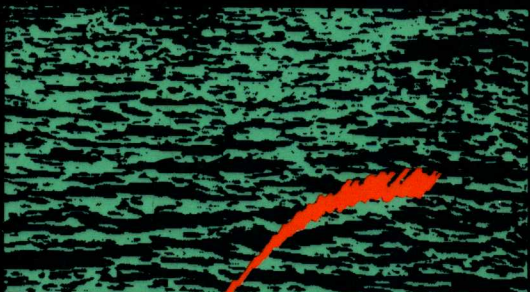


CAMBRIDGE Skills for fluency

Series Editor: Adrian Doff



SPEAKING 1

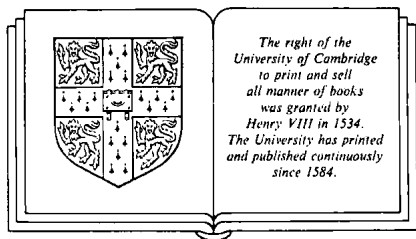
Joanne Collie
Stephen Slater

Cambridge University Press

CAMBRIDGE SKILLS FOR FLUENCY
Series Editor: Adrian Doff

Speaking 1

Joanne Collie
Stephen Slater



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CAMBRIDGE SKILLS FOR FLUENCY

Cambridge Skills for Fluency is a series of supplementary materials covering the skills of listening, speaking, reading and writing; each skill is developed at four levels, from pre-intermediate through to upper-intermediate.

The series aims to develop students' confidence and fluency in English, by offering a variety of topics and activities which engage students' interest and encourage them to share their personal reactions and opinions.

Although all the books in the series share the same underlying principles, we have tried to avoid complete uniformity across the series, and so each book has its own features and its own particular approach to skills development:

- The *Listening* books aim to develop students' ability to understand real-life spoken English, through recordings of natural, spontaneous speech, selected and edited to make them accessible at each level.
- The *Speaking* books aim to develop oral fluency by focusing on topics that are personally relevant to students and which encourage students to draw on their own life experience, feelings and cultural knowledge.
- The *Reading* books aim to develop students' skill in reading English by introducing them to a wide variety of authentic texts, supported by tasks and activities designed to increase involvement and confidence in the reading process.
- The *Writing* books place writing in a central position in the language class, presenting it as a creative activity which contributes to language learning in general.

Level 1 of the series consists of the following titles:

Listening 1 by Adrian Doff and Carolyn Becket

Speaking 1 by Joanne Collie and Stephen Slater

Reading 1 by Simon Greenall and Diana Pye

Writing 1 by Andrew Littlejohn

Map of the book

<i>Unit</i>	<i>Themes/Vocabulary areas</i>	<i>Areas of communication</i>	<i>Learner activities</i>
1	Names, stage names, nicknames.	Talking about yourself and other people; asking about other people.	Recording information; guessing game; discussion; role play; group writing.
2	Appearance, personality; animals; age.	Describing people/ personality; giving and receiving instructions.	Grid-filling; comparing choices; group writing; using instructions.
3	Colours, shades; shopping; class/town environment; letters; hospital; sickness.	Talking about likes, dislikes and intentions; making suggestions; persuading.	Vocabulary matching; discussion; completing questionnaires.
4	English in the classroom and outside; useful language for learners.	Negotiating choices; giving reasons; asking for explanations.	Comparing choices; discussion; completing questionnaires.
5	Keys; feelings and reactions; daily routine.	Describing objects and rooms; narrating experiences and sequences of events; making conjectures.	Exchanging anecdotes; interpreting a poem; guided fantasy; discussion.
6	Countries of the world and life in them; folk music.	Discussing hypothetical situations; exploring preferences; justifying opinions.	Labelling; exchanging information; comparing choices; guessing game.
7	Good/bad luck; lucky charms; lucky finds.	Talking about customs; predicting; relating personal experiences.	Discussion; listening and predicting; exchanging anecdotes; group project.
8	Fears/phobias; ways of overcoming fears/ phobias.	Discussing emotions; making conjectures; giving advice.	Vocabulary matching; game; listening and discussion; reordering instructions.
9	Childhood games, toys, memories; personality traits.	Talking about the past; justifying opinions; agreeing/ disagreeing; talking about behaviour.	Discussion; classifying vocabulary; guessing game; guided fantasy.

<i>Unit</i>	<i>Themes/Vocabulary areas</i>	<i>Areas of communication</i>	<i>Learner activities</i>
10	Food, ingredients, health aspects; restaurants.	Discussing likes/dislikes; persuading; planning future events.	Comparing reactions; role play; group planning; discussion; presenting ideas to the class.
11	Weather, forecasting; progress/difficulties with English.	Talking about hypothetical situations; using metaphor to describe people and feelings.	Gap-filling; completing a grid; listening and gap-filling; writing a poem; guessing game.
12	Families; personality, ability and appearance.	Describing personality; discussing relationships.	Discussion; making word drawings; interpreting a poem; group writing.
13	Public and private gardens; food for survival.	Describing an imagined scene; justifying opinions; negotiating choices.	Discussion; completing questionnaires; group planning; comparing choices.
14	Parties, festivals, celebrations, national days.	Talking about events, personal experiences and preferences.	Comparing choices; listening and guessing; group planning; role play.
15	Food recipes, recipes for success.	Getting information from written texts; exchanging information; expressing ideas metaphorically.	Reading and guessing; group writing game; comparing choices; listening and discussion.
16	Badges and tee-shirts; graffiti and dealing with it.	Talking about opinions; agreeing/disagreeing.	Group writing; comparing choices; discussion.
17	Litter and rubbish.	Exchanging views; negotiating choices; making conjectures; expressing likes/dislikes.	Completing a grid; listening and retelling; comparing choices; dialogue writing.
18	Air balloons; advertising.	Making conjectures; persuading.	Interpreting a picture; classifying vocabulary; listening; pair planning; drama presentation.
19	Lifestyles; home furnishings; simple pleasures; the quality of life.	Discussing likes/dislikes; agreeing/disagreeing; making conjectures.	Discussion; listening and discussion; completing a grid; comparing choices.
20	Assessment of this book.	Discussing feelings; justifying opinions; discussing progress or difficulties.	Comparing choices; exchanging views; group writing; self-assessment.

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1 Sticks and stones may break my bones. . .


Names and what they mean to us



MOOR
Frances and Henry thank Margaret, Tom and Peter for the wonderful party they gave us on Saturday, July 30, for our Golden Wedding. Also thanks to relatives and friends for the lovely presents and cards.

85773

ANNA and JOHN
Congratulations on the birth of our first grandson, James, born July 30. With all our love for a long and healthy life. Mum, Dad Kerry and Michael.



SOUTH FORD
Sarah and Robert
Congratulations on your recent engagement. Wishing you both every happiness for the future. Love Mum, Dad and all the family.



85781

WARD
Jane and David are delighted to announce the birth of their son, Benjamin Charles, born August 1, 8lb 2oz.



PITCHFORD
Steve and Kim
are delighted to announce the birth of their daughter, Carol Mary, born July 20. A little sister for Catherine.



84183

HELEN DIXON
Congratulations on your 18th birthday, August 4. Love from Mum, Dad, Elizabeth and Jack.



84604

1 Tuning-in

Look at these family announcements from a newspaper. How many first names can you find in them?

With another student, write them down below. Add any other English names you know.

Do you know any English names which can be both a boy's name and a girl's name? Do you have names like that in your country?

Boys' names

John
.....
.....
.....
.....

Girls' names

Anna
.....
.....
.....
.....

Names for boys or girls

Kerry
.....
.....
.....
.....

2 Is Rosita your dog?

Write down three first names that are important to you. They can be names of:

friends family people you do not like animals film stars
people in books people in politics or sports teachers

One student reads out the first name on his or her list. The others ask one question each. For example: 'Is Rosita your dog?' 'Is Rosita your mother?' When the answer to your question is 'Yes', you get one point. But if your very first question gets the answer 'Yes', you get two points.

3 The big apple and the dirty duck

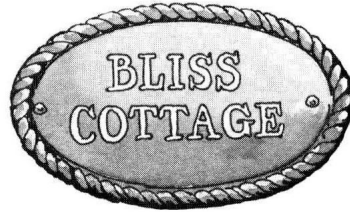
The big apple. . .



Sometimes people give their houses a name. Here are some examples:



(Marion and Don's house)



(Use your dictionary!)

Think of a good name for your house, flat or room.
With other students, talk about why you chose this name.
In your group, think of a new name for your school or college.

Cities can also have other names:

- The Big Apple (New York)
- The Mini Apple (Minneapolis)
- Tinseltown (?)

With one other student, give your town or city a new name. Discuss it with the class. Can you all agree on a new name?

People sometimes change the names of pubs or hotels to make them funny.
For example:

The White Swan becomes



The Dirty Duck!



Are there any funny names for hotels or shops in your town or city?
Talk about them with other students.

4 Names and more names

Ask another student these questions:

- Who chose your name?
- Did everyone in your family like the name?
- Is there another person in your family with the same name?
- Is there another first name you like better?

Actors or singers sometimes choose new names for the stage. Imagine you are going to become an actor *or* a singer. Think of a good name to help your career.

Now imagine the class is having a big party for actors and singers. Talk to the other guests. Introduce yourself: give your new name and say something about your plans for your career. Ask the others about their plans.

5 Nicknames

Some people have ‘nicknames’. Nicknames tell you something about the person. What can you guess about these people?

Bomber Graham Fingers MacBride The Iron Lady
The Blonde Bombshell

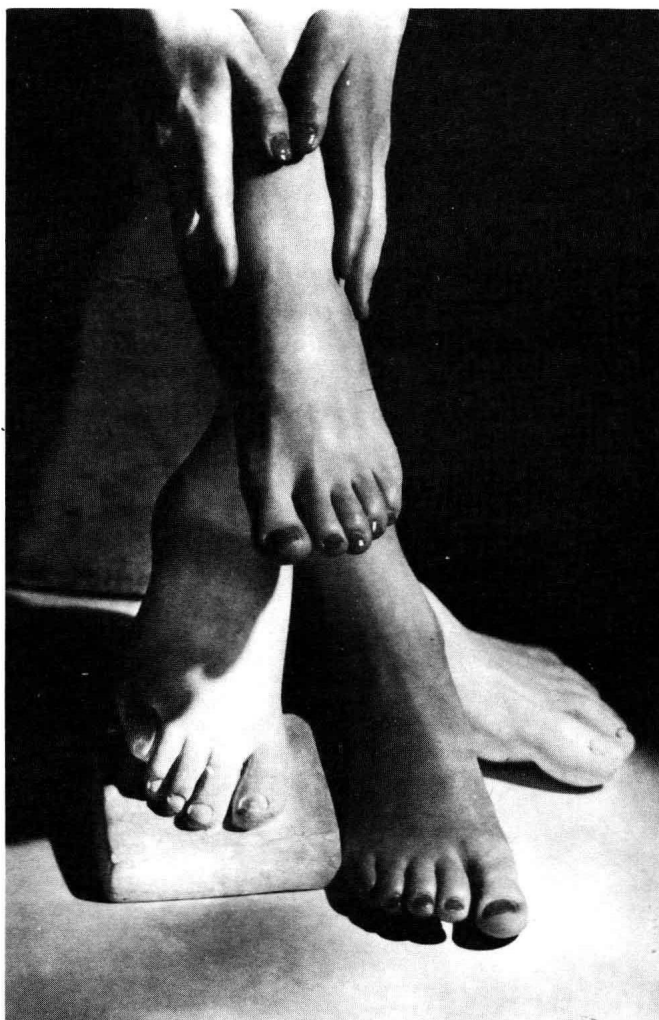
Sometimes, nicknames are whole sentences that tell you something about the person. Here, for example, is a list of people in the same English class:

Carlos ‘Sorry I’m late again’ Delgado
Mohammed ‘I need more grammar’ Rashid
Martine ‘I can’t eat that’ Bernadosse
Sayaka ‘Have you marked my homework?’ Harada
Maria ‘I’m freezing’ Bellini
Kurt ‘Can we start now?’ Schmidt
Juanita ‘Hello everybody’ Perez Borda
Azmi ‘Can I borrow a pen please?’ Abdullah

In groups, make up a sentence nickname for each person. Think of something that is interesting or special about that person. Write each nickname down. Don’t put the real name with it. Give your list to another group and take theirs. Can you guess the name that goes with each nickname? How about a nickname for your teacher?

2 | Body shop

Our bodies



1 Tuning-in

Put a cross (X) on each line to describe yourself. Check the words first.

For example, if you think you are very fit, put a cross like this:

fit —X— unfit

But if you are not very fit, put a cross like this:

fit — X — unfit

I AM:

fit	_____	unfit
calm	_____	nervous
hard-working	_____	not hard-working

I HAVE:

a lot of energy	_____	very little energy
a big appetite	_____	a small appetite
quick reactions	_____	slow reactions

Compare with another student. Did you put crosses in the same places? Talk about the way you described yourself. Do you want to change? Why?

2 Body shop

Imagine you are in the future. Medical technology is very advanced. You can now buy new parts for your body.

You have enough money to buy *two* new parts. Choose two from this list:

New parts

- ears that hear thoughts
- joints that last for ever
- a heart that lasts 100 years
- skin that does not change
- hair that does not go grey or fall out
- legs that can walk as fast as a car
- X-ray eyes
- high-power muscles
- extra-strong hands

Find other students with the same choices as you. Talk about the reasons for your choices:

- Why do you want these two new parts?
- How can they help you? How can they change your life?
- How are you going to use them?

3 Body insults

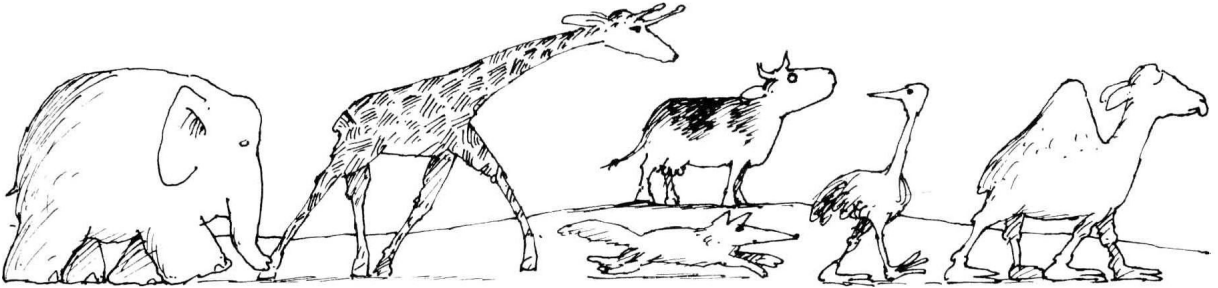
In English we sometimes make jokes – or funny insults – by comparing people to animals.

With one or two other students, build up a list of joke insults. Take it in turns, one by one. Use a dictionary to help you.

- S/he has the brain of
- the hair of
- the face of
- the charm of
- the wisdom of
- the energy of
- the strength of
- the politeness of
- the appetite of

Here are some animals that you can use:

elephant yak cow camel dead rat giraffe ape
 fox toad fly hyena rabbit rhinoceros spider
 ostrich goldfish sparrow



4 Keep fit and relax

With another student, think up some simple exercises for the beginning of your next English lesson. Here are some words and phrases to help you – but you can use others.


Parts of the body

eyes arm
 mouth neck
 shoulder foot

Actions

breathe in open stretch out
 breathe out close put
 turn bend

Make up instructions for your exercises. Try your instructions out on another group.

 Now listen to the cassette. Can you do the exercises? Were your instructions different from those on the cassette?

5 The perfect age

What is the perfect age for your mind and body? Write a number on each line.

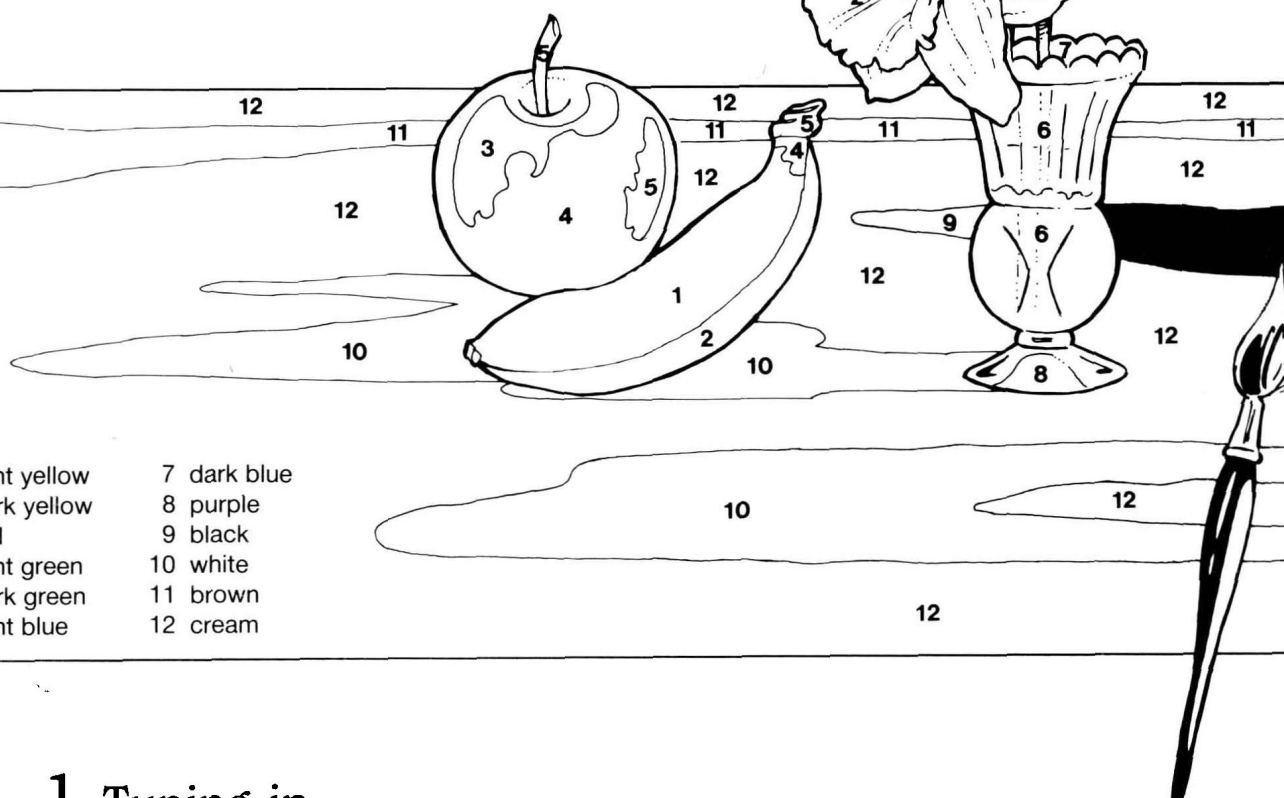
Body: 0 100
 Mind: 0 100

Think of one reason for each choice. Tell another student your perfect ages, and your reasons. Have you both chosen the same ages? Say why you think your choices are better.

3

Singing the blues

Colours



- 1 light yellow
- 2 dark yellow
- 3 red
- 4 light green
- 5 dark green
- 6 light blue
- 7 dark blue
- 8 purple
- 9 black
- 10 white
- 11 brown
- 12 cream

1 Tuning-in

Sometimes names of things are added to colours to show the exact shade. Here is an example: 'lemon yellow' (the same shade as a lemon). With another student, look at the names below and match them with one of the three colours. If you don't know the words, ask another student or the teacher.

RED		BLUE		GREEN		
tomato	sky	apple	emerald	wine	olive	raspberry
navy	blood	sea	bottle	cornflower	cherry	

Now think of a colour that you like. Can you find others in the class who have chosen the same colour? With them, talk about your favourite shade of that colour. For example, perhaps you like a light shade of yellow, but do not like a darker mustard colour? Compare your ideas, and talk about some things you have that are your favourite shade:

- a bedspread
- the walls of your bedroom
- flowers
- a painting
- any other?

2 What colour shall we have?

Imagine you are going shopping. You can buy:

- one tee-shirt



- one pair of shoes



- one new car



Choose a colour for each thing. Write the colours down:

I'm going to buy a tee-shirt.

I'm going to buy a pair of shoes.

I'm going to buy a car.

Ask questions to find out what colours the others have chosen, and why.
Have they chosen their favourite colours?

3 Let's paint the town . . . and the classroom!

Look at the walls and the ceiling in your classroom. With another student, talk about some new colours for the room. What colours are best for learning English? Why?

As a class, vote for the colours you want. Remember the ceiling!

Now think of your town or city. Is there one street or one public building that needs a new coat of paint? Decide on a colour, then see if others agree with your choice.

In your town, is there a wall where you could paint a picture? Do you like public buildings that have pictures on them? Are there any in your country? Compare your ideas and talk about them with others in the class.