1. **How do I practice speaking alone?**

Look at the following list of activities that might be used for develop speaking skills alone and indicate

* whether you do it or not,
* in what way do you think it might help learners develop their speaking skills and finish the sentence ‘It might be useful because … **‘** accordingly.

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| **Activities** | **I do it** | **I don’t do it**  | **It might be useful because …** |
| 1. I memorize English texts word by word, and rehearse saying them until I can say them fluently.2. When I am alone, I sometimes talk to myself in English about different topics.4. When I watch a film in English, I stop it at certain points and say how I think it will continue. 5. When I watch a film in English, I stop a dialogue at a certain point and continue it as if I were one of the characters. 6. I sometimes talk to myself as if I were talking to my favourite film character. 7. When I travel somewhere, I describe to myself what I can see. 8. When I watch the news or a film in English, I stop it at a certain point and summarize the content. 9. When I watch a film in Hungarian, I stop it sometimes, and translate a short section (1 minute) into English. 10. Sometimes I say a short monologue to myself in English and record it (with my phone).  |  |  |   |

1. **How to say it better?**
2. Read the following description speaking task and the transcript of the monologue a student produced.

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| **Task**: Prepare a one-minute talk about a film that had a strong effect on you. Describe it briefly and explain why it had a strong effect on you. |
| **Transcript of monologue produced by student**: ‘A film I really liked was *Man and woman*. It was made from a really famous book by John Smith. It was about a young man and a woman who loved each other in the 19th century, in England. Their parents didn’t want them to marry and they decided to run away. The girl was disguised as a man, because single women couldn’t travel with a man in England in the 19th century. One day … […] I enjoyed that there were lots of interesting details about English society in the 19th century, their life and their values. At the same time, it was very funny. The story was really interesting, you could not guess the end. I found it great from the beginning and thought a lot about it even later.’  |

1. Look at the transcript of the monologue and decide how the language can be improved so that it is more varied. You can change words and structures, add phrases to make it more expressive.
2. Compare your solutions with your partner.
3. Look at the changes suggested at the end of this task sheet.
4. **How to sound better?**

In this activity you will work in pairs. One of you is A and the other one is B.

**Task for Student A**: Prepare a two-minute monologue about an exhibition you saw and found a really good one. You have 5 minutes to plan it. You can take notes while you are planning it, but once finished, say it to your partner without using your notes. When you say it, record it with your phone. Your partner will listen to you and will give you feedback on how the monologue could be improved. The recording of your monologue will help you and your partner to go back to the monologue and check it again for possible changes.

Your partner will also deliver a monologue to you and you will be asked to give them feedback on what could be improved in it.

When you give feedback to your partner, think about the following points:

* Did your partner speak fluently, easily and clearly? Did they sound natural? If not, suggest changes.
* Was the language your partner used in the monologue accurate with a wide range of vocabulary? If not, suggest changes.
* Were you happy with your partner’s articulation/pronunciation/intonation/speed of speech?

**Task for Student B**: Prepare a two-minute monologue about a secondary school event you thoroughly enjoyed. You have 5 minutes to plan it. You can take notes while you are planning it, but once finished, say it to your partner without using your notes. When you say it, record it with your phone. Your partner will listen to you and will give you feedback on how the monologue could be improved. The recording of your monologue will help you and your partner to go back to the monologue and check it again for possible changes.

Your partner will also deliver a monologue to you and you will be asked to give them feedback on what could be improved in it.

When you give feedback to your partner, think about the following points:

* Did your partner speak fluently, easily and clearly? Did they sound natural? If not, suggest changes.
* Was the language your partner used in the monologue accurate with a wide range of vocabulary? If not, suggest changes.
* Were you happy with your partner’s articulation/pronunciation/intonation/speed of speech?

**Discussion task for Students A and B**: Did you find the activity above useful? Why/why not?

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**Suggested changes made in the text in Exercise 2.**

‘A film I really liked was *Man and woman, which* was based on a best-selling book by John Smith. It was set in 19th century England and the main characters, a young man and woman, were deeply in love. Their parents didn’t let them get married and they decided to run away. The girl was disguised as a man, as single women travelling with men were despised in 19th century England. One day … […] What I enjoyed a lot is that as the story unfolds you learn a lot about 19th century English society, their way of life and values. At the same time, I’d say it was one of the most entertaining movies I have ever seen. The plot was intriguing, it was impossible to predict how it would end. I was hooked from the very beginning, and it stayed with me long after I’d seen it.’