

Speaking Extra

A resource book of multi-level skills activities



CAMBRIDGE
UNIVERSITY PRESS

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PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS
The Edinburgh Building, Cambridge CB2 2RU, UK
40 West 20th Street, New York, NY 10011-4211, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
Ruiz de Alarcón 13, 28014 Madrid, Spain
Dock House, The Waterfront, Cape Town 8001, South Africa

<http://www.cambridge.org>

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First published 2004

Printed in the United Kingdom at the University Press, Cambridge

Typefaces Congress Sans, Ulissa Rounded. *System* QuarkXPress®

A catalogue record for this book is available from the British Library

ISBN 0 521 75463 1	Resource Book
ISBN 0 521 75464 X	Resource Book and Audio CD pack
ISBN 0 521 75465 8	Audio CD (1)

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1.1

What about you?

LEVEL

Elementary

TOPIC

Asking people about themselves

ACTIVITY TYPE

Moving around and mingling

SPEAKING FOCUS

Asking questions, giving information

TIME

40–50 minutes

KEY LANGUAGE

birthday, boyfriend, brother, college, family, father, friend, girlfriend, hobby, home, house, interests, job, mother, nationality, school, sister, sport, study, work;

question forms, present simple, past simple, have got

PREPARATION

One photocopy for each student; for Follow up, one sheet of paper for each student

Warm up

- 1 Tell students to imagine they are at a party and to imagine that they meet someone new. Ask what information they want to know about the person. Write their ideas on the board.
- 2 Use their ideas to check/revise making questions. Help them to make some questions about some of the information they wanted to know.

Main activity

- 1 Tell students they are going to find out about the other people in the class. Put them in pairs and give out the photocopies. Tell them to look at the words and ask their partner about any they do not know.
- 2 Ask if there are any words that they still do not know. Ask other students to explain them before giving the meaning yourself.
- 3 Explain that they should work with their partner and help each other to write two questions for each of the six subjects. They can use the words with each subject for help, or other words if they want. They can use the words in the middle for all the subjects if they want. Explain that they can avoid any information if they wish. Do an example or two together on the board, e.g.
How old are you?
How many brothers and sisters have you got?
- 4 Go around giving help and checking that their questions are correct.
- 5 Ask them to talk with their partner and compare their own answers to the questions.
- 6 Ask them to stand up, and tell them that they should go around the class asking other students their questions. For each question, they should try to find someone who gives a similar answer to their own. Tell them to make notes about the answers they get.
- 7 Check their results. Ask if anyone found a person with similar answers. Ask if there were any questions that no one answered in a similar way. Ask if they got any surprising answers.

Follow up

- Individually, students write answers to their own 12 questions on a sheet of paper. They must write full sentences to make the information clear, e.g. *When is your birthday? My birthday is on 14 May.*
- They sign the sheet – not with their name, but with a key word they will remember easily.
- Exchange the sheets around the class. In pairs students try to identify the people from their answers. They keep a list of the key words and their guesses.
- Collect in the sheets and say the key word, hear the class's guesses, and then check the real identity.

BIRTH

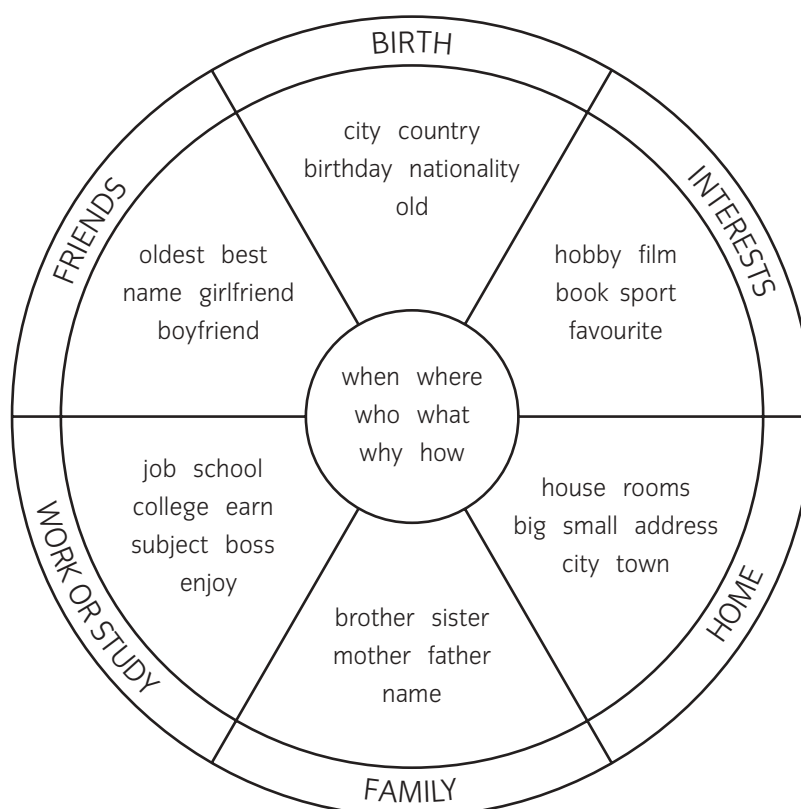
1
2

FAMILY

3
4

FRIENDS

5
6



INTERESTS

7
8

WORK OR STUDY

9
10

HOME

11
12

1.2

Life map

LEVEL

Intermediate

TOPIC

Life experience

ACTIVITY TYPEInformation
exchange
conversation**SPEAKING
FOCUS**Recounting
personal information
in a conversational
context**TIME**

45 minutes – 1 hour

KEY LANGUAGE*admire, ambition,
experience, grow up,
memory, opportunity,
proud, regret, success;*
past, present and
future tenses**PREPARATION**One photocopy for
each pair of students,
the photocopies cut
into their two sections
so that you have a pile
of A sheets and a pile
of B sheets**Warm up**

1 On the board, write the following questions:

- 1 *When you were a child, was there anything about adults that you thought was strange or amusing?*
- 2 *Are there any ways that you see life differently now that you are older?*
- 3 *What is the most surprising or unexpected thing about the way your life has developed?*

Ask students to talk with their neighbours about the questions.

2 Take the questions one by one and ask students if their neighbours had any interesting answers. Encourage comments and questions from the class.

Main activity

- 1 Tell students that they are going to talk to each other about their lives and experiences. Put them in pairs and give out the photocopies, making sure that both partners have the same sheets: Student A with Student A, and Student B with Student B.
- 2 Ask students to interview each other using the questions. Explain that they should write a short title for each of their partner's answers in the correct place on the life map. The titles should be short – just enough to allow them to remember their answer. Tell them to help each other with words they do not understand and ask you if there is anything they are not sure about. Reassure students that they do not have to answer any questions they do not want to. You could teach the phrase *I'd rather not say* or *I'd rather not talk about that*.
- 3 When they have finished, ask them to exchange sheets, so they each have the map of their own life. Tell them to check they understand the titles given by their partners. Students then tear off the questions and keep the map of their life.
- 4 Ask students to find a new partner with the opposite sheet: Student A with Student B. Tell them to exchange their life maps. Explain that the map contains different information about different things for each student. Tell them to ask each other questions about the titles on their partner's map and find out what they mean.
- 5 Ask what was the most interesting or surprising information they heard from their partner. Encourage comments and questions from the class.

Follow up

- In pairs, students use the headings from the question sheets and write a list of ten other questions.
- Pairs exchange their sheets with another pair. They then talk with their partner about the new questions they have been given.
- Ask what was the most interesting or surprising information they heard from their partner. Encourage comments and questions from the class.

A

Interview your partner about their experiences. Then write a short title for each answer in the correct place on the life map.

In the beginning

- 1 What is your earliest memory?

As a child

- 2 What was your favourite room in the house where you grew up?
- 3 What was the name of a person you really admired when you were young?

Life experience

- 4 What is the most interesting place you have ever been?
- 5 What is the strangest thing you've ever seen or done?

Looking back on your life

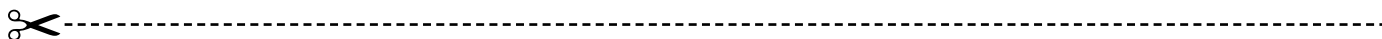
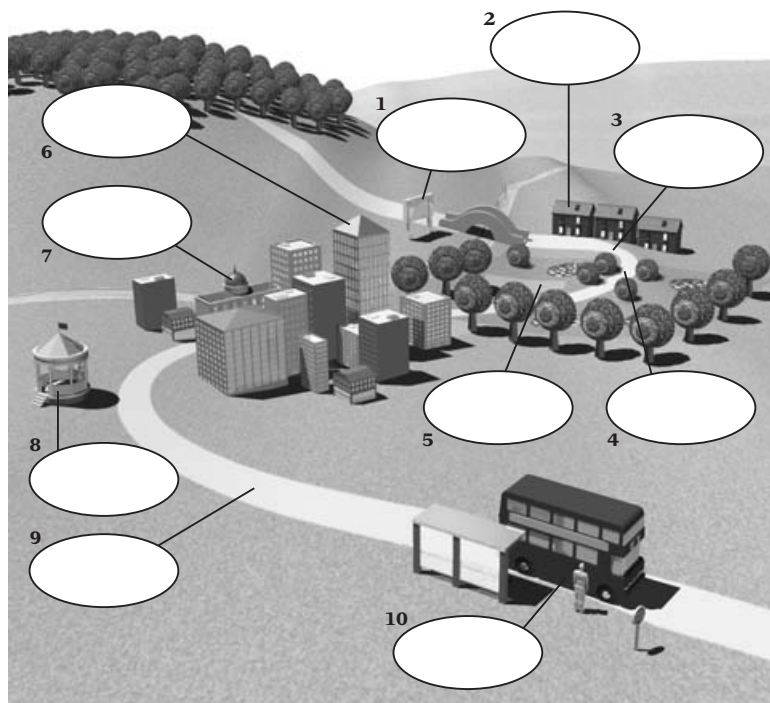
- 6 What is the biggest success that you've had?
- 7 What was the biggest opportunity that you missed?

The present

- 8 Who do you most like spending time with?
- 9 What do you most enjoy doing?

Your future

- 10 What do you most want to change about yourself or your life in the future?



B

Interview your partner about their experiences. Then write a short title for each answer in the correct place on the life map.

In the beginning

- 1 What was the first present you received?

As a child

- 2 What was the most interesting place in the neighbourhood where you lived as a child?
- 3 As a child, what was the first job you wanted to do when you grew up?

Life experience

- 4 Who was the most interesting person you ever met?
- 5 What is the most dangerous or frightening thing that ever happened to you?

Looking back on your life

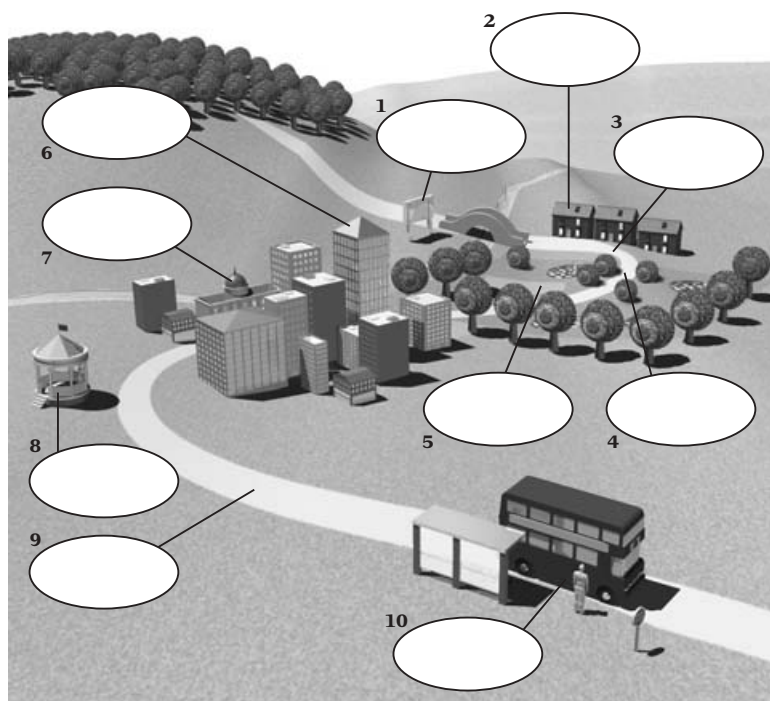
- 6 What do you most regret doing?
- 7 What are you most proud of?

The present

- 8 Where do you spend most of your time?
- 9 What is your favourite thing that you own?

Your future

- 10 What is your biggest dream or ambition?



1.3

Spy catcher

LEVEL

Upper-intermediate

TOPIC

Personal information

ACTIVITY TYPE

Role-play game

**SPEAKING
FOCUS**Conversation and
asking personal
questions**TIME**

30–40 minutes

KEY LANGUAGE

ambassador, army
officer, athletics,
basketball, catch,
code, competition,
divorced, golf, guitar,
hobbies, married,
mission, saxophone,
spy, tennis, training;
question forms,
present simple, have
got, past simple

PREPARATION

One photocopy for each
group of six students,
the photocopies cut into
their six sections



track 2

Warm up

- 1 Ask students what a spy is. If they do not know, give examples, either real or fictional, that they will know, e.g. James Bond, or explain the meaning.
- 2 Ask what they think a spy's job involves. What do they usually do in their working day?
- 3 Ask how they think a spy catcher catches spies.

Main activity**Listening**

- 1 Tell students to imagine they are spy catchers. On the board, write:

You are at a party at your country's embassy in London.

- 1 *Your mission: Find the spy.*

Information:

- Code name OCTOBER
- Not married
- Has army experience
- Does not live in Europe or the USA
- Plays some type of sport, maybe tennis or golf

- 2 *There is another spy catcher at the party. Identify that person.*

Check that students understand the vocabulary.

- 2 Tell students they are going to hear a conversation at the party. They should listen and complete their mission. Play the recording once.
- 3 Tell them to compare ideas quickly with their neighbours.
- 4 Play the recording again. Check their answers. Ask how they knew.

Answer key

- 1 The spy is Valerie Dumont. She:

- is divorced and so not married
- works in South America
- has army experience
- plays a sport

- 2 The spy catcher is Atsuko Ishida. She guessed that Valerie Dumont plays golf or tennis and so we can guess she has information about the spy code-named OCTOBER.

Speaking

- 1 Tell students they are going to a party at their country's embassy in London. Put them in groups of six and give out the role cards. Tell them to read the information, but not to look at each other's. If the class does not divide exactly into groups of six, make some groups larger using role cards A–D, not E or F because they are specific spies.
- 2 Ask if they have any questions about vocabulary or other details.
- 3 Explain that they can use their own names but they should use the information on the cards, and they should use their imagination to add other information about themselves. Tell them they have 15 minutes to complete their missions. Ask them to stand up and introduce themselves to another guest.
- 4 Go around the groups joining in the conversations as a guest and getting the activity going. If they are talking in one big group of six, encourage them to start smaller conversations with one or two other guests. If they are staying with the same partner for too long, tell everyone to change partners in their group.
- 5 Finish by asking who was successful and how the successful students guessed the identity of the spy.

Follow up

- Students write up a short report saying how they identified their target and achieved their mission.

A

ABOUT YOU:

- You met the ambassador in the army.
- Family: Married, no children.
- Present home: New York, USA.
- Training: Army officer until five years ago.
- Hobbies and interests: All sports. Music lover – plays and teaches saxophone.

YOUR SECRET MISSION:

You are a spy catcher, and you are looking for a spy, code name RED FOX.

Description:

- Lives somewhere in Europe or Asia.
- Might have big family, information uncertain.
- Probably police officer until recently.
- Good sportsperson.



B

ABOUT YOU:

- You met the ambassador when you were in the Olympic team.
- Family: Divorced, one child.
- Present home: Tokyo, Japan.
- Training: In army at present; officer for last 11 years.
- Hobbies and interests: Training youth football teams. Athletics – ran 1,500 m for Olympic team.

YOUR SECRET MISSION:

You are a spy catcher, and you are looking for a spy, code name THE SINGER.

Description:

- Lives somewhere in Africa or the Americas.
- Not married.
- Army experience.
- Musician of some sort.



C

ABOUT YOU:

- You met the ambassador at a jazz concert.
- Family: Single, no children.
- Present home: Cairo, Egypt.
- Training: Police officer until last year; never in army.
- Hobbies and interests: Listening to music. Singing in friend's jazz group.

YOUR SECRET MISSION:

You are a spy catcher, and you are looking for a spy, code name RED FOX.

Description:

- Lives somewhere in Europe or Asia.
- Might have big family, information uncertain.
- Probably police officer until recently.
- Good sportsperson.



D

ABOUT YOU:

- You met the ambassador in the army.
- Family: Married, three children.
- Present home: Paris, France.
- Training: Police at present; army officer until recently.
- Hobbies and interests: Music. Watching basketball – big fan.

YOUR SECRET MISSION:

You are a spy catcher, and you are looking for a spy, code name THE SINGER.

Description:

- Lives somewhere in Africa or the Americas.
- Not married.
- Army experience.
- Musician of some sort.



E

ABOUT YOU:

- You met the ambassador in the army.
- Family: Divorced, two children.
- Present home: Rio de Janeiro, Brazil.
- Training: Army officer at present; high rank for last six years.
- Hobbies and interests: Football. Music – you play piano well.

YOUR SECRET MISSION:

You are a spy, secret code name THE SINGER, and you are looking for a spy, code name RED FOX.

Description:

- Lives somewhere in Europe or Asia.
- Might have big family, information uncertain.
- Probably police officer until recently.
- Good sportsperson.



F

ABOUT YOU:

- You met the ambassador playing in a golf competition.
- Family: Married, five children.
- Present home: Rome, Italy.
- Training: Police officer until two years ago; never in army.
- Hobbies and interests: Playing guitar. Playing golf, especially in competitions.

YOUR SECRET MISSION:

You are a spy, secret code name RED FOX, and you are looking for a spy, code name THE SINGER.

Description:

- Lives somewhere in Africa or the Americas.
- Not married.
- Army experience.
- Musician of some sort.