

# Speaking in English

Your Longman WordWise Dictionary can also help you with your spoken English. Some words and phrases are used especially in speech - in Longman WordWise, these are labelled SPOKEN.

*Example:* mean (p.387)

I mean  
 Do you mean...? You mean...?  
 What do you mean?

} — These phrases are often used in spoken English.

## Activity 1

Look up these words in the Longman WordWise Dictionary. Write down any phrases you can find that are used especially in spoken English.

- see - .....
- hold - .....
- come - .....
- go - .....
- bad - .....
- bet - .....
- speak - .....
- about - .....
- way - .....

## Activity 2

Now use some of the phrases you found in Activity 1 to complete these sentences

- a) "I'm going home now." "OK, ....." "
- b) ....., Sophie - we're going to be late!
- c) "Can I borrow the car, Dad?" ".....! Not after you crashed it last time!"
- d) "..... going to watch a movie on Saturday?" "Great idea!"
- e) "Did you have a good weekend?" "....., thanks. Did you?"
- f) ..... you're leaving so early?
- g) Can you ..... a minute? I just need to ring Steve.
- h) You'll have to ..... - he's going a bit deaf.

## Activity 3

Write a short conversation between two people, using some of the phrases you have learnt.

Speaking in English **TEACHER'S NOTES**

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TEACHER'S NOTES

Aim:	To familiarise students with using their dictionary as a resource for speech as well as for writing, and to give them conversational practice.
Level:	Intermediate
Time:	45 minutes
Materials:	Photocopiable materials and the Longman WordWise Dictionary

**Activity 1**

Before starting the exercise, look up *mean* with the students. Make sure they have all noticed and understood the 'spoken' label. If they are not confident with spoken language, you could do an additional ice-breaking exercise, by asking them to look up *think* - where they will find the spoken phrases *I think so* and *I don't think so*. Get the students to ask each other questions, and reply using *I think so* or *I don't think so*.

Once students have identified the spoken phrases, check comprehension by asking them to identify any phrases they don't understand - then ask another member of the class to explain the meaning to them.

*Answers*

- see** – *see you, see you later*  
**hold** – *hold on*  
**come** – *come on, how come?*  
**go** – *be going, get going, how's it going? how are things going?*  
**bad** – *not bad, too bad*  
**bet** – *I bet, you bet*  
**speak** – *speak up*  
**about** – *what about, how about...?*  
**way** – *by the way, no way!*

**Activity 2**

The gap-fill will help students get a feel for how these phrases are used in context.

*Answers*

- a) *see you* or *see you later*; b) *come on*; c) *no way*; d) *what about* or *how about*  
 e) *not bad*; f) *how come*; g) *hold on*; h) *speak up*

**Activity 3**

Once the students have written their dialogues, get them to read them out with a partner - taking one role each. The rest of the class must listen for the spoken phrases and see how many they can spot.