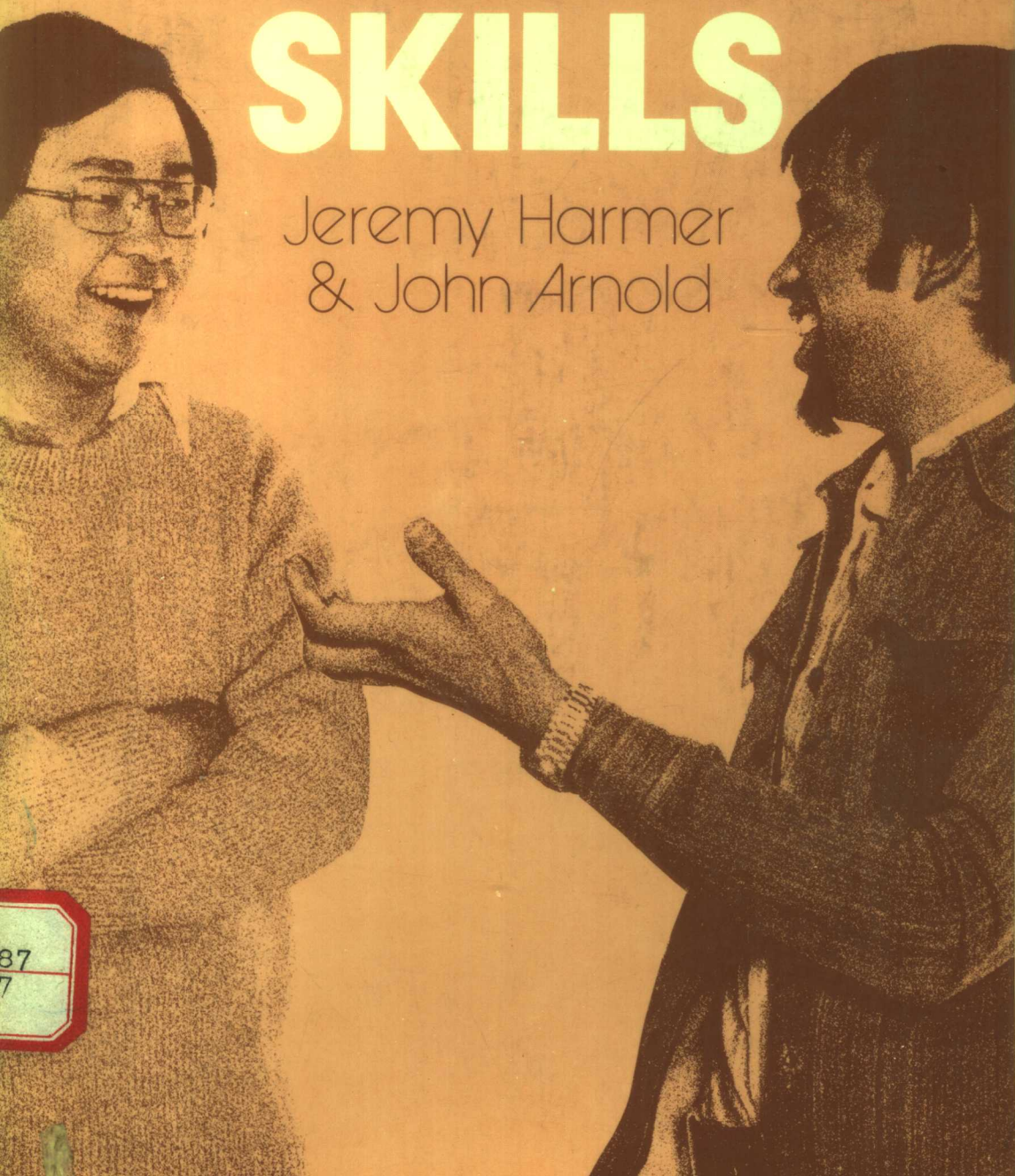


ADVANCED SPEAKING SKILLS

Jeremy Harmer
& John Arnold



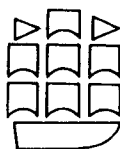
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ADVANCED SPEAKING SKILLS

**Jeremy Harmer &
John Arnold**



Eurocentre



Longman

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London

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J.P.H.H.
W.J.A.

Bournemouth and Southampton

FOREWORD

Like its companion volume *Advanced Writing Skills*, the present book focusses on the needs of the learner at the advanced level. At this level, grammatical accuracy alone is simply not enough for successful communication, particularly in speech.

Advanced Speaking Skills takes as its keynote the concept of *appropriateness* – the choice of language according to such factors as to whom one is speaking, the moods of the speakers, etc. The book thus opens up to the advanced learner the opportunity of better reflecting his own attitudes and reacting to those of others. The accompanying tape, as well as providing intonation models, is designed to help the learner become better aware of the nuances of attitude which are an ever-present feature of communication.

The book is designed so that – after completing the Introductory Section – the individual *parts* can be taken in any order, with no need to work through the whole book, or even whole *sections*, in a linear way. As each part is self-contained moving from controlled through to free and individual production of appropriate language the book can serve also as excellent supplementary material to more traditional advanced course books.

As with previous Eurocentre publications – this being the eleventh in the series – the material has been thoroughly tested in the classroom, and we believe that this book can add a valuable dimension of reality to the teaching and learning of English by adults at the advanced level.

Erh. J. C. Waespi,
*Director of the Foundation
for European Language and
Education Centres*

GENERAL INTRODUCTION

ADVANCED SPEAKING SKILLS, like its companion course ADVANCED WRITING SKILLS, is concerned with what we want to do with the language; for example, to advise. Giving Advice is a *language function*. There are various ways in which we can give advice in English, e.g. *If I were you, I'd . . .*, *Personally, I think your best course would be to . . .* etc. The way we choose to say something will depend on our *attitude* to the person or people who we are speaking to. A main concern of this course is *appropriateness*, that is the choice of a way of saying something which expresses our attitude appropriately, i.e. showing that we are being <polite>, <informal>, <tentative> and so on.

The course

The course is designed for students who have either passed the Cambridge First Certificate examination or successfully completed an equivalent course of study. By the end of the course, successful students should be able to use the language presented to express themselves *appropriately* according to the social (or other) situation they are in. Such students will be in a position to take the Oral paper of the Cambridge Certificate of Proficiency after further training in the specific techniques necessary for that part of the examination.

CONTENTS OF THE COURSE

The course contains:

- An Introductory Section

- Four Sections

- Three Intersections

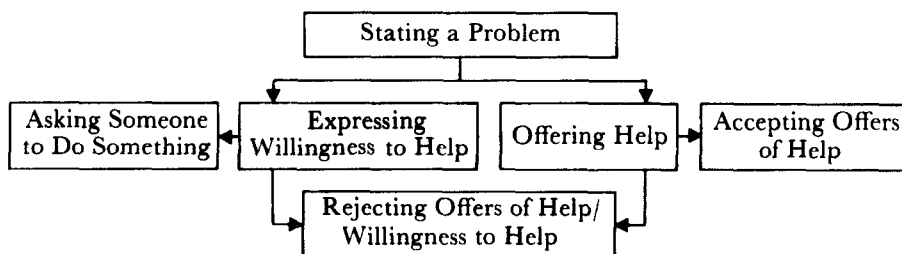
- A booklet containing Language Charts and a Key

- An Accompanying Tape or Cassette

SECTIONS

In addition to the Introductory Section, there are four major Sections in this course. Each Section concerns itself with a large area of language activity. Each Section is divided into Parts, which look at a more specific language area. For example, Section Four is entitled HELP, because it concerns the language we use to help others with problems, or to ask for help when we have problems ourselves. The two parts of Section Four are (1) *Asking for and Giving Advice* and (2) *Offers*. In Part One we look at the language we use when advice is needed, and in Part Two we look at the language we use when we wish to offer to help someone. When we look at *Offers* we see that there is a Language Interaction. We can expect that if someone states that they have a problem we may *Offer*

Help or *Show Willingness*. The person with a problem will then probably either *Accept our Offer*, *Ask us to Do Something* or *Reject our Offer*. We can represent these possible interactions in the following way:



We can say that it is likely that a conversation will follow one of these lines.

INTERSECTIONS

There are three Intersections in the course, whose design differs, in some respects, from that of the Sections. We have seen (above) that Sections are concerned with situations in which we can predict what lines a conversation is likely to follow. As it is often very difficult to do that with language, the Intersections look at areas which do not necessarily form the basis for predictable language interactions – for example, it is very difficult to predict what will happen when someone wishes to interrupt. Nevertheless, the language in the Intersections is grouped functionally so that Intersection C, for example, is called **LINKING SIGNALS IN SPEECH** and deals with the functions of *Interrupting*, *Changing the Subject*, etc.

LAYOUT OF THE COURSE

INTRODUCTORY SECTION

This presents the concepts of *attitude* and *appropriateness*, introduces a cast of characters, and explains the format of the book.

SECTIONS AND INTERSECTIONS

Each Part of each Section or Intersection will contain some or all of the following:

- a) *Language Presentation*, which includes:
 - A Diagrammatic Representation of the Language Interaction
 - Model Conversations
 - Language Charts (in the booklet in the back cover)
- b) *Controlled Practice*, which includes:
 - Manipulation Drills
 - Cast Conversations
 - Faded Dialogues

c) *Situational Practice*, which includes:

- Interaction Writing
- Practice Situations
- Free Practice
- Dialogue Writing

In addition each Section contains:

d) *Role Simulation*

e) *Extensive Listening*

THE TAPE OR CASSETTE

This contains:

- Model Conversations
- Manipulation Drills
- Extensive Listening

DESIGN OF THE COURSE

The course is designed in such a way that it is not necessary to move through the book in a linear way, that is from the beginning to the end. Each Section and Intersection is divided into Parts which practise certain small areas of language. Each Part may therefore be studied at any point during a course, and the class need not necessarily follow the sequence in the book. It must be emphasised, however, that the Parts of a Section or Intersection complement each other. Each Role Simulation, and the Extensive Listening, is based upon the language from the whole Section of which they are a part.

The following publications have been particularly useful in the preparation of this book:

Leech, G. and Svartvik, J., *A Communicative Grammar of English*, Longman 1975.

Wilkins, D. A., *Linguistics in Language Teaching*, Edward Arnold, 1972.

Wilkins, D. A., *Notional Syllabuses*, Oxford University Press 1975.

Van Ek, J., *The Threshold Level*, Council for Cultural Co-operation, Council of Europe 1975.

Introduction to students

This book is designed for students who have passed the Cambridge First Certificate examination or who have done a course to about the same level. The aim of the book is to help you to converse fluently and appropriately in English. You should know what kind of language to use in certain situations. Do you use the same language with a friend as you do with a complete stranger? Probably not, and it is the aim of this book to show you when to use certain types of language, and how to use them.

It is absolutely essential that you should study the Introductory Section (pages xvii–xxii) before starting the course. It explains how we choose the language we use, and it

also explains how the course works. If you do not understand anything in the Introductory Section you should ask your teacher.

SECTIONS AND INTERSECTIONS

The course is divided into four main Sections and three Intersections. Each Section and Intersection contains more than one Part. Each Part contains:

Language Presentation – designed to show you how the language works (in a diagram and in a Model Conversation) and the appropriate language to use (in a chart which appears in the booklet in the back cover).

Controlled Practice – designed to give you practice in the language from the chart: the practice here is very controlled so that you can become fluent in using the forms (the grammar) of the language.

Situational Practice – designed to give you less controlled practice. Here you will be asked to imagine yourself in various situations, and you will have to choose the most appropriate language to use.

In addition, each Section contains:

Role Simulation – designed to give you further practice in the language from the Section. You will be asked to take part, with the rest of the class, in a realistic situation in which you will need to use the language that you have studied.

Extensive Listening – designed to enable you to hear conversations in which English people are using the same area of language that has been covered in the Section.

THE TAPE OR CASSETTE

This contains:

Model Conversations – recordings of the conversations at the beginning of each Part of each Section or Intersection.

Manipulation Drills – giving you the correct answers to the Manipulation Drills in each Part. These answers can be used as models for pronunciation practice.

Extensive Listening – designed to give you examples of English people using the language which you are studying.

Teacher's handling notes

INTRODUCTION

The main aims of this book are to increase the students' oral communicative ability, and to enable the students to choose ways of saying things which are appropriate to different situations. The majority of the practice is designed to enable the students to learn how to be more, or less, polite in using the functional language they are studying. *It is for this reason that the Introductory Section (pages xvii–xxii) is so important, since it sets out not only the design of the course, but also*

the different categories of language that are used in the course. Once the students have clearly grasped the concept of *Attitude* they will be able to proceed with the main body of the course.

The language and the language functions in the course will not seem unfamiliar to many of the students for whom this course is designed. It should be impressed on them, therefore, that the aim of the course is for them to be able to produce the language accurately and fluently, and that they should have the ability to vary the ways they perform a certain language function appropriately according to the situation they find themselves in.

As has already been stated in the General Introduction, the course is designed in such a way as to give the teacher flexibility: it is not designed so that a teacher *necessarily* has to start at Section One and end at Section Four. Indeed this type of linear approach might well be counter-productive. The individual Parts of the Sections and Intersections can be studied in isolation. In other words, where a class is non-intensive, it would be possible to complete the material of one Part in two and a half hours of a week. Since each Part ends with some form of Free Practice, the completion of a Part would be a realistic objective for both teacher and students.

HANDLING NOTES

(Teachers need not necessarily follow the order in which the various exercises and practices occur. A diagram showing two possible schemes of presentation and practice occurs at the end of these Handling Notes on pages xiv–xv.)

[A] LANGUAGE PRESENTATION

1 *Interactions*

Students' attention should be drawn to the different directions in which a conversation could go.

2 *Model Conversations* (on tape or cassette, or from the book)

Students should be asked to identify the language that the characters use to perform their part of the language interaction (see 1 above).

3 *Language Items*

The students should look at the charts (in the booklet in the back cover), and the teacher should point out any areas of particular grammatical difficulty, for example in the question *could you give me some advice about . . .* students frequently omit the word *about*. Special attention should therefore be drawn to it. Heavily stressed words should also be pointed out (they will be underlined), for example *I'm not particularly keen on . . .*

[B] CONTROLLED PRACTICE

1 *Manipulation Drills*

These should be done with the whole class. The students should be able to see the Charts, and the teacher should follow the usual techniques of Choral

and/or Individual Repetition. Teachers should not be afraid to do the same sentence more than once. It is at this stage that the teacher can concentrate especially on the correctness of the form and the stress and intonation. Teachers fortunate enough to have class tape recorders will find the accompanying tape or cassette particularly useful here. On the tape, there is a pause before the correct model is given so that the Manipulation Drills can be used as laboratory material, or the teacher can conduct these drills with the use of a tape recorder.

2 *Cast Conversations*

This exercise is especially useful as preparatory homework, but it can also be used as pair work or with the whole class. Here the students have to make decisions about the *Attitude* the speakers would take up and the teacher should ask them to justify their choice, since in some cases it will not be possible to say that one of the characters could use only, for example, <tentative> language.

3 *Faded Dialogues* (Intersections only)

It is suggested that these can be done with the whole class.

[C] SITUATIONAL PRACTICE

1 *Interaction Writing*

This exercise has been designed with pair work (or small-group work) in mind. Students can work through the items, and then they can write one or more of the short dialogues. At this stage they should be encouraged to operate without reference to the Charts unless they really have to. They should make sure that they are expressing the appropriate *Attitude*. The dialogues can be acted out in class. This exercise could also be set as a small homework task.

2 *Practice Situations*

These have been designed for pair work or group work, but can equally well be used with the whole class.

3 *Dialogue Writing*

This exercise has been designed especially for homework, since dialogue writing of this length may require a lot of time if done in the classroom. A useful marking technique is to place a tick in the margin of the student's homework when he uses language from the Part or the Section appropriately.

4 *Situational Responses* (Intersections only)

It is suggested that these should be done with the whole class. Where students are hoping, eventually, to attempt the Cambridge Certificate of Proficiency it can be pointed out that these Situational Responses are very similar to those occurring in that examination.

5 *Free Practice*

The Free Practice phases in the course take a variety of different forms. They may involve the whole class or groups of students. Here (and in the

Role Simulations) it will be necessary for the students to prepare, and be prepared, for the practice. It is suggested that the teacher's usual insistence on correctness might be waived here, since the objective is for the student to produce the language from the Part freely. Interruption, in the form of correction, might impede this autonomy. There will, however, be some cases where a teacher will feel obliged to interrupt, but this should be the exception rather than the rule. In some cases it may be necessary for the teacher to be a discussion leader, or at least to prompt the students. A list of mistakes can be made by the teacher and this list can be referred to after the Free Practice phase is finished.

6 *Flashback Dialogues* (Intersections only)

These are best used as pair work or as homework. Students might be encouraged to act out the dialogues before or after writing them.

[D] ROLE SIMULATION

The Role Simulations have two main purposes: to give the opportunity for students to practise the language which they have studied in the course and, in a wider context, to provide enjoyable general language practice. In the unreal world of the classroom, it is not in fact unrealistic to ask students to take roles which are probably outside their personal experience. The roles given are defined in such a way that each student knows what he or she will have to contribute to the activity. At no time are students required to do things which demand really specialised knowledge. Willingness to participate and contribute (and not an ability to act) is the main quality required of students in the Role Simulations.

It will be the teacher's responsibility to prepare the class for the Role Simulation. He should explain this situation thoroughly to the students and be sure that they understand it fully before he assigns roles. In most cases the students should prepare, either in or outside the class. For example in Section Three, at the end of Part Three, there is a Role Simulation in which an imaginary town council is trying to decide between three rival plans. The teacher should explain the situation and then put the students into groups favouring one plan or another. In the case of those whose roles commit them to a particular plan, the group should plan arguments in favour of their plan and against the others. In the case of those who are, as yet, uncommitted, the group should prepare arguments against the three plans and/or arguments in favour of the plan they support and/or arguments in favour of a plan they themselves dream up. When it comes to the actual Role Simulation, the teacher may have to take the part of the chairman, so that he or she can be in control of the situation and can help to ensure that all the students are given a chance to join in. However, if a student can perform this role successfully, all the better. The Role Simulations can be particularly useful and motivating if they are recorded, either with a video or with a tape recorder. In this way the students can see how well they perform and what progress they are making.

[E] EXTENSIVE LISTENING

The purpose of these listening passages is to enable students to hear the language they have studied in the wider context of authentic English – that is in conversations in which real English people are not restricted in any way in their use of the language. It is suggested that these passages are particularly useful as back-up and revision material.

For each Extensive Listening phase there are three types of comprehension question: *General Comprehension* simply ensures that the students have understood what has been said; *Language in Context* picks out vocabulary, phrases and idioms which have wide application. *Reading between the Lines* (a euphemism for inferring feelings and attitudes) asks the students to make inferences about the speakers' attitudes. These True/False questions are designed as discussion points; more important than whether a student thinks the answer is true or false are his or her reasons for so thinking. Often these reasons will depend on the items of language that are used, so that the questions focus attention, yet again, on the language from the Section to which the Listening Phase relates. These Listening Phases are designed for classroom use, but they can equally well be used in the Language Laboratory, and, since there are suggested answers to all the questions in the Key, they can be used by the student working alone.

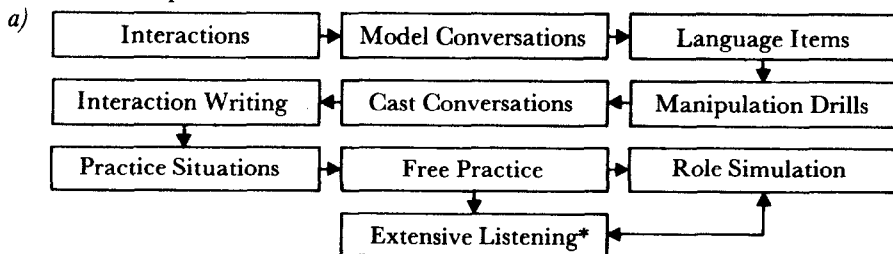
THE TAPE OR CASSETTE

In addition to the Extensive Listening, the taped material contains the Model Conversations and the Manipulation Drills. The Model Conversations can be used either to introduce the Function that is to be studied, or to exemplify the Interactions that occur at the beginning of each Part.

The Manipulation Drills provide correct models of the language exponents in the Charts, and as such can be used either by the teacher or by the class as pronunciation models or as laboratory material (see [B] 1).

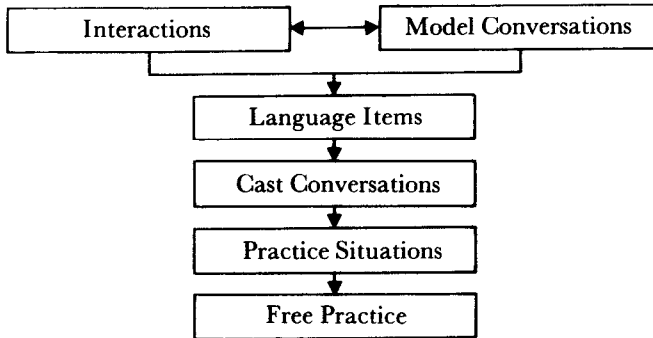
SCHEMES FOR PRESENTATION AND PRACTICE

The following diagrams show two different models for the order of the various exercises and practices.



* The Extensive Listening taped material with its accompanying exercises has been designed for use when a Section has been studied by the class. However, some teachers may prefer to preface work on a Section with some or all of an Extensive Listening phase.

- b) If the students show a familiarity with the grammatical forms of the language exponents the following order might be adopted by the teacher:



Obviously it will be up to the teacher to decide how many of the exercises to do, and in what order. Sometimes, for example, it might be interesting to study the Cast Conversations and then go back to the Manipulation Drills, or even to study the Cast Conversations and then go back to the Language Presentation phase. Generally, however, the Role Simulations and Dialogue Writing phases should occur at the end of a teaching unit.

Attitude

In English, as in most other languages, we can say the same thing in a number of ways.

The language we choose will depend on some or all of the following things:

The relationship we have with the people we are talking to;

(e.g. whether they are *close friends*, *strangers*, *people in authority*, etc.)

The situation we are in;

(*at a friend's party*, *at an official reception*, etc.)

The mood we are in;

(*angry*, *happy*, *nervous*, etc.)

The mood of the people we are talking to;

(*We will probably be especially careful when talking to a friend who is in a bad mood.*)

What we are talking about;

(*We will be more careful in our choice of words if we want to complain to a friend about his/her behaviour than we would if we were offering him/her a drink.*)

It is important to choose *appropriate* ways of saying things according to the situation we are in. In many situations it will be appropriate to use *<normal/neutral>* language and you will find the language items which fall into this category at the beginning of each language chart. *Such items have no labels printed after them in the charts.*

In other situations, it is necessary to use language items which are appropriate to special situations. In this course, a number of different labels are used to indicate the attitude which particular language items show. Here is a list of the various labels and what they mean in this course.

<Tentative>: This means 'unsure' and we use *<tentative>* language:

a) when we are genuinely unsure of our facts or of how we feel,
e.g. *It's very kind of you to invite me, but I'm not sure if I can come.*

b) when we want to give the impression of being unsure in order to be tactful and diplomatic. For example, if we want to disagree with a superior, it would probably be too strong to say *I can't agree with you* and it would be more appropriate to be *<tentative>* and say *I'm not sure if I'd agree with you.*

<Direct>: *<Direct>* language is the opposite of *<tentative>* language; it gives the impression that the speaker is very sure. This impression is appropriate if, for example, we want to agree with someone, but it can sound presumptuous and rude in a great many situations and would be *inappropriate* in such situations (e.g. inviting a superior to a party).

⟨*Polite*⟩: We use ⟨*polite*⟩ language when we want to sound particularly ⟨*polite*⟩ without being ⟨*tentative*⟩.

⟨*Formal*⟩: ⟨*Formal*⟩ language creates the impression of social distance between people. It occurs mostly in 'official' situations e.g. business meetings, official receptions.

⟨*Informal*⟩: ⟨*Informal*⟩ language is used between friends, mainly. It is generally *inappropriate* to use it with anyone else.

⟨*Strong*⟩: ⟨*Strong*⟩ language has a strong sense of conviction. It usually sounds very direct.

⟨*Blunt*⟩: ⟨*Blunt*⟩ language is very frank indeed. It should be used with extreme care, as in most situations it will simply sound rude.

SUMMARY

In most situations we use ⟨*normal/neutral*⟩ language but sometimes, because of the situation we are in or the people we are talking to, we use special language. In the language charts in this course you will find that the language items are marked in such a way as to tell you when the language can be used. The type of language we use shows our ATTITUDE.

Language presentation and practice

1 LANGUAGE ITEMS

See Chart 1 on page 1 of the booklet in the back cover.

2 PRACTICE

Ⓚ *

In the questions below you must decide:

- the attitude you would wish to convey ⟨*tentative, formal*⟩ etc.
- the language (from Chart 1 in the booklet) that you would actually use.

- 1 You are on a train and you want the window opened. You ask an elderly gentleman sitting near the window to open it, but you are not sure if he will like the idea.

You use	a) ⟨ <i>normal</i> ⟩	} language
	b) ⟨ <i>polite</i> ⟩	
	c) ⟨ <i>tentative</i> ⟩	
	d) ⟨ <i>rather formal</i> ⟩	
	e) ⟨ <i>direct</i> ⟩	
	f) ⟨ <i>direct and informal</i> ⟩	

You say _____

* You will find suggested answers to all the exercises marked Ⓚ, in the Key in the booklet in the back cover.

2 You want your cigarettes, which are on a chair near your friend. You ask him/her to give them to you.

- | | | |
|---------|--------------------------|------------|
| | a) <normal> | } language |
| | b) <polite> | |
| You use | c) <tentative> | |
| | d) <rather formal> | |
| | e) <direct> | |
| | f) <direct and informal> | |

You say _____

3 A friend of yours has just phoned to say that he/she is coming to see you tomorrow evening. This is not very convenient for you, so although you know your friend will be disappointed, you ask him/her to come the day after.

- | | | |
|---------|--------------------------|------------|
| | a) <normal> | } language |
| | b) <polite> | |
| You use | c) <tentative> | |
| | d) <rather formal> | |
| | e) <direct> | |
| | f) <direct and informal> | |

You say _____

4 You are the personal secretary to the manager of a large company. Someone has just phoned to speak to the manager, but he is in a meeting. You ask the caller to phone back in an hour.

- | | | |
|---------|--------------------------|------------|
| | a) <normal> | } language |
| | b) <polite> | |
| You use | c) <tentative> | |
| | d) <rather formal> | |
| | e) <direct> | |
| | f) <direct and informal> | |

You say _____

5 You are in a restaurant and there is no ashtray. You ask the waiter to get you one.

- | | | |
|---------|--------------------------|------------|
| | a) <normal> | } language |
| | b) <polite> | |
| You use | c) <tentative> | |
| | d) <rather formal> | |
| | e) <direct> | |
| | f) <direct and informal> | |

You say _____