SPEAKING
Student’s Book

Mark Rignall and Clare Furneaux
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SESSION 1

Step 1: Extending vocabulary

1.1 Write down as many words related to Health as you can think of in 60 seconds.

1.2 In a small group, make a Health vocabulary map on an OHT or poster, containing some/all of the words you have thought of.

Step 2: Collecting information

1.3 Complete both parts of the Health questionnaire on pages 41 and 42 by noting down your answers for Part A on one piece of paper and for Part B on another piece.

1.4 Divide into two groups (A and B) to process the questionnaire data. Group A collects the answers to Part A of the questionnaire to work on, Group B does the same for the answers to Part B. Each group will have to make a presentation based on the questionnaire data it has.

1.5 In your group:
   1) decide on a procedure for processing the data
   2) process it
   3) prepare the presentation.

SESSION 2

Step 1: Language focus

2.1 Look at Expressing proportion in the Language Help section (on page 136).
Step 2: Processing questionnaire data

2.2 In Groups A and B, discuss:
1) your questionnaire results
2) how to present them to the whole class.

Step 3: Preparing the group presentation

2.3 You will have a maximum of 12 minutes to give the presentation of your results and at least three people must be involved in giving it. Therefore your group must now:

1. Organise your content
   Decide:
   • what information to include (remember the time limit; focus on points that are interesting)
   • the best order in which to present the information
   • what information is best conveyed visually
   • how to convey it visually (e.g. table/chart/graph? on OHT/poster/whiteboard?)

2. Prepare for the presentation
   • decide on the different parts of the presentation
   • decide who will present which part
   • think of an effective opening and conclusion
   • make notes to speak from
   • each speaker must practise his/her part, especially any difficult language (e.g. pronunciation, expressions)
   • make the visual aids

3. Rehearse the complete presentation to make sure you can give it well in the allotted time. Make sure:
   • the introduction and conclusion are interesting and clear

Step 4: Before the next session

2.4 Have another rehearsal of your presentation if possible.

SESSION 3

Step 1: Presentation of questionnaire results

3.1 Groups A and B take it in turns to present their findings within 12 minutes.
3.2 The listeners note down any comments/questions to ask at the end.

**Step 2: Feedback**

3.3 In your two groups, make one list of the strengths of the other group's presentation, and a second list of the weaknesses of your own. Make the lists on OHTs/posters. You might like to consider the following questions:

1) Was the presentation completed within the time limit?
2) Did it hold the audience's interest? Why?/Why not?
3) Was the audience able to follow the presentation? Why?/Why not?

3.4 Present your feedback.

3.5 Note down how the rehearsal helped improve your presentation.

**Step 3: Discussion**

3.6 Divide into two new groups to consider the following topic: *Should smoking be banned in public places?*

Group 1 will argue in favour of a ban, Group 2 against.

3.7 Prepare your arguments. You might like to consider the following questions:

1) Should the ban be total or partial?
2) Could such a ban be enforced? How?
3) How should offenders be punished?
4) What would the effect of a ban be on the tobacco industry?
5) What is the effect of smoking on health?
6) What is the effect of smoking on the environment?
7) Are there alternative ways of discouraging smoking? What are they?

Try to anticipate your opponents' arguments and counter them.

3.8 Both groups must select two people to put forward the group's arguments in the first part of the discussion, dividing up the points you want to make between the two speakers.

3.9 Choose a chairperson for the discussion. His/her role is to direct the discussion, making sure everyone who wants to contribute gets a chance.

3.10 The two students from both groups put forward their group's view. The listeners note down questions or points they would like to make later.

3.11 The chairperson opens up the discussion to everyone and decides who will speak.

3.12 Vote on the topic.

3.13 Read **Reviewing Discussion: Checklist 3** on page 118 and answer the questions with reference to the discussion you have just had.
Step 4: Language review

3.14 Re-read Expressing proportion in the Language Help section on page 136. Add any useful expressions that you have come across in this unit.

3.15 With a partner, think back over the activities you have done in this unit and look at the vocabulary map produced in 1.2. Add any useful words that you have come across related to the topic of Health. Use a dictionary if necessary.

HEALTH QUESTIONNAIRE

<table>
<thead>
<tr>
<th>Part A: Staying healthy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How would you describe your diet? Choose one answer.</td>
</tr>
<tr>
<td>a) healthy – lots of nutritious food; little ‘harmful’ or ‘junk’ food</td>
</tr>
<tr>
<td>b) mixed – neither particularly healthy nor unhealthy</td>
</tr>
<tr>
<td>c) unhealthy – little nutritious food, a lot of ‘harmful’ or ‘junk’ food</td>
</tr>
<tr>
<td>2. Is your life</td>
</tr>
<tr>
<td>a) very active (with lots of exercise)?</td>
</tr>
<tr>
<td>b) active (with quite a lot of exercise)?</td>
</tr>
<tr>
<td>c) reasonably active (with some exercise)?</td>
</tr>
<tr>
<td>d) quite inactive (with only a little exercise)?</td>
</tr>
<tr>
<td>e) inactive (with no exercise)?</td>
</tr>
<tr>
<td>3. Which of the following are you concerned about with regard to your health? Please tick and add any other concerns at the end, under i) and j).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concern</th>
<th>very concerned</th>
<th>somewhat concerned</th>
<th>not at all concerned</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Air pollution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Water pollution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Chemical pollution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Smoking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Passive smoking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Lack of exercise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g) Diet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) Stress</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j)</td>
<td></td>
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</tr>
</tbody>
</table>
HEALTH QUESTIONNAIRE

Part B: Attitudes to health care

1. In your country/district, if you are ill where do you go first for help?

   a) To hospital
   b) To a doctor
   c) To a nurse
   d) To a chemist
   e) To a traditional healer
   f) Other. Please specify:

2. Have you ever had non-western/'alternative' medical treatment (e.g. acupuncture or herbal medicine)?

   YES    NO

   If yes, what kind of treatment was it?

   ........................................................................................................
   ........................................................................................................

   Was it successful?    YES    NO

3. What are the two main health concerns of people in your country/district, e.g. specific illnesses (like malaria) or resources (money, trained personnel)?

   1 ........................................................................................................
   2 ........................................................................................................

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**LEARNER DIARY SEVEN**

**Team work**

In this unit you received some data (on the completed questionnaire forms). Your group had:

a) to decide on a procedure for processing this data;

b) to process it;

c) to give the presentation.

Thinking of this team-work activity, make notes answering some or all of the following questions:

1. What was easy or difficult at each of the three stages referred to above?

2. If there were problems, what were they caused by (e.g. language, group dynamics)?

3. How would you aim to improve your performance if you did this activity again – or another project involving team work in the future?