorry** I'm late.  
**Pardon**, could you say that again?  
 My name's Jane Timms. **Sorry** - Jane who?  
**Excuse me**, could you repeat it?  
**Excuse me**, could you tell me the way to the station?  
**Excuse me**, can I just go past here?  
**Excuse me/Pardon me**, I didn't see you there. (US)

2

- A) APOLOGIZING
- B) ASKING FOR SOMETHING
- C) EXPRESSING GRATITUDE
- D) EXPRESSING REGRET
- E) OFFERING & RESPONDING TO OFFERS

**Part B)** Your friend is confused about using the expressions in Part A. Help him/her by completing the rules:

#### **APOLOGIZING**

- You say ..... when you want to go past somebody.  
You also say ..... to somebody you do not know when you want to attract their attention.
- You say ..... when you need to apologize for something small.
- ..... is a formal expression.
- ..... or ..... is used frequently in British English.
- In American English ..... and ..... are used for apologies.
- In British English you say ..... or ..... and in American English ..... or ..... when you did not hear or understand what somebody said and want them to repeat it. It is **not polite** to say *What?* if you have not heard or understood something.

#### **ASKING FOR SOMETHING**

- You say ..... when you ask for something. In British English it introduces or ends a request, but in American English it always ends a request.
- You also use ..... when you ask somebody to do something.
- You use ....., ....., ....., ..... to show hesitancy when you are asking somebody to do something or asking for a favour.

#### **EXPRESSING GRATITUDE**

- When somebody gives you something, or when you buy something or receive information, you are expected to say ..... or .....  
Some people may be offended if you say nothing.
- It is not unusual to say anything in response to ..... in British English, although some people may say ....., ..... or ..... In American English **You're Welcome** is common.
- ..... is often used in informal British English to mean *Thank you*. (You also say it before you have a drink when you are with other people).

#### **OFFERING and RESPONDING TO OFFERS**

- You say ..... or ..... when you are offering something to somebody.
- You say ..... or ..... when you want to accept something.
- You say ..... or ..... when you want to refuse something.

#### **EXPRESSING REGRET**

- You use the phrase ..... when you want to apologize because you have to tell somebody something that they may not like.

## Activity 8: FUNCTIONAL LANGUAGE: PERMISSION, SUGGESTION, COMPLIMENTS, LUCK, EMPATHY

**Part A)** Work in groups of three people, imagine you are a family. Decide on the roles and read the instructions for your role. Don't read the other instructions! When ready, start the conversation.

### **DAUGHTER:**

You have just passed your final exams and would like to organize a party for your classmates in your parents' garden. You need to ask your parents' permission, and also think about the number of people to invite, food and drink, entertainment, date, start and end of the party. Naturally, you would prefer your parents not to be there. Also, as your father is very old-fashioned and protective of you, you ask your mother first. You also like her haircut. You start the conversation and don't forget to be extremely nice and polite.

### **MOTHER:**

Your daughter has just passed her final exams and would like to organize a party. You are not against the idea, but think that your house is not the best place, as your neighbours are an older couple → suggest another venue, maybe just go to the cinema? (think of a suitable movie). Remind your daughter that at her last birthday party they made a lot of noise. You also think that the party should be on Saturday evening so that there is enough time for preparation and for cleaning afterwards. (Point this out to your daughter). Also, you think that it is enough to invite up to five friends. You need to agree on something together.

### **FATHER:**

You overhear a conversation between your wife and your daughter and interrupt. Your daughter has just passed her final exams and would like to organize a party. You think it's a great idea, but since you are very protective of her, you want the party organized at your house, but with you present so you can check what's going on. You can take care of the barbecue (and keep an eye on your daughter). In your opinion, the party could start at two in the afternoon and finish about nine in the evening. Naturally, only soft drinks would be served, and no boys. When you have agreed on something together, ask your daughter to sum it up for you. Also, you like your wife's new haircut.

**Part B)** Look at the sentences below. In your conversation, did you use similar expressions? Match them to their communicative functions.

**suggesting - declining a suggestion - accepting a suggestion - interrupting a conversation - paying a compliment**  
**asking for permission - granting permission - refusing permission- wishing luck - expressing empathy**

|                                |                                |                             |                               |
|--------------------------------|--------------------------------|-----------------------------|-------------------------------|
| I'd rather you didn't.....     | Good luck (then)!              | Yes, if you like.           | Please may I.....?            |
| How about.....?                | Is it OK if .....              | Sorry to interrupt but..... | I'm afraid not.               |
| Why don't you.....?            | Could I .....                  | I'm sorry about (your ..... | Your ..... looks nice.        |
| Better luck next time.         | It's not a good idea.          | I don't think so.           | Yeah, why not?                |
| (So) sorry to hear about ..... | I (really) like your new ..... | Help yourself.              | Do you mind if (I interrupt)? |
| Go ahead.                      | Sure, no problem.              |                             |                               |

**Part C)** What do you say in the following situations? Take turns to ask and answer each other. Remember the right intonation!

- |   |   |
|---|---|
| ▶ Your friend's pet budgie has just died.   | ▶ Your brother is going to take his driving test today.               |
| ▶ Your brother has passed his driving test!   | ▶ Your brother has failed his driving test.                           |
| ▶ You want to invite your schoolmate to a football match.   | ▶ You have been invited to a rugby game, but don't really like rugby. |
| ▶ You have been invited to a rugby game - you are really into rugby!                                | ▶ You would like to close the window in your office.                  |
| ▶ Your colleague says yes.  | ▶ Another colleague refuses, he feels the room is quite warm.         |
| ▶ You are in class and desperately need the toilet.   |   |
| ▶ You are in the middle of a conversation when a colleague wants to speak to you. What do they say? |   |

**Part D)** Look at these sentences. What are the speaker's intentions in each case?

- **Can you pass me the salt?** a) find out if his friend can pass him the salt or not  
b) would like his friend to pass him the salt
  
- (A person arriving late for the meeting). **There was a terrible traffic jam in New Kings Road.** a) inform about the current travel situation  
b) apologize, providing the reason
  
- **It is rather cold, isn't it?** a) inform about the temperature  
b) imply that the temperature could be made higher, perhaps by switching on the heating or closing the window

**TIP: Be careful: When being polite, sometimes we do not say directly what we want to say.**

## Activity 9: SOCIAL INTERACTION

Look at this episode from the Friends series (as discussed in Activity 3) at <http://www.youtube.com/watch?v=zNgj25UunhQ>

**Part A)** As you watch, indicate who said the sentences below: Joey, Rachel, Monica, Chandler, Phoebe, someone else

1. Hey, you guys, what are you doing tomorrow night? Well, let me see. I believe I'm.... yes .... falling asleep in front of the TV.
2. That sounds interesting. Well, that does sound interesting.
3. How come you don't have to go?
4. Hi Joey, it's Jane Rogers. Can't wait for your party tonight. .... Can you give me a call? Thanks. Bye.
5. It's a real shame you can't make it..... I'd love to but I've gotta get up so early the next day.
6. You are having a party tonight? I'm kind of having a thing for the Days of our Lives people.
7. And you weren't gonna tell us? You do that every year? Why wouldn't you invite us to your parties?
8. Joey, come on, please please? Let me come, I will behave, I promise. OK, you can come. Okay, fine, you can come.
9. I'm going to a soap opera roof party. Oh, my god! Oh, my god!
10. What's wrong?
11. Rachel, this is Charlie Wheeler. She's a colleague.
12. What? Yes, I am.
13. What?
14. Nice to meet you.
15. Glad you could make it. Thanks for coming.
16. Where the hell is everybody?
17. So, how did you enjoy the play? Honey, I am so so so so so sorry.
18. You really liked it? As a man, I've been trained not to listen!
19. Tell me about your first period. NO!
20. Thank you so much for these tickets, Chandler.
21. Can't believe you guys bought that. Enjoy your slow death!

**Part B)** What does each sentence communicate? surprise, excitement, annoyance, asking about sb's plans, talking about plans, interest, permission, asking for permission, expressing concern, introducing two people, expressing gratitude, explaining, leaving a telephone message  
Then watch again, stop when you hear these sentences and copy their intonation.

**Part C)** Look at these sentences and match them to those in Part B with a similar function.

I wonder where everybody is. Pleased to meet you. Thanks a lot for the tickets. I'd like you to meet Charlie Wheeler. What's the matter? I'm happy that you could come. What are your plans for tomorrow night? Why don't you have to come?



## Activity 10: AT A PARTY

Work in groups of 4. Read the instructions for your roles and think about what to say. Don't forget you will need to react to what the others are saying.

### **Angie:**

You start the conversation. You are happy your friends have come to your party and you say so.

As a good hostess, ask them some polite questions and offer refreshments – drinks (soft and alcoholic), sandwiches, crisps. Propose a toast.

Your brother will be coming later - he's on an afternoon shift.

Ask Barbara about her boyfriend (Tom). Offer her some alcoholic drink, ask about her preference for drinks.

You are taking a driving test next week, so be prepared to talk about your feelings about this.

Ask Darren some information - where/from, how/old, job, family etc. His surname is difficult, ask for it to be spelt.

---

### **Barbara:**

You turn up late for the party – apologize and give the reason.

You have just broken up with your boyfriend, and would like to tell your friends. You are very unhappy about the situation.

Ask Angie about her brother (Phil), who you fancy a little bit. You can't see him at the party.

You don't want to drink alcohol, only mineral water – sparkling. Also you don't want anything to eat - you are on a diet!

You don't like the song that's on and would like to change it.

You have accidentally broken the glass.

---

### **Chloe:**

You have brought your new boyfriend to the party, he has never met the others. Introduce them - Darren has a funny surname.

Ask Angie about his/her driving test she's going to take next week and react appropriately.

You haven't brought your watch and need to ask about the time - you need to be home by a certain time.

You know Barbara's taste in men - be prepared to talk about it.

You think the party is great and should be repeated soon.

---

### **Darren:**

You are Chloe's new boyfriend - invent some information about yourself - address, age, job, family etc. You are a foreigner with a funny surname.

You have never met the other guests at the party. Get ready to be introduced by Chloe. You like your girlfriend's new dress and tell her.

You are happy that the others have passed their exams and say so. You really like the sandwiches and want to have some more.

You also have a friend who is currently single, be prepared to describe what he's like. You offer to arrange a date for one of the girls at the party.

Your parents will be away next month - suggest a party at yours and invite your friends.



## Activity 11

Work in pairs. Each of you look at one set of questions and take turns to ask and answer. Give detailed answers if possible.

Questions **in violet** require a simple conversation exchange.

### STUDENT A

- Describe your ideal partner.
- Nowadays it is not unusual for people of different races to get married. Discuss.
- Do you have any penfriends? Why/Why not?
- What qualities are desirable for a friend? Which ones do you dislike?
- DNA tests to prove paternity? What do you think?
- What is your family like? How many people are there?
- Can you spell your first name for me please?
- **Eighteen at last! I can get married. You are my best friend, you're invited to the wedding**
- **I think that at this day and age there the worst conditions for family life. Do you agree?**
- **I can't believe you forgot to bring me that book!**
- **I have just said something you didn't understand.**
- **Can you introduce yourself please?**
- **You are late for our meeting!**
- **We are strangers, waiting for a train. You need to know if it is delayed.**

### STUDENT B

- Do you get on well with your parents? Describe the ideal parent.
- Babyboxes in the Czech Republic – what are they used for and what is your opinion of them?
- Do you have many friends? Is it necessary to have many friends?
- Describe your best friend.
- Are you a good friend? Why do you think so?
- The sharp thorn often produces delicate roses. (*Ovid (BC 43-AD 18) Roman poet*). Do you agree?
- How do you spell your surname?
- **What's the ideal number of children in the family?**
- **I am your sixteen-year-old daughter and have just started going out with my first boyfriend.**
- **I think that mothers should always stay at home with their small children. What's your opinion?**
- **I am throwing a party next weekend. Would you like to come over?**
- **Ouch! You've just stepped on my foot!**
- **I have a dictionary that you need.**
- **We are strangers. You need to know the time.**

## Appendix 5: Travel: Teaching material

### TRAVEL – SPEAKING PRACTICE



***When you have completed this unit, you will be able to:***

- Discuss various means of transport
- Compare the means of transport, comment on their pros and cons
- Describe your travel preferences
- Communicate in the travel environment in a polite way
- Deal with travelling by plane, including:
  - checking in at the airport: finding the right check-in desk, passport control, dealing with questions about the luggage
  - boarding the plane – asking about flight information, on the plane – following the instructions of the cabin crew, getting off the plane
- Deal with travelling by train/bus, including: buying a ticket, asking for train/bus information (platform, departure/arrival times, delays)
- Deal with travelling by London Underground
- Be aware of the possible travel problems and give advice about dealing with them
- Discuss ways of being environment friendly when travelling
- Ask for, give and follow directions
- Understand common road signs and notices and be able to explain the instructions they give
- Be aware of the different forms of holiday accommodation
- Discuss the pros and cons of holiday accommodation types
- Describe your preference for and experience with the different types of accommodation
- Agree on holiday arrangements, negotiate your point of view

---

You are welcome to use the dictionary for any unknown vocabulary and its pronunciation and make any notes as necessary. When you have gone through all the activities, tick the tasks and situations above that you are confident you can deal with. If you are not sure, go through the exercises again.

## Activity 1: MEANS OF TRANSPORT

**Part A)** How many means of transport can you name? Work on your own or in pairs.

### **Part B)**

Cut up the cards with the means of transport (on the next page). Work in pairs. Make sure each of you have the same number of cards. Don't show each other and take turns to explain the meaning while your partner guesses.

Alternatively, you can work in small groups and have a competition!

If you are not sure about the meaning of the word, look it up in the dictionary! You can reuse the cards another time for more revision.

### **Part C:**

Which means of transport are common in your country? Which ones do you normally use? Which ones have you never tried? Why?

### **Part D: Useful language focus: COMPARING**

Look at the following sentences:

- ▶ My car is **bigger than** yours, but Andrew's car is **the biggest** of all.
- ▶ Travelling by plane is **more expensive** than travelling by boat, but a spaceship is probably **the most expensive** form of travel.
- ▶ Travelling by boat isn't as expensive as travelling by plane.
- ▶ We could drive there, although it is **easier** to ride a bike, but **the easiest** is just to walk.
- ▶ Mike says it is **best** to hitchhike if you don't have money, but for me, it is **better** to use a bike.
- ▶ I am a **bad enough** driver, though my sister is even **worse** than me and our brother is **the worst** of us all!

The expressions **in violet** are **comparatives** and the expressions **in blue** are **superlatives**.

Complete the examples into the chart and discuss the rules:

|   | Adjective | Comparative | Superlative |
|---|-----------|-------------|-------------|
| 1 syllable ●  |           |             |             |
| 2 syllables - ending in -y ●●   |           |             |             |
| 2 and more syllables ●●/●●●   |           |             |             |
| irregular   |           |             |             |
| To compare two things or people, we may use the phrase <b>is/isn't</b> ..... <b>adjective</b> ..... |           |             |             |

**Useful language focus: EXPRESSING CONTRAST**

Look at the sentences in the box. Then choose the correct option in the rules below.

- ▶ Brad likes travelling by train, **but** Angelina prefers driving.
- ▶ Brad likes travelling by train, **whereas** Angelina prefers driving.
- ▶ Brad likes travelling by train. **On the other hand**, Angelina prefers driving.
- ▶ Brad likes travelling by train, **while** Angelina prefers driving.

- According to the statements, Brad and Angelina **have different/the same** preferences about travelling.
- The **highlighted** expressions are used for expressing contrast/similarity when comparing two things or people.

**Part E)** Now give **your preferences** and compare the means of transport from Part 1.

Focus on the following criteria: **price – speed – comfort – safety – availability in your country**

Tip: You will need to think of the adjectives first to describe the criteria, e. g. price (noun) → expensive or cheap (adjectives)

Try to use the language for comparing from the previous part.

**Part F)** You have been asked to prepare a short presentation about "How to be environment friendly when travelling". Brainstorm your ideas first individually, then compare them in pairs. When you have finished, present your ideas to your classmates.

Do you behave in an environment friendly way when travelling? Is it important? Why/Why not?

Tip: If you are stuck for ideas, look at some tips on the next page.

**If you want to be environment friendly when travelling, you can/should:** cycle or walk for shorter distances, use public transport, don't leave rubbish on the bus/train/at the station, try car-sharing when travelling to work, have a domestic holiday rather than one abroad.

Part B): Means of transport

|                   |                    |                    |                |                  |                        |
|-------------------|--------------------|--------------------|----------------|------------------|------------------------|
| <b>school bus</b> | <b>cab</b>         | <b>minibus</b>     | <b>ferry</b>   | <b>lorry</b>     | <b>hot air balloon</b> |
| <b>tram</b>       | <b>underground</b> | <b>cable lift</b>  | <b>scooter</b> | <b>motorbike</b> | <b>caravan</b>         |
| <b>bicycle</b>    | <b>fast train</b>  | <b>hovercraft</b>  | <b>camel</b>   | <b>rickshaw</b>  | <b>helicopter</b>      |
| <b>elephant</b>   | <b>horse</b>       | <b>airplane</b>    | <b>boat</b>    | <b>steamer</b>   | <b>coach</b>           |
| <b>airship</b>    | <b>submarine</b>   | <b>hitchhiking</b> | <b>on foot</b> | <b>pram</b>      | <b>van</b>             |





**Activity 2: TRAVELLING BY PLANE**

**Part A)** Look at these signs you can see at the airport. In pairs, discuss what they mean. → → →

**Part B)** Put these activities in the correct order as they happen when travelling by plane:  
 getting off the plane - during the flight - boarding the plane – luggage reclaim - checking in – taking off - landing - passport control

**Part C)** When do these take place? Match the sentences to the activities in b). Sometimes there is more than one correct answer.

*Have you packed your bags yourself?*  
*Please fasten your seatbelts.*  
*This is your captain speaking. We are now going through a turbulence, please remain seated.*  
*On behalf of the cabin crew, we wish you a pleasant flight.*  
*Please have your boarding cards and passports ready.*  
*Would you like some tea or coffee?*  
*Would passengers with priority boarding or small children please start boarding.*  
*Can I see your passport and tickets, please?*  
*This is the last call for passengers on flight BA207 to London Heathrow. Please proceed to the gate immediately.*  
*How much luggage would you like to check in?*  
*We advise you follow our safety instructions even when you are a frequent flyer.*  
*You'd better have a chewing gum, you don't want your ears to pop.*  
*If you need some water, you can ask the air-hostess.*  
*Our flight has come up on the board, look. We need to go to gate 11.*  
*Please put your hand luggage in the overhead lockers or in the seat in front of you.*  
*Excuse me, please. Can you tell me where luggage reclaim is?*  
*Here is your boarding card.*  
*Passengers are reminded that this is a non-smoking flight.*  
*Very often our hold baggage has arrived at the baggage reclaim carousel by the time we have passed through Immigration Control.*

**Part D)** A friend of yours has never flown before. Explain to him/her in as much detail as possible

- ▶ what time to be at the airport
- ▶ what to expect
- ▶ what they mustn't do there
- ▶ what they can do there
- ▶ what they must do there
- ▶ what they should or shouldn't do during the flight
- ▶ what sort of questions they may be asked.

*Feel free to refer to the previous parts for vocabulary and phrases.*

**Part E) Booking a plane ticket - ROLE PLAY**

**Student A**

You urgently need to book a ticket from London to Prague for a two-day conference on 17 May. You telephone the **Hot Air** Airline and want to book the ticket. You also need to request some information about the flight dates and times, availability of tickets, check-in times, departure and arrival times. You would like to pay by credit card. You have dialled the number and wait for the operator to answer.

**Student B**

You work for **Hot Air** airline and your job is to deal with telephone bookings. Study the timetable and make sure you understand it. Be prepared to provide information about availability of tickets on different flights (so far the flights listed are available), check-in, departure and arrival times, prices, payment methods (all are possible, although there is a £5 charge for card payments).

You start the conversation.

information from <http://travelstanstedairport.com>

**Departing flights**

From: **Stansted Airport** to: **Prague - Ruzyne International Airport (PRG)**

[View returning flights](#)

| Depart | Arrive | Flight                  | A/C | Stops    | Duration  | Departure Terminal | Frequency |       |       |       |       |       |       |                             |
|--------|--------|-------------------------|-----|----------|-----------|--------------------|-----------|-------|-------|-------|-------|-------|-------|-----------------------------|
|        |        |                         |     |          |           |                    | Su 13     | Mo 14 | Tu 15 | We 16 | Th 17 | Fr 18 | Sa 19 |                             |
| 11:40  | 14:35  | <a href="#">EZY3065</a> | 319 | Non-stop | 01:55 hrs |                    | —         | —     | —     | —     | —     | —     | →     | <a href="#">Book flight</a> |
| 12:40  | 15:35  | <a href="#">EZY3065</a> | 319 | Non-stop | 01:55 hrs |                    | —         | →     | →     | →     | →     | →     | —     | <a href="#">Book flight</a> |
| 12:40  | 15:35  | <a href="#">EZY3067</a> | 319 | Non-stop | 01:55 hrs |                    | →         | —     | —     | —     | —     | —     | —     | <a href="#">Book flight</a> |







**Returning flights**

From: **Prague - Ruzyne International Airport (PRG)** to: **Stansted Airport**







[View departing flights](#)

| Depart | Arrive | Flight                  | A/C | Stops    | Duration  | Departure Terminal | Frequency |       |       |       |       |       |       |  |
|--------|--------|-------------------------|-----|----------|-----------|--------------------|-----------|-------|-------|-------|-------|-------|-------|--|
|        |        |                         |     |          |           |                    | We 16     | Th 17 | Fr 18 | Sa 19 | Su 20 | Mo 21 | Tu 22 |  |
| 15:05  | 16:00  | <a href="#">EZY3066</a> | 319 | Non-stop | 01:55 hrs | 1                  | —         | —     | —     | →     | —     | —     | —     |  |
| 16:05  | 17:00  | <a href="#">EZY3066</a> | 319 | Non-stop | 01:55 hrs | 1                  | →         | →     | →     | —     | —     | →     | →     |  |
| 16:05  | 17:00  | <a href="#">EZY3068</a> | 319 | Non-stop | 01:55 hrs | 1                  | —         | —     | —     | —     | →     | —     | —     |  |

Price per adult incl. £13.00 taxes and fees: £130.12

|  |  |  |
|--|--|--|
| <b>Outbound</b>  | <b>Stansted Airport (STN) - Prague (PRG)</b>                 | <b>Select</b>  |
| <b>no frills<br/>airline</b>  | Departs: Wed 16 May 12 12:40<br>Arrives: Wed 16 May 12 15:35 |  £10-£30 checked<br>baggage fee may<br>apply at airport  |
|  | Economy - Direct flight - Duration: 01 hrs 55 mins           |  |
| <b>Inbound</b>   | <b>Prague (PRG) - Stansted Airport (STN)</b>                 | <b>Select</b>  |
| <b>no frills<br/>airline</b>  | Departs: Sat 19 May 12 15:05<br>Arrives: Sat 19 May 12 16:00 |  £10-£30 checked<br>baggage fee may<br>apply at airport  |
|  | Economy - Direct flight - Duration: 01 hrs 55 mins           |  |

Price per adult incl. £13.00 taxes and fees: £256.49

|  |  |  |
|--|--|--|
| <b>Outbound</b>  | <b>Stansted Airport (STN) - Prague (PRG)</b>                 | <b>Select</b>  |
| <b>no frills<br/>airline</b>   | Departs: Wed 16 May 12 12:40<br>Arrives: Wed 16 May 12 15:35 |  £10-£30 checked<br>baggage fee may<br>apply at airport     |
|  | Economy - Direct flight - Duration: 01 hrs 55 mins           |  |
| <b>Inbound</b>   | <b>Prague (PRG) - Stansted Airport (STN)</b>                 | <b>Select</b>  |
| <b>no frills<br/>airline</b>  | Departs: Sat 19 May 12 15:05<br>Arrives: Sat 19 May 12 16:00 |  £10-£30 checked<br>baggage fee may<br>apply at airport  |
|  | Economy - Direct flight - Duration: 01 hrs 55 mins           |  |



**Activity 3: ASKING FOR AND GIVING INSTRUCTIONS**

**Part A:** Match the signs with the instructions:



A



B



C



D



E

1. turn right

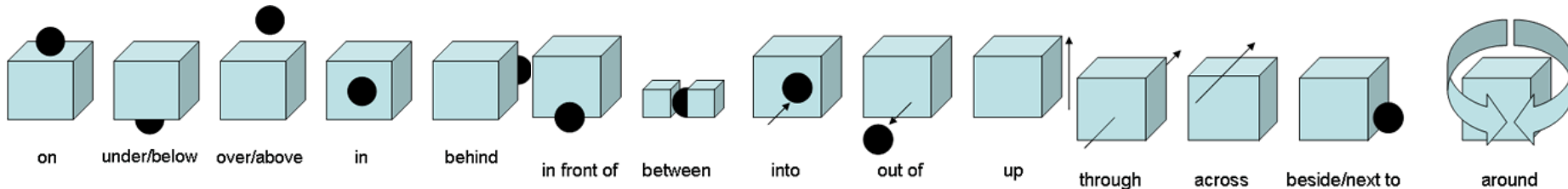
2. (at the next) traffic lights

3. cross the road (use the pedestrian crossing)

4. turn left

5. go straight ahead

**Part B:** When giving and following instructions, you need to understand some basic prepositions of place. Check that you know the meaning of these:



(from foryou-english.blogspot.com)

How would you describe the journey from your home to your school/workplace? Try to use the expressions from Part A and B.

**Part C: Useful language focus: INDIRECT QUESTIONS**

Compare the following pairs of sentences:

| <b>DIRECT QUESTION</b>               | <b>INDIRECT QUESTION</b>                               |
|--------------------------------------|--|
| <b>What time is the next train?</b>  | <b>Can you tell me what time the next train is?</b>    |
| <b>Is it delayed?</b>                | <b>Do you think it is delayed?</b>                     |
| <b>Where do I need to get off?</b>   | <b>Could you tell me where I need to get off?</b>      |
| <b>Do I need to change trains?</b>   | <b>Do you know if/whether I need to change trains?</b> |
| <b>How can I get to the library?</b> | <b>Can you tell me how to get to the library?</b>      |

Do they provide the same information? Which one seems more polite?

Look at the questions in the box and complete the rules:

- ▶ The word order in indirect questions is **the same as/different from** direct questions.
- ▶ If there is a question word (e. g. what, where etc.) we **use/don't use** it to connect the two clauses.
- ▶ If there isn't a question word, we use ..... or ..... to connect the two clauses.
- ▶ In indirect questions, we **use/don't use** the auxiliary do/does/did.

Now try changing the following direct questions into indirect ones. Use different structures.

- Where 's the nearest post office? ▪
- How often do the trains run? ▪
- Does this ticket machine work? ▪
- Where can I get change for the ticket machine? ▪
- How many stops is it? ▪
- Which bus stop do I need? ▪
- Should I give taxi drivers a tip? ▪
- How do I get to the museum from here? ▪

**Part D)** Now look at the map below. Work in pairs.

**Student A:** You are the hotel receptionist at Evergreen B&B. Study the map and be prepared to give directions to different places. **Student B:** You are staying in Evergreen B&B and want to get to different places (restaurants, internet cafes, the jail = gaol, the castle, launderette). Unfortunately, you are not good at map reading, so you ask the hotel receptionist for instructions. Tip: Try to use the prepositions and indirect questions from the previous exercises.





### Activity 4: TRAVELLING BY UNDERGROUND

**Part A)** Work in pairs. Each of you look at your texts - Student A and Student B. They are the same, but each of you has different gaps in the text. First, in the spaces below the article, write down questions about the gaps to ask your partner. When both of you are ready, Student A starts reading until they get to the first gap and ask the questions. Student B answers and carries on reading. Repeat this until you finish the article.

#### STUDENT A

##### Introduction and tips

London's Underground rail network, or '1).....' as it is universally known to Londoners, is normally the quickest and easiest way of travelling around London. Transport for London produces 2) ..... to help you get around. You can pick up a London Underground Map upon arrival at any London Tube station. London Travel Information centres sell 3)..... and provide free maps. Devised in 4) ..... by Harry Beck, the Underground map is a 20th-century design classic. It's very useful, clearly indicating the general directions used to designate trains (north, south, east or westbound). Interchanges clearly indicated. Some other useful tips when using the Tube: Avoid travelling during rush hours if at all possible, check 5) ..... for the correct destination, stand on the right when using escalators.

##### Travel info

The London public transport system is divided up into zones that radiate from the centre. Nearly all the hotels and the main sights are in 6) .....The fare you pay is related to the number of zones you travel through. The Underground Map has the stations and their zones marked. Some stations like Turnham Green are in 7)..... zones, you use whichever zone for these stations is most beneficial in working out your fare. There is a manned ticket office at all stations. The ticket offices accept 8) ..... cards and also sell the Travelcard pass and Oyster Cards that most people will want to use. Next to the manned ticket offices is always 9) ..... automatic ticket machine. These can save you a lot of time if there are queues at the manned ticket office. They take credit and debit cards as well as cash. To gain access to the platforms and again to exit a station, you have to 10) ..... If you have a single ticket, the barrier at your destination will not return your ticket. If you have a Travelcard the barrier will check that your Travelcard is valid for 11) ..... If you change trains during your journey you do not normally have to pass through barriers when connecting at a single station. You are not able to 12) .....going outside the Underground system. If you do this you will be charged for two separate journeys. All Underground trains run at about 1-5 minute intervals between around 05:00 and 24:00. 13) On ....., trains will start later. When the Underground is closed, in Central London at least, there is an effective night bus network

- Questions: 1) What .....  
2) .....  
3) .....  
4) When.....  
5) What.....

- 6) Where.....  
7) How many.....  
8) What type.....  
9) How many.....  
10) (What/do).....

- 11) .....  
12) What.....  
13) (day).....

(adapted from [www.visitlondon.com/travel/getting\\_around/tube](http://www.visitlondon.com/travel/getting_around/tube))

## STUDENT B

### Introduction and tips

London's Underground rail network, or 'the Tube' as it is universally known to Londoners, is normally the 1).....way of travelling around London. Transport for London produces free maps and guides to help you get around. You can pick up a London Underground Map upon arrival at 2)..... London Travel Information centres sell tickets and provide 3) .....

Devised in 1933 by 4) ....., the Underground map is a 20th-century design classic. It's very useful, clearly indicating the general directions used to designate trains (north, south, east or westbound). Interchanges clearly indicated.

Some other useful tips when using the Tube: Avoid travelling 5) ..... if at all possible, check the front of the train for the correct destination, stand 6) ..... when using escalators.

### Travel info

The London public transport system is divided up into zones that radiate from the centre. Nearly all the hotels and the main sights are in Zone 1. The fare you pay is related to 7) .....

The Underground Map has the stations and their zones marked. Some stations like Turnham Green are in two zones, you use whichever zone for these stations is most beneficial in working out your fare. There is a manned 8) ..... at all stations. The ticket offices accept credit and debit cards and also sell 9).....that most people will want to use. Next to the manned ticket offices is always at least one automatic ticket machine. These can save you a lot of time if 10) ..... They take credit and debit cards as well as cash. To gain access to the platforms and again to exit a station, you have to pass through automatic barriers. If you have a single ticket, the barrier at your destination will not 11) ..... If you have a Travelcard the barrier will check that your Travelcard is valid for both date travelled and zones travelled. If you change trains during your journey you do not normally have to pass through 12) ..... when connecting at a single station. You are not able to break journeys going outside the Underground system. If you do this you will be charged for two separate journeys.

All Underground trains run at about 13) ..... intervals between around 05:00 and 24:00. On Sundays, trains will start later. When the Underground is closed, in Central London at least, there is an effective night bus network

- |                         |               |                                    |
|-------------------------|---------------|------------------------------------|
| Questions: 1) .....     | 6) Where..... | 11) What.....if you.....?          |
| 2) Where.....           | 7) What ..... | 12) What.....pass through if.....? |
| 3) .....                | 8) .....      | 13) At what intervals.....?        |
| 4) Who.....by? 9) ..... |               |                                    |
| 5) When.....            | 10) When..... |                                    |

**Part B)** Individually, read the paragraph about underground tickets and fares. In pairs, take turns to ask each other the questions and answer – the answers can be found in the text.

### Tickets and Fares:

**Under-5s.** Children under five can travel free at any time on the Tube, DLR, buses and trams as long as they are accompanied by an adult with a valid ticket. Children in this category do not need Photocards.

**Children 5-10.** Under-11s can travel free at any time on buses and trams without the need for a Photocard.

They can also travel free at any time on the Tube and DLR when they are traveling with an adult who has a valid ticket. Up to 4 children under 11 years old accompanied by a paying adult travel free on the London Underground. Unaccompanied children between 5 and 10 must have a valid Photocard.

**Children 11-15.** Children aged 11 to 15 years must get an 11-15 Oyster photocard to travel free on buses and trams and at child-rate on Tube, DLR and London Overground services. You can get around the photocard requirement by purchasing a 1 day Travelcard for the child, (longer length Travelcards do require a photo card) or paying the cash fare.

**Children 16-17.** All 16 to 17-year-olds can travel at child-rate on bus, Tube, tram, DLR and London Overground services with a 16+ Oyster photocard.

**Obtaining a Photocard.** Visitors to London can order a Photocard in advance for their children and collect on arrival at a travel centre. (There is a Travel Centre at Heathrow Airport as well as in Central London). Note you need to apply (online) at least 3 weeks prior to arrival. From 1 September 2010 non-London residents have to pay a non-refundable £10 administration fee  
(adapted from <http://londontoolkit.com>)

#### London Underground Fares (from 2 Jan 2011 )

| Zones | Adult | Child | Oyster Pay As You Go Fare |          |
|-------|-------|-------|---------------------------|----------|
|       |       |       | Peak                      | Off Peak |
| 1     | £4.00 | £2.00 | £1.90                     | £1.90    |
| 1 - 2 | £4.00 | £2.00 | £2.50                     | £1.90    |
| 1 - 4 | £5.00 | £2.50 | £3.40                     | £2.50    |
| 1 - 6 | £5.00 | £2.50 | £4.50                     | £2.70    |

- Where can I get tickets for the Tube?
- Where can I get a Tube map? How much is it?
- Why hasn't the barrier returned my ticket?
- Does my 4-year-old son have to pay?
- I need a ticket and don't have cash on me!
- Can I leave the Underground and go back on the same ticket?
- Why are there zones on the Tube map?
- Oh no, how can I get home after midnight?

#### ***Part C)***

Travelling by the London Tube is not so difficult once you are familiar with it.

In the opposite case, you can always ask for advice. Just remember to be as polite as possible.

You might get the following answer (***If you are travelling from Oxford Circus to Burnt Oak:***):

***"Take the Northbound Victoria Line, then change at Euston. Then take the Northbound Northern Line, Edgware Branch."***

Look at <http://www.tfl.gov.uk/gettingaround/1106.aspx> and download a standard tube map. In pairs, ask for and explain the best routes in the following situations:

- From Piccadilly Circus to Camden Town (there is a street market there)***
- From Fulham Broadway to Victoria Station (there is a coach and railway station)***
- From Seven Sisters to Notting Hill Gate (there is the street carnival in August)***
- From Shepherd's Bush to Covent Garden (there is a market and some street entertainment)***
- From Highgate to Holborn (where you can visit The British Museum)***
- From Kilburn Park to Finsbury Park (you can see Arsenal football stadium)***
- From Bond Street to Wembley Central (to visit the famous football stadium)***
- From Ealing Broadway to Heathrow (the largest London airport)***
- From Green Park to Wimbledon (for the tennis tournament and greyhound racing)***
- From Marylebone to St Paul's (for the St Paul's Cathedral and the Old Bailey prison)***

**Activity 5: TRAVELLING BY TRAIN**



**Part A)** Put the sentences in the right order to make a conversation at the train station. Then compare your answers with your partner and practise this dialogue.

|   |   |
|---|---|
| <p><i>Good morning. I'd like a ticket to Stansted Airport please.</i></p> <p><i>Can I pay by card?</i></p> <p><i>No, it's a through train.</i></p> <p><i>They run every 15 minutes past the hour, so the next one's at 10.15.</i></p> <p><i>Only about twenty minutes.</i></p> <p><i>And which platform do I need?</i></p> <p><i>Do you know if it is delayed?</i></p> <p><i>It shouldn't be, the trains are running smoothly today.</i></p> <p><i>Thank you very much.</i></p> | <p><i>Sure, we accept debit and credit cards.</i></p> <p><i>Can you tell me what time the next train is?</i></p> <p><i>That's £15.20 please.</i></p> <p><i>Certainly, single or return?</i></p> <p><i>Number 5, you need to take the escalator.</i></p> <p><i>Single please. How much is it?</i></p> <p><i>Do I need to change trains?</i></p> <p><i>How long is the journey?</i></p> |
|---|---|

**Part B) Role play:** You are going to work in pairs to practise buying/selling a train ticket. Read the instructions for your role.

**Student A**  
 You travel with your partner, who can't speak English, and two children, aged 5 and 16. It is Saturday, 10.00 a.m. You are at Terminal 3 of London Heathrow and need to get to your hotel in Baker Street. You only want to travel there, not back. Ask about the best way to get there, the price and availability of the tickets, the frequency of the trains, the necessity of changing trains, the expected journey time and possibly other information. You want to pay by card.

**Student B**  
 You work in a ticket office at London Heathrow tube station – Terminal 3. Look at the tube map from the previous activity, as well as time tables and price list. Student A (the passenger) is travelling with another adult and two children. Explain to them how to get to their destination – a hotel in Baker Street. Explain that there are trains to London Paddington and then it is necessary to use the tube. Provide information about the price and availability of the tickets, the frequency of the trains, the expected journey time and any other info they may require. Ask them about the age of the children for the correct ticket price. There are no group discounts.

**Terminals 1&3 to London Paddington**

|   | <b>From</b>  | <b>Then minutes past the hour</b>            | <b>Until</b>                     |
|---|--|--|----------------------------------|
| <b>Monday to Saturday Departures</b><br><i>Every 15 mins from 5:12 - 23:48</i><br><i>Journey time: 15 minutes</i>           | <b>05:12</b><br><b>05:33</b><br><b>05:48</b>                                 | -<br>-<br><b>03 - 18 - 33 - 48</b>           | -<br>-<br><b>23:48</b>           |
| <b>Sunday Departures</b><br><b>(22 May - 23 Oct)</b><br><i>From 5:40 - 23:53</i><br><i>Average journey time: 15 minutes</i> | <b>05:40</b><br><b>05:51</b><br><b>06:05</b><br><b>09:39</b><br><b>09:48</b> | -<br>-<br><b>23 - 38 - 53 - 08</b><br>-<br>- | -<br>-<br><b>08:53</b><br>-<br>- |
| <b>Sunday Departures</b><br><b>(30 Oct - 04 May)</b><br><i>From 5:08 - 23:53</i>  | <b>05:08</b><br><b>05:23</b><br><b>05:38</b>                                 | -<br>-<br><b>53 - 08 - 23 - 38</b>           | -<br>-<br><b>23:53</b>           |

**Heathrow Express Ticket Prices & Fares**

|   | <b>Adult Fare</b>                               | <b>Child Fare *</b>                             |
|---|---|---|
| <b>Express Class Single online</b><br><i>From ticket machine/office</i><br><i>Purchased onboard</i> | <b>£16.50</b><br><i>£18.00</i><br><i>£23.00</i> | <b>£8.20</b><br><i>£9.00</i><br><i>£11.50</i>   |
| <b>First Class Single online</b><br><i>From ticket machine/office</i><br><i>Purchased onboard</i>   | <b>£26.00</b><br><i>£26.00</i><br><i>£26.00</i> | <b>£13.00</b><br><i>£13.00</i><br><i>£13.00</i> |
| <b>Express Class Return online</b><br><i>From ticket machine/office</i><br><i>Purchased onboard</i> | <b>£32.00</b><br><i>£32.00</i><br><i>£37.00</i> | <b>£16.00</b><br><i>£16.00</i><br><i>£18.50</i> |
| <b>First Class Return online</b><br><i>From ticket machine/office</i><br><i>Purchased onboard</i>   | <b>£50.00</b><br><i>£50.00</i><br><i>£50.00</i> | <b>£25.00</b><br><i>£25.00</i><br><i>£25.00</i> |

\* Children between 5 and 15 years old inclusive.

(<https://heathrowexpress.com>)

## Activity 6: ROAD SIGNS AND NOTICES

**Part A)** Look at the signs and notices below and decide: a) what they mean b) where you can see them. Then match the definitions to the pictures.



|                     |                             |   |                      |                                  |  |   |   |   |   |   |   |
|---------------------|-----------------------------|---|----------------------|----------------------------------|--|---|---|---|---|---|---|
| A                   | B                           | C   | D                    | E                                | F  | G | H | I | J | K | L |
| roadworks .....     | traffic jams possible ..... | pay the parking ticket and display in your car..... | London bus stop..... | London underground station ..... | be careful when getting off the train..... |   |   |   |   |   |   |
| motorway .....      | no stopping allowed .....   |   |                      |                                  |  |   |   |   |   |   |   |
| one-way road.....   | maximum speed allowed.....  |   |                      |                                  |  |   |   |   |   |   |   |
| at the airport..... | no parking .....            |   |                      |                                  |  |   |   |   |   |   |   |

## Part B) Useful language focus: MODAL VERBS FOR ADVICE AND PERMISSION

Look at the following sentences and try to match **the modal verb** to its meaning:

If you travel by bus, you **must** buy a ticket.  
 When travelling abroad, you **should** make a copy of your passport.  
 You **can** use traveller's cheques for payment.  
 People **are not allowed** to travel without a valid passport.  
 You **shouldn't** carry too much cash on you.  
 You **don't have to** have a passport if you travel within the EU.  
 We **mustn't** cross the road here.

advice → it is recommended to do something  
 obligation → it is necessary  
 it is forbidden  
 it is possible  
 lack of obligation → it is not necessary  
 advice → it is recommended not to do something  
 it is not possible

Note: in British English: traveller's cheque x In U. S. English: traveller's check

Now choose the correct answers to complete the rules:

- ▶ Modal verbs *must*, *should*, *can* and *have to* are followed by an infinitive **with/without to**.
- ▶ Modal verb *be allowed* is followed by an infinitive **with/without to**.
- ▶ *Be allowed to* and *can* sometimes express the same thing: permission.
- ▶ The opposite of *should* is **couldn't/shouldn't**.
- ▶ The opposite of *can* is **couldn't/can't**.
- ▶ The opposite of *must* is **mustn't/don't have to**.

**Part C)** Use the modal verbs above to talk about the meanings of the signs from Part A. Did you describe them in the same way as before?



## Activity 7: POLITE LANGUAGE

**Part A)** When travelling, it is quite likely that you will have to deal with people. What are some of the situations?

Discuss in pairs or as the whole group. How important is it to be polite to people? What can you do or say? What should you not say or do?

**Part B)** Look at the following situations. What would you say? Then match the sentences 1 - 7 to the possible responses a - g.

1. You check in a hotel.
2. You want to get out of a crowded bus.
3. Someone asks you the way but you don't know the town yourself.
4. A fellow passenger in the car would like to have a cigarette and asks your permission.
5. It is too hot and stuffy in the train compartment.
6. The bill at the restaurant is not correct.
7. You are very thirsty on the plane.

- a) **Excuse me** please, can just I get past?
- b) **Please** could I have a drink of water?
- c) **I am sorry**, I'm a stranger here myself.
- d) **Good morning**, I have a reservation.
- e) **Sorry**, I'd rather you didn't. It might make me feel sick.
- f) **Do you mind if** I open the window?
- g) **I'm afraid** there seems to be a mistake on the bill.

**Part C)** Imagine you are in the following situations. What do you say? Give examples of polite and rude language. Discuss your answers in pairs.

- ▶ You have a reservation on a train, but as you get there someone is sitting in your seat.
- ▶ You need to send a text message to your mother and your phone is not working, but your friend has a mobile.
- ▶ You are at the train station and don't have a watch.
- ▶ A beggar asks you for some spare change, but you don't have any (or don't want to give him).
- ▶ You need some change for the ticket machine.
- ▶ The air-conditioning in your hotel room is not working.
- ▶ You are in the restaurant. Your child has dropped their fork on the floor and you need another one.

**Activity 8: HOLIDAY ACCOMMODATION**

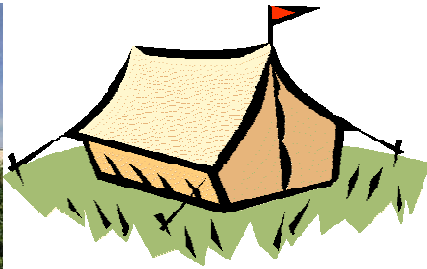
Work in pairs. a) Look at the pictures and discuss the various forms of places to stay when you are on holiday.

b) Match the pictures to their names.

c) Comment on their benefits and drawbacks.



**A**



**B**



**C**



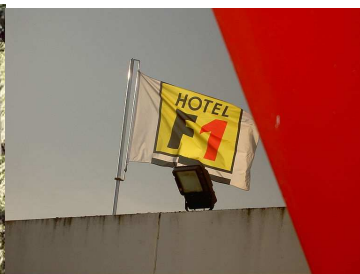
**D**



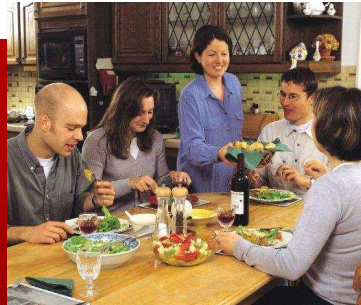
**E**



**F**



**G**



**H**



**I**



**J**

- 1. a mountain chalet.....
- 2. in the open air.....
- 3. in a hotel.....
- 4. in a tent.....
- 5. in a caravan.....
- 6. in a guest house.....
- 7. in a youth hostel .....
- 8. in a bed and breakfast .....
- 9. with friends and family.....
- 10. in an F1 hotel (cheap accommodation) .....

Compare them – remember the tips about comparison from Activity 1 (when you discussed various means of transport). Which of the above types of accommodation have you tried? How did you feel about it? Would you recommend it or not? Why? How is the choice of accommodation related to the age of the person, their finances and preferences?

**Activity 9: PROBLEMS DURING TRAVEL** Comment on the possible problems and give advice on how to deal with them.



Which of these are most likely to happen to visitors to your country? How can they be prevented?

Have you ever been in these situations? What did you do? Discuss in pairs/small groups.

### Activity 10

Work in pairs. Each of you look at one set of questions and take turns to ask and answer. Give detailed answers if possible. Questions **in violet** require a simple conversation exchange.

#### STUDENT A

- Describe your best holiday ever.
- Do you commute to school/work? Are you happy about it?
- How do you feel before going on holiday? Why?
- Travel broadens the mind. Do you agree?
- How can we be environment friendly when travelling?
- Have you ever experienced a problem during your travels? If yes, can you describe the situation?
- Tomorrow I am flying for the first time. What do I need to do at the airport?
- We need to plan a school trip. Can you help me decide where to go, how to travel, where to stay?
- I work at the ticket office at the railway station in your town.  
You are travelling to Prague and would like a ticket. You start.
- You need some change for the ticket machine. Ask me.

#### STUDENT B

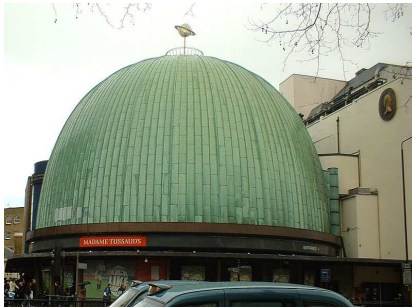
- Describe your nightmare holiday.
- People travel for various reasons. Can you give examples?
- What is the transport connection in your place? Are you satisfied with it?
- If you could choose one place in the world to visit, what would it be?
- What are some possible problems when travelling?
- I would like to go on a summer holiday. Where can I stay? Can you help me choose the right form of accommodation?
- I would like to go on holiday to the UK. How can I travel there? Can you give me some advice?
- I am new in your town. How do I get to the train station/shop/post office from your school?
- Excuse me, you are sitting in my seat!

## Activity 11: ARRANGING A TRIP

Work in pairs. You are studying in London and you are staying at **UCL student accommodation near Euston Square**. Your friend, who has already visited London, has recommended some places to see. With your English-speaking school mate you want to **plan a daily trip** and **agree on the places to visit and how to get there**. Look at the London Tube map in Activity 4 and the map of central London below, where you can also find out about other interesting places (Feel free to look them up on the Internet for more info!) You have about 10 minutes for your dialogue, then **summarize what you have agreed on**.

### MUSEUMS

Madam Tussaud's in Baker Street



The British Museum



### SHOPPING

Oxford Street



### RELAX

Hyde Park



### SIGHTSEEING

Piccadilly Circus



Trafalgar Square



Buckingham Palace



The Big Ben, Houses of Parliament







## Appendix 6: People and society: Speaking Test

### **PEOPLE AND SOCIETY – SPEAKING TEST: STUDENT’S SHEET**

**Part 1: (2.5 minutes)** You will be asked questions by your teacher or the interlocutor about the topic PEOPLE AND SOCIETY. Please give detailed answers if possible.

**Part 2:**

Compare and contrast the two pictures. Focus on the points in the box:

- relationship of the people
- atmosphere
- activities
- place
- time of the day, season
- your opinion and preference



www.bigstock.com · 2233029



**Part 3: (5 minutes)**

Speak **on your own** about **all** of the following :

My best friend: description of character and appearance  
The importance of friendship  
Being a good friend means ...

**Part 4: Simulation - Version 1**

You have invited your classmate (= the interlocutor) to your family for dinner. He/she has never met your family, so you need to introduce them. Before the dinner you **describe the people in your family - their appearance, character, hobbies etc.** The interlocutor (your friend) will start the conversation.

**Part 4: Simulation - Version 2**

You are going to a party with your friends and a new classmate (= the interlocutor) doesn't know anybody! Before the party you **describe your friends to your new classmate - their appearance, character, hobbies etc.** The interlocutor will start the conversation.

### **Part 4: Simulation - Version 3**

We have a friend in common - a girl called Michelle, who is single. We know some young men we could introduce her to. Let's discuss who would be the most suitable candidate and why.

**MICHELLE**, age 23

- quite good looking, but not absolutely attractive
- fair hair, blue eyes
- 165 cm tall
- doing a degree in teaching
- her family is not so well-off
- likes horse-riding
- prefers rock music
- quiet
- good fun, likes parties
- hates mess and chaos



**TONY**, age 30

- long dark hair, dark eyes, 167 cm tall
- rich family
- a bit spoilt
- likes fast cars and city life
- likes making fun of people
- spontaneous
- graduated from a business college
- a rock maniac



**KEVIN**, age 22

- 160 cm tall
- of Asian origin
- Buddhist religion
- has a degree in religion
- hates parties
- likes animals
- polite, reliable
- can listen to people



**JERMAIN**, age 25

- dark eyes, dark skin
- 180 cm tall
- relaxed and reliable
- spends time with friends
- loves parties
- dropped out of college
- works as an assistant in the ZOO
- a really hard worker
- loves all music - plays the guitar





## PEOPLE AND SOCIETY – SPEAKING TEST: **TEACHER'S SHEET**

**Part 1:** In this part of the speaking test, I am going to ask you some questions about the topic **PEOPLE AND SOCIETY**. Please give detailed answers if possible.

- Can you spell your surname for me please?
- Describe your ideal partner.
- What activities do you do with your family?
- Do you get on well with your parents? Describe the ideal parent.
- If children misbehave, what can the parents do about it?
- There is no such a thing as the normal family. Do you agree?

**Part 2:** Compare and contrast the two pictures. Focus on the points in the box.



www.bigstock.com · 2233029

- relationship of the people
- atmosphere
- activities
- place
- time of the day, season
- your opinion and preference



**Part 3:** I would like you to speak on your own about friendship. Please discuss the three points mentioned in your sheet →

My best friend: description of character and appearance  
The importance of friendship  
Being a good friend means ...

Additional questions:

- Do you think you are a good friend? Why?
- Is it necessary to have many friends? Why/Why not?
- Friends should share hobbies. Do you agree?
- Good friends never fall out. Do you agree?
- Friendship is not possible between a man and a woman. Do you agree?

### **Part 4: Interaction**

Choose one of the three versions and interact with the student. Ask them questions and be prepared to answer and give your opinion. Disagree with the student on something to encourage interaction.

#### **Part 4: Simulation - Version 1**

We are friends, you have invited me to your family for dinner. I have never met them, so I would like you to introduce them to me. Before the dinner you describe the people in your family to me - their appearance, character, hobbies etc.

#### **Part 4: Simulation - Version 2**

We are going to a party with your friends and I don't know anybody! Before the party could you describe some of your friends to me - their appearance, character, hobbies? I am so curious.

## Appendix 7: Travel: Speaking test



### **TRAVEL – SPEAKING TEST: STUDENT’S SHEET**

**Part 1: (3 minutes)** You will be asked questions by your teacher or the interlocutor about the topic TRAVEL. Please give detailed answers if possible.

**Part 2: (3.5 minutes)** Choose one of the pictures and describe it in detail, focusing on the points in the box. Then compare and contrast the two pictures.

- means of transport
- frequency of such travel
- purpose of travelling
- comfort, price
- atmosphere
- your preference



**Part 3: (5 minutes) Speak on your own.** You are participating in a project about people’s travel preferences and experience, as well as typical means of transport in their country. Using the pictures and your ideas, give a short presentation. Compare various means of transport. Concentrate on the following criteria:

**price – speed – comfort – safety – availability in your country – being environment friendly**



#### **Part 4: (4 minutes) Simulation - version 1**

Your friend (the teacher/interlocutor) has arrived in Liverpool Lime Street train station and will ask you for the **directions to various places of interest**, such as museums, galleries, as well as **transport links**. You already know the town and have **the map and information leaflet** below. Your friend starts the conversation.

**PLUSBUS** is a discount price ticket for unlimited bus travel around town (like a "bus pass") that you buy with your train ticket. Bus travel can be at the start, the finish or both ends of your train journey. So you pay for your complete journey in one easy transaction at the train station (or by phone). With **PLUSBUS** you can hop on and off participating bus services around the whole urban area of the town. It's a great way to complete the last part of your journey!

#### **PLUSBUS in Liverpool**

You can use **PLUSBUS** on most bus services in the Liverpool area. Check the map on the **PLUSBUS** website [www.plusbus.info](http://www.plusbus.info)

Travelling to Liverpool John Lennon Airport or Speke Hall? Buy a Liverpool **PLUSBUS** ticket to Liverpool South Parkway Station, then catch Arriva routes 80A and 86A direct to the airport (also passing nearby Speke Hall).

#### **Easy to Buy**

Ask for **PLUSBUS** when buying your train ticket at the station (or by phone) and say which town you want bus travel for.

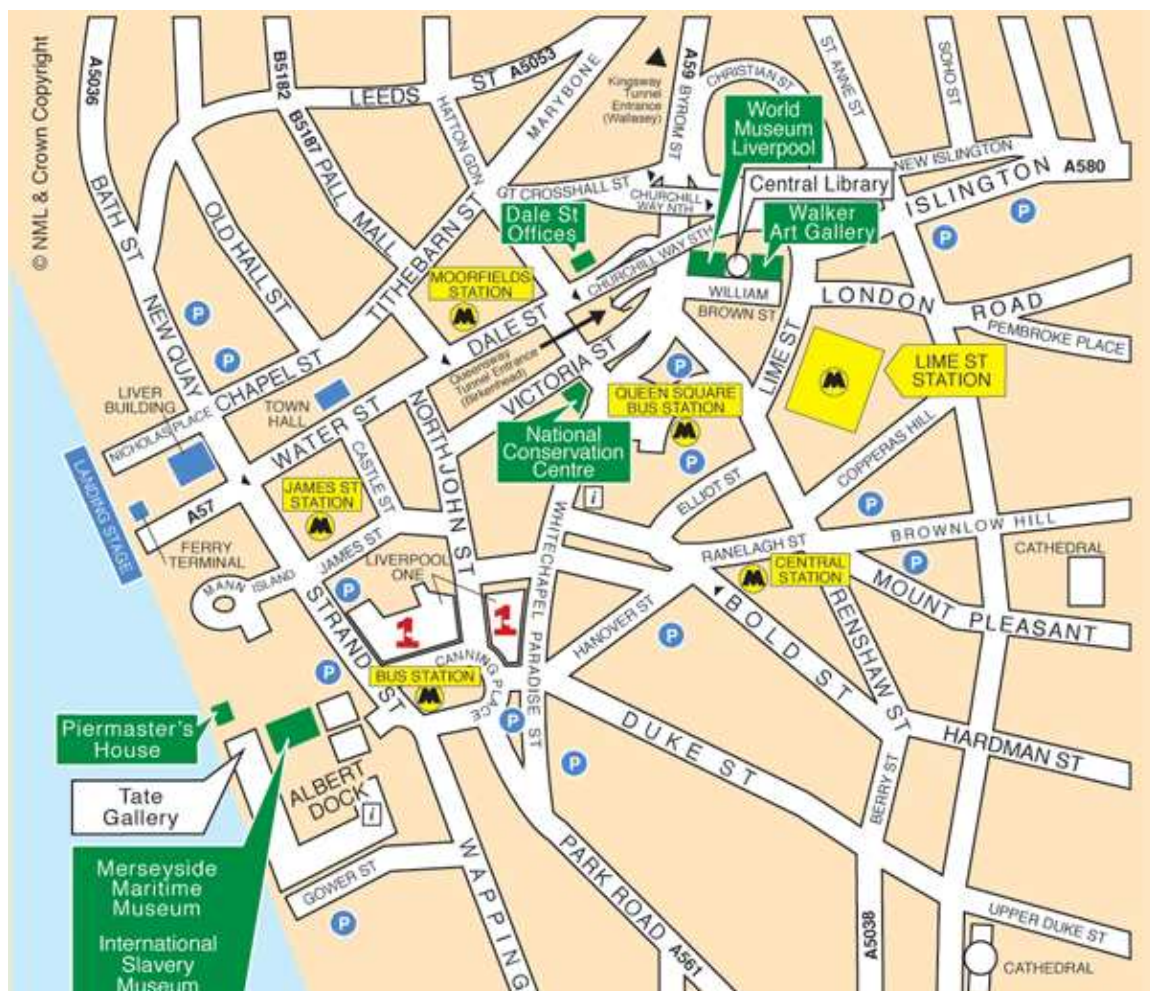
#### **Fares – day tickets**

Adult £3, Child £1.50, Railcard holder £1.95

#### **Fares - season tickets**

Season tickets will be available from 2 January 2009

If you want to know more about **PLUSBUS** and the other towns and cities where you can use it log onto [www.plusbus.info](http://www.plusbus.info)



### **Part 4: Simulation - version 2**

You and your English-speaking classmates need to arrange **a two-day school trip**.

With another student (=the interlocutor/teacher) discuss the options from each of the following:

**the destination, the cost, accommodation, activities to do, transport, food.**

The choice should be one of the suggestions in the pictures below.

You need to **agree** on these and **decide how to organize the trip**. **You start** the conversation.



### **Part 4: Simulation - version 3**

Your friend has called you, he is driving and has got a bit lost. **You have a map** and need to give him/her **clear instructions** and possibly answer some questions. **Your friend (the interlocutor) will start the conversation**. He's currently **near the Cathedral** and needs to get to **Old Hall Street**.

Tip: Don't forget that there are two cathedrals in this place.





## TRAVEL – SPEAKING TEST: **TEACHER'S SHEET**

**Part 1: (2.5 min)** In this part of the speaking test, I am going to ask you some questions about the topic **TRAVELLING**. Please give detailed answers if possible. (Ask approx. 4 questions)

- Why do people travel?
- Describe your **best holiday/nightmare holiday**.
- What do we need to do **before going on holiday**?
- What are some **problems** associated with travelling?
- How can we be more **environment friendly** when travelling?
- What do you need to do if you want to be able to **drive a car**?
- What types of **holiday accommodation** are possible?
- I have never flown before. What shall I do **at the airport**??

**Part 2: Compare and contrast the two pictures. Focus on the points in the chart:**

- means of transport
- frequency of such travel
- purpose of travelling
- comfort, price
- atmosphere
- your preference



**Part 3: Let's have our candidate with their presentation about people's travel preferences, experience, as well as typical means of transport in their country.**

(price – speed – comfort – safety – availability in your country - being environment friendly)



coach



cruiser/ship



(fast) train



helicopter



hovercraft



(ride) a camel



hot-air balloon



airship



cycle/(ride) a bicycle



hitchhike



rickshaw



(black) cab/taxi

**Part 4: Simulation - version 1**

Please can you tell me how to get to the Albert Dock?

Are there some other interesting places such as museums? How can I get there?

What about the bus connection? What is the best ticket to buy? Are there any discounts for students?

**Can we sum it up?**



**Part 4: Simulation - version 2**

**So, we need to arrange a two-day school trip. So, what do you think?**

- make sure to discuss all the points: the destination, the cost, accommodation, activities to do, transport, food
- possible destinations and activities:: Kunětická hora - Prague - Lipno - camping - hiking - white-water rafting - castle - other
- try to suggest another place /type of accommodation/activities/transport than the candidate to test their ability to give reasons and negotiate

**Who’s going to book the bus/train tickets? What about booking accommodation (the hotel, the campsite), how many tents do we need? What shall we do about food?**

**Right, so what have we agreed on?**

**Part 4: Simulation - version 3** (use the map from version 1 of Part 4)

(the aim is to get instructions from the candidate from Upper Duke St to Old Hall Street)

**So sorry to bother you, how do I get to yours again? I’ve left the map at home and now I’m lost! I’ve stopped at the car par near the Cathedral. Which way now?..... Hang on a moment, just heard that White Chapel Paradise Street is closed today.**

(you need to follow the map and improvize)

## **Appendix 8: List of Image sources**

1. Queen Elisabeth II. [www.britishrose.synthasite.com](http://www.britishrose.synthasite.com) , accessed 10 March 2011
2. Prince Phillip [oldbitterballs.blogspot.com](http://oldbitterballs.blogspot.com) , accessed 10 March 2011
3. Prince Charles [luxurylaunches.com](http://luxurylaunches.com) , accessed 10 March 2011
4. Princess Diana [www.quotespapa.com/images/](http://www.quotespapa.com/images/) ,accessed 10 March 2011
5. Camilla Parker-Bowles [listal.com](http://listal.com) , accessed 10 March 2011
6. Princess Anne [solarnavigator.net](http://solarnavigator.net) , accessed 10 March 2011
7. Tim Lawrence [zimbio.com](http://zimbio.com) , accessed 10 March 2011
8. Prince Andrew [newspaper.li](http://newspaper.li) , accessed 10 March 2011
9. Sarah Ferguson [swotti.com](http://swotti.com) , accessed 10 March 2011
10. Prince Edward [peoplequiz.com](http://peoplequiz.com) , accessed 10 March 2011
11. Sophie Countess of Wessex [exposay.com](http://exposay.com) , accessed 10 March 2011
12. Prince William [people.com](http://people.com) , accessed 10 March 2011
13. Prince Harry [crushable.com](http://crushable.com) , accessed 10 March 2011
14. Zara Phillips [people.famouswhy.com](http://people.famouswhy.com) , accessed 10 March 2011
15. Peter Phillips [englishmonarchs.co.uk](http://englishmonarchs.co.uk) , accessed 10 March 2011
16. Beatrice of York [coolspotters.com](http://coolspotters.com) , accessed 10 March 2011
17. Eugenie of York [knowingtheroyals.wordpress.com](http://knowingtheroyals.wordpress.com) , accessed 10 March 2011
18. Lady Louise Windsor [madhattery.royalroundup.com](http://madhattery.royalroundup.com) , accessed 10 March 2011
19. James Windsor [ansien.w.staszic.waw.pl](http://ansien.w.staszic.waw.pl) , accessed 10 March 2011
20. The Queen and her children [funtobebad.blogspot.com](http://funtobebad.blogspot.com) , accessed 10 March 2011
21. Princess Anne riding , accessed 10 March 2011
22. Princess Diana and charity [liforcecomics.blogspot.com/](http://liforcecomics.blogspot.com/) , accessed 10 March 2011
23. Queen Elisabeth II and husband , accessed 10 March 2011
24. Prince Charles playing polo [gorbould.com](http://gorbould.com) , accessed 10 March 2011
25. Queen mother [gramilano.com](http://gramilano.com) , accessed 10 March 2011
26. Zara Phillips horse-riding [localriding.com](http://localriding.com) , accessed 10 March 2011
27. Charles and Camilla [theolivepress.es](http://theolivepress.es) , accessed 10 March 2011
28. Friends [popelnice1478.blog.cz](http://popelnice1478.blog.cz) , accessed 10 March 2011
29. two cats - friends [petzopedia.com](http://petzopedia.com) , accessed 10 March 2011
30. Tom and Jerry [funniespet.com](http://funniespet.com) , accessed 10 December 2011
31. Pat and Mat [tanatex.cz](http://tanatex.cz) , accessed 10 December 2011
32. Pooh and friends [free-extras.com](http://free-extras.com) , accessed 10 December 2011
33. Kamarád do deště [bontonfilm.cz](http://bontonfilm.cz) , accessed 10 December 2011
34. Cat and dog [geocaching.com](http://geocaching.com) , accessed 10 December 2011
35. Computer dating agency cartoon [cartoonstock.com](http://cartoonstock.com) , accessed 10 December 2011
36. Made for each other [cartoonstock.com](http://cartoonstock.com) , accessed 10 December 2011
37. handshake [forbes.com](http://forbes.com) , accessed 11 December 2011
38. the kiss [englishforum.ch](http://englishforum.ch) , accessed 11 December 2011
39. greeting [acclaimclipart.com](http://acclaimclipart.com) , accessed 11 December 2011
40. crossing the road [jamesnava.com](http://jamesnava.com) , accessed 11 December 2011
41. manners [cordelia.typepad.com](http://cordelia.typepad.com) , accessed 11 December 2011
42. on the bus [coloribus.com](http://coloribus.com) , accessed 11 December 2011
43. Joey Tribbiani [weirday.com/.../what-happen-to-joey-tribbiani/](http://weirday.com/.../what-happen-to-joey-tribbiani/) , accessed 5 January 2012
44. task (top of the speaking sheets) [aacable.wordpress.com](http://aacable.wordpress.com) , accessed 10 December 2011
45. travel (top of the travel speaking sheet) [kidproofblog.com](http://kidproofblog.com) , accessed 10 December 2011
46. people and society (top of the people and society speaking sheet) [clipartof.com](http://clipartof.com) , accessed 10 January 2011
47. scissors [school.discoveryeducation.com](http://school.discoveryeducation.com) , accessed 10 January 2011
48. travelling by plane [shutterstock.com](http://shutterstock.com) , accessed 10 January 2011
49. plane timetables [stanstedairport.com](http://stanstedairport.com) , accessed 10 February 2011
50. turn left [clker.com](http://clker.com) , accessed 5 December 2011
51. go straight [decalsplanet.com](http://decalsplanet.com) , accessed 5 December 2011
52. turn right [nzta.govt.nz](http://nzta.govt.nz) , accessed 5 December 2011
53. traffic lights [ledtraffilight.cn](http://ledtraffilight.cn) , accessed 5 December 2011

54. pedestrian crossing [en.wikipedia.org](http://en.wikipedia.org) , accessed 5 December 2011
55. prepositions of place [england.caduff.org](http://england.caduff.org) , accessed 5 December 2011
56. map [lets-go.com](http://lets-go.com), accessed 5 December 2011
57. London Underground [freefoto.com](http://freefoto.com), accessed 7 December 2011
58. London Underground fares [londontoolkit.com](http://londontoolkit.com), accessed 7 December 2011
59. London Underground map [bbc.co.uk](http://bbc.co.uk) , accessed 7 December 2011
60. train [shutterstock.com](http://shutterstock.com) , accessed 8 December 2011
61. Heathrow Express information [www.holivar2006.org/location.php](http://www.holivar2006.org/location.php), accessed 8 December 2011
62. motorway [en.wikipedia.org](http://en.wikipedia.org) , accessed 8 December 2011
63. no stopping [directa.co.uk](http://directa.co.uk) , accessed 8 December 2011
64. no parking [easyvectors.com](http://easyvectors.com) , accessed 8 December 2011
65. one way road [freefoto.com](http://freefoto.com) , accessed 8 December 2011
66. bus stop sign [lunascafe.co.uk](http://lunascafe.co.uk) , accessed 8 December 2011
67. road works [bbc.co.uk](http://bbc.co.uk) , accessed 8 December 2011
68. pay and display [wakefield.gov.uk](http://wakefield.gov.uk) , accessed 8 December 2011
69. mind the gap [kuyichi.com](http://kuyichi.com) , accessed 8 December 2011
70. traffic jam [travelandleisure.com](http://travelandleisure.com), accessed 8 December 2011
71. airport sign [dreamstime.com](http://dreamstime.com), accessed 8 December 2011
72. speed limit sign [archersafetysigns.co.uk](http://archersafetysigns.co.uk), accessed 8 December 2011
73. hotel, accessed 9 December 2011
74. tent [israelmatzav.blogspot.com](http://israelmatzav.blogspot.com) , accessed 9 December 2011
75. in the open air [adamek.cz](http://adamek.cz) , accessed 9 December 2011
76. mountain chalet [photoeverywhere.co.uk](http://photoeverywhere.co.uk) , accessed 9 December 2011
77. guest house [fludha.com](http://fludha.com) , accessed 9 December 2011
78. bed and breakfast [cobble-house.com](http://cobble-house.com) , accessed 9 December 2011
79. F1 [en.wikipedia.org](http://en.wikipedia.org) , accessed 9 December 2011
80. friends and family quality-english.com , accessed 9 December 2011
81. caravan [en.wikipedia.org](http://en.wikipedia.org) , accessed 9 December 2011
82. youth hostel [tripadvisor.fr](http://tripadvisor.fr) , accessed 9 December 2011
83. departures board [www.flightster.com](http://www.flightster.com) , accessed 9 December 2011
84. car crash [sandbox.yoyogames.com/](http://sandbox.yoyogames.com/) , accessed 9 December 2011
85. missed the train [www.jinalife.com.au/blog/wp](http://www.jinalife.com.au/blog/wp) , accessed 9 December 2011
86. shipwreck [www.deviantart.com/download](http://www.deviantart.com/download) , accessed 9 December 2011
87. bad weather [sjhelium.com](http://sjhelium.com) , accessed 9 December 2011
88. seasick [misc.phillipmartin.info](http://misc.phillipmartin.info) , accessed 9 December 2011
89. lost passport [blog.cbtravel.com](http://blog.cbtravel.com) , accessed 9 December 2011
90. lost luggage [www.cartoonstock.com/](http://www.cartoonstock.com/) , accessed 9 December 2011
91. get lost [expressandstar.com](http://expressandstar.com) , accessed 9 December 2011
92. get mugged [dailymail.co.uk](http://dailymail.co.uk) , accessed 9 December 2011
93. get injured [physioroom.com](http://physioroom.com) , accessed 9 December 2011
94. traffic jam [guardian.co.uk](http://guardian.co.uk) , accessed 9 December 2011
95. cockroaches in the hotel [cartoonstock.com](http://cartoonstock.com) , accessed 9 December 2011
96. Madam Tussaud's [travlang.com](http://travlang.com) , accessed 10 December 2011
97. British Museum [wikipedia.org/wiki/British\\_Museum](http://wikipedia.org/wiki/British_Museum) , accessed 10 December 2011
98. Oxford Street [www.intelligentspace.com](http://www.intelligentspace.com) , accessed 10 December 2011
99. Hyde Park [0.tqn.com/d/cruises/](http://0.tqn.com/d/cruises/) , accessed 10 December 2011
100. Picadilly Circus [abali.ru/?p=399&lang=cs](http://abali.ru/?p=399&lang=cs) , accessed 10 December 2011
101. Trafalgar Square [velka-britanie.tripzon...](http://velka-britanie.tripzon...) , accessed 10 December 2011
102. Buckingham Palace [life.com](http://life.com) , accessed 10 December 2011
103. The Big Ben, Houses of Parliament <http://www.britannica.com> , accessed 10 December 2011
104. map [cs.ucl.ac.uk](http://cs.ucl.ac.uk) , accessed 10 December 2011
105. happy family [www.bigstock.com](http://www.bigstock.com) , accessed 15 January 2012
106. TV family [desktopia.net](http://desktopia.net) , accessed 15 January 2012
107. Tony [allmoviephoto.com](http://allmoviephoto.com) , accessed 20 January 2012
108. Jermain [sfbayview.com](http://sfbayview.com) , accessed 20 January 2012



109. Kevin [shutterstock.com](http://shutterstock.com) , accessed 20 January 2012
110. travel by underground [news.com.au](http://news.com.au), accessed 20 December 2010
111. going on holiday [gereports.com](http://gereports.com), accessed 20 December 2010
112. Liverpool map [liverpoolmuseums.org.uk](http://liverpoolmuseums.org.uk) , accessed 10 January 2012
113. Kunětická hora [golf-czech.eu](http://golf-czech.eu) , accessed 10 January 2012
114. Praha [www.praguewalk.com/](http://www.praguewalk.com/) , accessed 10 January 2012
115. rafting [outdoor-sport-leisure.net](http://outdoor-sport-leisure.net) , accessed 10 January 2012
116. tent [samschoice.wordpress.com/2011/05/26/camping/](http://samschoice.wordpress.com/2011/05/26/camping/) , accessed 10 January 2012
117. Lipno [lipensko.org](http://lipensko.org) , accessed 10 January 2012
118. Český ráj [daltonaci2.webnode.cz](http://daltonaci2.webnode.cz) , accessed 10 January 2012
119. coach [en.wikipedia.org](http://en.wikipedia.org) accessed 20 December 2010
120. cruiser [hypercup.org](http://hypercup.org) accessed 20 December 2010
121. Pendolino [lupa.cz](http://lupa.cz) accessed 20 December 2010
122. helicopter [trainzone.co.nz](http://trainzone.co.nz) accessed 20 December 2010
123. hovercraft [gadgets.vtm.zive.cz](http://gadgets.vtm.zive.cz) accessed 20 December 2010
124. ride a camel [colourfultrips.com](http://colourfultrips.com) accessed 20 December 2010
125. hot-air baloon [portalegypt.com](http://portalegypt.com) accessed 20 December 2010
126. airship [redyns.com](http://redyns.com) accessed 20 December 2010
127. cycling [users.rcn.com](http://users.rcn.com) accessed 20 December 2010
128. hitchhiking [journeyetc.com](http://journeyetc.com) accessed 20 December 2010
129. rickshaw [en.wikipedia.org](http://en.wikipedia.org) accessed 20 December 2010
130. black cab [stephenrees.wordpress.com](http://stephenrees.wordpress.com) accessed 20 December 2010